



## **Peer Reviewers Report**

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**Higher education institution (HEI):**

Hochschule für Internationales Management Heidelberg

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**Master Programme:**

International Management  
(formerly named: International Leadership & Communication)<sup>1</sup>

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**Degree:**

Master of Arts (M.A.)

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<sup>1</sup> The Master Programme has been renamed in February 2015 in „International Management“.

<b>Brief description of programme:</b>	The overall objective of the programme is to enable students to combine communication and leadership skills to transform multicultural situations, in which various cultures simply coexist, or possibly clash, into intercultural ones characterized by mutual respect and reciprocal enhancement.
<b>Type of accreditation process:</b>	Initial accreditation
<b>Type of programme:</b>	Master's programme (postgraduate)
<b>Length of programme (full-time equivalent):</b>	2 years (4 semesters)
<b>Mode of study:</b>	Full-time
<b>Date of Programme introduction:</b>	Winter Semester 2016/17
<b>Take-up capacity:</b>	18 (from 2016/17)
<b>Programme cycle starts in:</b>	Winter semester
<b>Planned number of year groups running in parallel:</b>	1
<b>Initial planned number of enrolments:</b>	16
<b>Total ECTS points awarded for the programme:</b>	120
<b>Hours (workload) per ECTS point:</b>	25
<b>Date of contract:</b>	June 14, 2011
<b>Date of visit:</b>	September 22 <sup>nd</sup> and 23 <sup>rd</sup> , 2011
<b>Date of FIBAA accreditation:</b>	December 8 <sup>th</sup> , 2011
<b>Accreditation Decision:</b>	FIBAA-Accreditation of the Master in International Leadership & Communication on condition of meeting five requirements (source of law: Clause 3.1.2 in conjunction with clause 3.2.4 in conjunction with clause 3.2.5 of of the <i>Rules for the Accreditation of Study Programmes and for System Accreditation</i> as amended on December 10, 2010).
<b>Period of accreditation:</b>	September 1 <sup>st</sup> , 2013 until end of summer semester 2018
<b>Conditions:</b>	<ol style="list-style-type: none"> <li>1. The HEI assigns clear, reliable and adequate criteria for the entrance in higher levels according to the Lisbon Recognition Convention (Chapter 2.1, source of law: Clause "Study Programme Concept" of the <i>Framework Guidelines for the Introduction of Credit Point Systems and the Modularisation of Study Courses</i> as amended on February 4, 2010).</li> </ol>

**Die Auflage ist erfüllt.**

**Die FIBAA-Akkreditierungskommission am 19. April 2013**

2. The HEI assigns 30 ECTS-points per semester equally, while the ECTS-points have to be only in whole-numbers (Chapter 3.1, source of law: Clause “Award of credits” in conjunction with clause “Study Programme Concept” of the *Framework Guidelines for the Introduction of Credit Point Systems and the Modularisation of Study Courses* as amended on February 4, 2010, in conjunction with *Handreichung des Akkreditierungsrates an die Agenturen auf Grundlage des “Abschlussberichtes” der AG ‘ECTS’ an den Akkreditierungsrat* as amended on October 12, 2007).

**Die Auflage wurde fristgerecht erfüllt.**

**Die FIBAA-Akkreditierungskommission am 29./30. November 2012.**

3. The set of study and examination regulations has to be legally verified (Chapter 3.1, Source of law: Criterion 2.3 “Study programme concept” in conjunction with criterion 2.5 “Examination System” of the *Rules for the Accreditation of Study Programmes and for System Accreditation* as amended on December 10, 2010).

**Die Auflage wurde fristgerecht erfüllt.**

**Die FIBAA-Akkreditierungskommission am 29./30. November 2012.**

4. The qualifications of the teaching staff have to be proved by the HEI (Chapter 4.1, source of law: Criterion 2.7 “Facilities” of the *Rules for the Accreditation of Study Programmes and for System Accreditation* as amended on December 10, 2010).

**Die Erfüllung der Auflage ist bis zum 31. August 2017 nachzuweisen.**

5. The HEI has to present a transparent and plausible overview showing the necessary capacity of teaching staff is available for this programme (Chapter 4.1, source of law: Criterion 2.7 “Facilities” of the *Rules for the Accreditation of Study Programmes and for System Accreditation* as amended on December 10, 2010).

**Die Erfüllung der Auflage ist bis zum 31. August 2017 nachzuweisen.**

<b>Panel Secretary:</b>	Dipl.-Soz. Lilli Schmidt, FIBAA
<b>Panel Members:</b>	<p><b>Prof. Dr. Gerd Rainer Wagner</b> Heinrich-Heine-University Düsseldorf Lehrstuhl für Betriebswirtschaftslehre (BWL, Produktionswirtschaft, Managementtheorie, CSR-Management)</p> <p><b>Prof. Dr. Karlheinz Wöhler</b> Leuphana Universität Lüneburg Institut für Stadt- und Kulturraumforschung (Tourismusmanagement, Kulturmanagement, Unternehmenskommunikation)</p> <p><b>Prof. Dr. Djamal Benhacine</b> Hochschule München Fakultät für Tourismus (Tourism &amp; Travel Management, Interkulturelle</p>

	<p>Kommunikation)</p> <p><b>Prof. Dr. Wilfried Mödinger</b> Hochschule der Medien Stuttgart (Medienwirtschaft, Dienstleistungs- und Eventmarketing)</p> <p><b>Prof. Dr. Peter Thuy</b> Career Partner GmbH ehem. Rektor der Internationalen Fachhochschule Bad Honnef (Volkswirtschaftslehre, Tourismus, Dienstleis- tungsmanagement)</p> <p><b>Adam Oelschläger</b> Fachhochschule Frankfurt Studierender "Leadership" M.A.</p>
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## Peer Reviewer's Report:

### Summary

The Master programme 'International Leadership & Communication'<sup>2</sup> offered by the Hochschule für Internationales Management Heidelberg i.Gr. (HIMH) is a consecutive programme. It has a modular structure, is based on the ECTS, has a particularly application-oriented profile and leads to the academic degree of "Master of Arts". The degree is awarded by the HIMH.

The programme meets the quality requirements for Master's programmes with six exceptions and can be 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.

The panels' assessment takes into account the self-assessment report, the results of the on-site visit as well as the response of the HEI from September 29, 2011. Taking into consideration, in particular, the strategy and objectives, the design, resources and services plus the quality assurance, this programme in general meets the quality requirements.

But the reviewers also feel that there is potential for development regarding the assignment of ECTS-points, study and examination regulations, the implementation of the Lisbon Recognition Convention and the teaching staff. The panel therefore advises to accredit the programme meeting the following requirements:

1. The HEI assigns clear, reliable and adequate criteria for the entrance in higher levels according to the Lisbon Recognition Convention (Chapter 2.1, source of law: Clause "Study Programme Concept" of the *Framework Guidelines for the Introduction of Credit Point Systems and the Modularisation of Study Courses* as amended on February 4, 2010).
2. The HEI assigns 30 ECTS-points per semester equally, while the ECTS-points have to be only in whole-numbers (Chapter 3.1, source of law: Clause "Award of credits" in conjunction with clause "Study Programme Concept" of the *Framework Guidelines for the Introduction of Credit Point Systems and the Modularisation of Study Courses* as amended on February 4, 2010, in conjunction with *Handreichung des Akkreditierungsrates an die Agenturen auf Grundlage des "Abschlussberichtes der AG 'ECTS' an den Akkreditierungsrat* as amended on October 12, 2007).
3. The set of study and examination regulations has to be legally verified (Chapter 3.1, Source of law: Criterion 2.3 "Study programme concept" in conjunction with criterion 2.5 "Examination System" of the *Rules for the Accreditation of Study Programmes and for System Accreditation* as amended on December 10, 2010).
4. The qualifications of the teaching staff have to be proved by the HEI (Chapter 4.1, source of law: Criterion 2.7 "Facilities" of the *Rules for the Accreditation of Study Programmes and for System Accreditation* as amended on December 10, 2010).
5. The HEI has to present a transparent and plausible overview showing the necessary capacity of teaching staff is available for this programme (Chapter 4.1, source of law: Criterion 2.7 "Facilities" of the *Rules for the Accreditation of Study Programmes and for System Accreditation* as amended on December 10, 2010).

Proof of meeting these requirements is to be supplied by end of August 2012. The shortening of the regular period of nine months to proof meeting of requirements is substantiated by the

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<sup>2</sup> The Master Programme has been renamed in February 2015 in „International Management“.

circumstance that fully implementation of requirements contained shall be proven before the next study period on September 1<sup>st</sup>, 2012. (Source of Law: Criterion 3.1.2 of the rules of the Accreditation of Study Programmes and for System Accreditation as amended on December 10, 2010).

The further quality standard that has not been met (Student Assistants involved in teaching (chapter 3.4) is no required quality standard according to *Rules for the Accreditation of Study Programmes and for System Accreditation* 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:

1. international experience should be stressed when recruiting academic staff (chapter 1.3),
2. academic networks and other academic institutions beyond student exchange should be broadened. (chapter 1.4),
3. the distinction made by the HEI regarding the different types of graduates should be reconsidered (chapter 2.1),
4. updating the literature listed in the module descriptions (chapter 3.1),
5. work experience should be embedded into the curriculum systematically (chapter 3.2),
6. further access to literature and online data bases should be planed (chapter 4.4),
7. the number of workstations in the library should be expanded.(chapter 4.4)

There are also criteria that exceed the quality requirements:

- foreign language (1.3),
- cooperation with enterprises and other organisations (1.4),
- equal opportunities (chapter 1.5) and
- selection procedure (chapter 2.2)

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

## INSTITUTION DETAILS

The programme submitted for accreditation will be delivered by the Hochschule für Internationales Management Heidelberg i. Gr. (HIMH). This is a successor institution to the Heidelberg International Business Academy, a private educational institution with a 60-year history of delivering internationally-orientated, vocationally-focused Berufskollegs as a state recognised Ersatzschule and Ergänzungsschule.

The HIMH is currently in the process of institutional concept audit (Konzeptprüfung) by the German Council of Science & Humanities (Wissenschaftsrat) and state recognition as a higher education institution (staatlich anerkannte Hochschule) by the state of Baden-Württemberg. The application was submitted in June 2011. The Academy, the HIMH's predecessor institution, was approved by the British Open University in July 2006 as an associated institution (equivalent to institutional accreditation) for the maximum five-year term, and successfully completed the process of institutional review (equivalent to institutional re-accreditation) in June 2011, again for the maximum of five years. With the completion of this process, the Academy has been approved as an appropriate organisation to offer its own higher education programmes leading to Open University Validated Awards.

The Master's programme in International Leadership & Communication, for which accreditation is sought, was according to the HIMH, developed independently by the Academy and validated in an external peer-review process (equivalent to programme accreditation) in July 2006 by the Open University for a period of three years. The programme was revalidated in May 2009 for the maximum term of five years, and has now completed its fifth year of delivery.

The HIMH defines its mission as follows:

- (1) The Fachhochschule qualifies its students for careers in international business.
- (2) It supports, and at the same time places high demands on, its students in their development as well-rounded, educated and reflective individuals.
- (3) In its areas of activity, the HIMH is committed to meeting the demands of its students as well as the requirements of employers in an international and dynamic competitive environment.
- (4) Finally, the University monitors its activities via internal and external evaluation and manages its development using systematic quality assurance and enhancement processes.

The HIMH will take over the Academy's existing status as an 'approved partner' of the British Open University, as well as the BA and MA programmes that are validated by the Open University. These programmes are identical to those being submitted for FIBAA accreditation. This will, as the HIMH argues, put the HIMH in a position to offer a unique study concept whereby students attain a German and at the same a British university degree for one course of study.

The HIMH will build on the Academy's extensive and long-term relationships with regional, national and international companies which take among others the form of an Advisory Board (Kuratorium), made up of senior managers of companies operating in the sectors covered by the BA programme, liaison with graduate recruiters by the Career Guidance & Placement Service in respect of work placement opportunities and career entry and Consultancy projects carried out by academic staff and/or student project groups.

## 1. Strategy and Objectives: 1.1 Programme Objectives

As the HEI states, the increasing globally connected nature of modern business brings with it new challenges to be addressed and new opportunities to be seized by managers with expert leadership and communication competence. The overall objective of the programme is hence to enable students to combine communication and leadership skills to transform multicultural situations, in which various cultures simply coexist, or possibly clash, into intercultural ones characterized by mutual respect and reciprocal enhancement. In the course of developing the programme, taking into account external input (via the Advisory Board) and benchmarking with competitor programmes, the team came to the view that an emphasis on cross-cutting themes and an emphasis on central success factors in international management (leadership, communication, interculturality) would make for a coherent study experience and represent genuine added-value for BA graduates. The HEI argues that in an international business context, it is precisely leadership and communication skills that are crucial for individual career success and also for the success of companies. The development team conducted a survey of prospective students who either had not yet enrolled at the Academy or had decided not to enrol, asking them to rate alternative content foci of study programmes. The results confirmed that leadership and communication aspects, and in particular internationality, are popular among the target group for the programme.

The programme aims to prepare students for careers in management positions with an international focus by developing:

- an integrated and critically aware understanding of leadership and communication, and how they interact in an international business environment via the advanced study of organisations, the dynamic external context in which they operate and how they are managed;
- students' ability to apply knowledge and understanding of business and management to complex international leadership and communication issues, both systematically and creatively, to improve business and management practice and organisational competitiveness;
- their ability to make sound judgements and decisions in complex and unpredictable situations and/or in the absence of complete data, and communicate their conclusions clearly to a range of audiences;
- their ability to anticipate and recognise the need for change, take an active role in change processes and to manage change;
- their understanding of the contributions they can make at the different levels in an organization, and how these relate to its strategic goals;
- their English-language competence to C2 level of the *Common European Framework of Reference for Languages* in the reception and production of standard spoken and written English, and in the understanding and use of English in a business and academic environment;
- the culture-related knowledge and competence necessary to operate effectively in intercultural and multicultural business contexts;
- their ability, flexibility and motivation to evaluate their own learning and take responsibility for continuing to develop their own knowledge and skills;
- their ability to be adaptable, and show originality, insight and self-direction and so contribute to business and society at large.

The proposed degree title is Master of Arts (M.A.) and, according to the HEI, has been chosen in accordance with section A 6. *Bezeichnung der Abschlüsse* of the *Ländergemeinsame Strukturvorgaben für die Akkreditierung von Bachelor- und Master-Studiengängen as amended on February 4, 2010*. The designation 'Master of Arts' has been chosen to reflect the programme's qualitative, communication and interpersonal focus, and will be used in the



English form in line with the programme’s international orientation. The MA programme is ‘consecutive’ in that it builds upon prior knowledge and skills gained from a related first degree. The study programme at hand is ‘application-orientated’ due to the programme purpose to prepare students for the next stage in their careers, whether that is further academic or professional study, or entering employment of different kinds. By the end of the programme, the typical graduate shall among others demonstrate a systematic understanding of relevant knowledge about organisations, the application of relevant knowledge to a range of complex situations, creativity in the application of knowledge, and the ability to acquire and analyse data and information.

The HEI describes in a detailed manner and with respect to “Knowledge and understanding”, “Cognitive skills”, “Practical and professional skills” and “Key transferable skills”, what students – on successful completion of the programme – will be able to do. The HEI also maps the programme learning outcomes against the Dublin Descriptors for first-cycle qualifications:

<i>Dublin Descriptors</i>	<i>Programme Learning Outcomes</i>
have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the first cycle, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context;	A1 – A7
can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multi-disciplinary) contexts related to their field of study;	C1 – C10
have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements;	B1 – B4; C3; C4
can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously;	C11; D3
have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.	A7; B2; B3; C9; D1; D2; D4; D5

### Appraisal

The objectives of the programme are set out consistently in relation to the occupational area, which had been identified through external input and benchmarking with competitor programmes and a survey of prospective students. As the panel likes to point out, professional practitioners, company members and an Advisory board have been involved in the programme design as well. Also, the objectives take into account the areas: empowerment, employability and personality/personal development. Students will be encouraged and enabled to take responsibility for their learning and professional development, i.e. in the context of the module *International Corporate Citizenship*.

The HEI was able to present a composition of Final Qualifications for the Master in International Leadership & Communication in a clear and coherent way. 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.

The HEI intends to award graduates of this undergraduate programme with a MA 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 “particularly 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	n.o. <sup>1</sup> n.a. <sup>2</sup> n.r. <sup>3</sup>
<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

The HEI assumes, according to data of the Federal Statistics Office and the CHE, that the coming years will see substantially increased numbers of first-year students, particularly at HEIs in the larger federal *Länder* such as Baden-Württemberg. According to predictions by the *Centrum für Hochschulentwicklung* (CHE), demands will peak out in 2013, when a total of 55,800 first-year students will be expected to enrol at the HEIs in Baden-Württemberg. The HEI points out in detail by referring to several public studies and data, that the programme is well positioned on the education market. According to an In-house survey of prospective students who either had not yet enrolled on the Academy's Bachelor's programme or had decided not to enrol, leadership and communication aspects, and in particular internationality were most popular among the respondents. Indicators of the good position of this programme on the education market are according to the HEI the internationally aligned curriculum, the interdisciplinary programme for different service sectors or operational areas, the vocational orientation, the variety and quality teaching, the service orientation and supervision as well as Heidelberg as a well established higher education location. The HEI assumes the fact that degrees attained at the Heidelberg International Business Academy are simultaneously awarded by the Open University to be an differentiating aspect (see 1.4).

Based on a study by *Staufenbiel*, despite the fact that the acceptance of Bachelor's degrees among employers is growing, a higher proportion prefers Master's graduates (accepted by 96% of companies surveyed) to Bachelor's graduates (accepted by 82% of companies surveyed). As the HEI argues, the HIMH has collected and analysed data on the requirements of different industry sectors and operational areas, and used it in the development of its Master's programme. Additionally, input from subject specialists as well as the systematic involvement of the external members of the Advisory Board in the programme design is an important contribution to the currency and relevance of the programme. The interdisciplinary Master's programme is designed in such a way that the qualification profile which students acquire has no specific branch focus and does not lead to any functional specialisation. Hence, the programme, due to its concept, is very vocationally-based, but not closely tailored to specific occupational profiles. Graduates of the Master's programme are particularly well qualified for the following types of occupations: Deployment fields in consultancy companies, Deployment fields in companies which are active in exports, Deployment fields in companies

with representative office(s) or production site(s) abroad, or Deployment fields in companies with subsidiaries abroad.

With regard to the positioning within the HEI's overall strategy the HIMH points out, that the programme strives to achieve and sustain a corporate reputation of being at the forefront of the sector in meeting the needs of students and employers. The programme is expected to be the first consecutive Master's programme at the HEI and to have visibility on the international network of the HIMH and the job market. Lastly, the HEI points out, that the programme is very much in line with the overall strategy and the schools mission statement.

## 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. As the panel states, the demand for graduates from the programme has been identified by the programme directors using various tools, including an in-house-enquiry.

The way in which the programme is incorporated into the HEI's overall strategy is described and clear reasons are given, i.e. the international networking of the HEI, associated research institutes and the research areas. The programme follows qualification aims, which comply with the overall concept and strategic planning of the HEI.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.o. <sup>1</sup> n.a. <sup>2</sup> n.r. <sup>3</sup>
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 the HEI the international orientation is a clear focus of this Master's programme design and can be seen in the international components of certain modules, the international orientation of the teaching staff, and the options to gain experience abroad and modules taught in English. The study programme in International Leadership & Communication, for which accreditation is sought, was developed independently by the Academy and validated in an external peer-review process in March 2011 by the Open University. Since the Academy was approved by the Open University as an appropriate organisation to offer higher education programmes, on completion of the programme, in addition to the German award, students also receive a MA degree from the Open University (see 1.4).

*With regard to internationality of the teaching staff the HEI points out, that several specific members of the faculty incorporated in the programme have international experience in the form of teaching, research activities, working, and/or studying abroad.*

The programme is entirely taught in English. All learning and teaching materials, including text books and other source materials, are also in English. Moreover, students have the opportunity to learn Chinese, Arabic and Spanish as additional option modules.

International aspects are covered in many modules. For instance, in Advanced Research Methods & Master Dissertation students will carry out an in-depth investigation on an international leadership or communications management issue. The module Specialist Public Relations: Managing Issues and Crises investigates public relations issues and crisis communication management in an international & intercultural environment. Intercultural components are covered i.e. by the modules Intercultural Negotiation & Conflict Management, Intercultural Communication Theory or Culture in Society.

Additionally, students can choose to study abroad. The partner institutions have been selected on the basis of the affinity of their programmes to HIMH's programme via curriculum mapping and the level of support available to students. Study abroad agreements exist with the following partner institutions:

<b>Partner institution</b>	<b>Country</b>
International College of Management, Sydney	Australia
Victoria University, Melbourne	Australia
ESC Rennes	France
Regent's College London	Great Britain
Leeds Metropolitan University	Great Britain
University of Teesside	Great Britain
New College Durham	Great Britain
University of Brighton	Great Britain
Robert Gordon University	Great Britain
Schiller University, Florida	USA
California International Business University, San Diego	USA

Students sign a learning agreement detailing the modules they intend to take to ensure that the semester abroad fits into the programme coherently. Students can transfer the equivalent of 30 ECTS to their credit requirements for the HIMH's programme. Thus the study abroad semester can be completed without increasing the amount of time necessary to complete the programme. In that case, the courses attended at the partner university are reviewed by the Programme Manager who ensures the courses are in line with the programme objectives and qualification. A study abroad Policy exists.

Moreover, within the programme, students are supported in undertaking up to two voluntary workplacements in the course of the programme and are supported by Career Guidance & Placement Services in finding a workplacement. Students are also encouraged to do the placement abroad or with a provider with an international dimension.

### **Appraisal**

The programme objectives and strategy are geared to explicitly ensuring internationality in teaching and research as well as graduate employability.

The teaching staff at the HEI is international in its composition. However, the international background refers mostly to the scientific assistants. The panel advises the HEI though to lay more stress on (international) academic experience when recruiting academic staff. As for the rate of international students, no reliable judgement can be made at present since the programme has not started yet.

Lectures and learning material are entirely taught in English. With regard to international contents of the programme, the panel holds the view that internationality is sufficiently considered, especially in the context of the Area Studies. Moreover, the curriculum includes a sufficient amount of intercultural content according to the requirements of the programme.

Furthermore, students have the opportunity to spend one semester abroad. After completing the semester at the partner institutions, the equivalent of 30 ECTS-points (individually regulated by a learning agreement prior to the stay abroad) can be transferred to the credit requirements of the home university. Study abroad opportunities and recognition of credit attained at other institutions are regulated in sections 10 and 11 of the Study Abroad Policy and section 14.1.1, Institutional Assessment Regulations. These regulations allow students to complete a semester abroad within the regular programme with no time loss.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.o. <sup>1</sup> n.a. <sup>2</sup> n.r. <sup>3</sup>
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					n.o.
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

The HIMH will have a close working relationship with the British Open University (especially through validation, workshops and development events). The Academy's status as an approved partner of the Open University will be transferred to the HIMH. The MA programme submitted to FIBAA for accreditation was validated by the Open University in March 2011. On completion of the programme, in addition to the German award, students also receive a MA degree from the Open University. The Open University is Britain's largest University, with over 200,000 people studying its courses. Since its establishment by Royal Charter in 1969, it has opened the door to higher education for more than 2 million people. Through its Royal Charter, the University is able to validate programmes delivered by institutions without degree-awarding powers. It presently has around 50 approved institutions, both within the UK and overseas. Institutional approval and validation furthers the Open University's mission to widen access to higher education, with more than 107,000 students having graduated from almost 300 validated undergraduate and postgraduate programmes.

Currently study abroad agreements exist with 10 partner institutions (see 1.3). The HIMH is in talks with further institutions with a view to establishing study abroad agreements.

The HEI is an institutional member of IATEFL. The Association links develops and supports English Language Teaching professionals throughout the world. Members of staff have presented at IATEFL conferences and written articles for its publications.

The systematic involvement of the external members of the Advisory Board (Kuratorium) (employers and practitioners in the sectors covered by the programme's pathways), as well as other professional practitioners on an ad hoc basis, in programme design and the definition of occupational requirements is, according to the HEI, an important contribution to the currency and relevance of the programme and a continuing strength of provision. The active support the programme team receives from representatives of potential employers in programme development should conversely be a reflection of their identification with and confidence in the programme.

### Appraisal

Cooperation with HEIs and other academic institutions/networks with effects on the programme are actively pursued. However, the panel criticises that cooperation refers to partner universities with the focus on student exchange only and feels the urgent need to broaden the academic networks and other academic institutions beyond student exchange.

Talking about cooperations with enterprises and other organisations, the panel members very much appreciate the current cooperation of the HIMH in this field. As the panel has come to know, the opportunity for full-time teaching staff to exchange experiences and perspectives with these advisers is highly valued as obviously generates new ideas for curriculum and delivery and confirms the close alignment of the programme with employability requirements.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.o. <sup>1</sup> n.a. <sup>2</sup> n.r. <sup>3</sup>
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

According to its own statement, the HEI is committed to eliminating all forms of unfair discrimination in all of its activities, and in respect of all students, staff, visitors, its governance arrangements and relationships with the wider community. The HEI also intends to treat all people with dignity and respect equally, irrespective of race, ethnic origin, gender, marital or parental status, sexual orientation, religion or faith, disability, age or political belief. As part of its overall policy on Equal Opportunities the HIMH is committed to achieving gender and racial equality in all aspects of employment practice and policy, and in all of its functions and activities.

The HEI's commitment to equal opportunities vis-à-vis students is codified in the Equal Opportunities Policy and Code of Practice. Vis-à-vis staff, the HIMH is committed to equal opportunities via the Institutional Staffing Policies. Monitoring of staff development activities, which is informed amongst other things by scrutiny of the CPD Records, shall ensure that the HIMH is able to demonstrate equitable provision and adherence to the requirements of its Equal Opportunities Policy.

## Appraisal

The panel members are particularly impressed by the efforts of the HEI to not only promote gender equality and the implementation of general bans on discrimination, but to ensure equality throughout the whole study programme and on campus. Within the *Heidelberg International Business Academy Programme & Institutional Regulations against the QAA Code of Practice* from January 2011 one finds detailed regulations for student with disabilities. Also, equality and diversity are taken into account adequately within several regulations such as the *Study abroad policy* and the *Institutional Assessment Regulations*. The details of the advice and support for students with disabilities are given in the Institutional Regulations for Students with Special Needs. The approach is to develop inclusive, flexible programmes of study to enable students to participate according to their individual needs and circumstances. Cases of discrimination or harassment by either staff or students are investigated and prosecuted in line with the respective disciplinary procedures. The HIMH's Academic Board (Senat) has overall responsibility for Equal Opportunities with regard to the study programme. Progress is assessed and monitored regularly and achievements published on an annual basis through the institutional Monitoring & Reporting processes. The quality requirement is therefore excelled.

		Exceptional	exceeds quality requirements	meets quality requirements	does not meet quality requirements	n.o. <sup>1</sup> n.a. <sup>2</sup> n.r. <sup>3</sup>
1.5	Equal Opportunities		x			

## 2. ADMISSION (REQUIREMENTS AND PROCEDURE)

To be accepted into the programme, the following admissions requirements must be met:

### Personal requirements:

- A level of personal maturity consistent with the demands of a competitive programme, demonstrated, for example, by a realistic and balanced awareness of personal strengths and weaknesses;
- The ability to express oneself clearly and coherently in the course of the HIB interview and consultation;
- Clear and realistic career aims, demonstrated, for example, by evidence of having informed themselves of the requirements and responsibilities of the career(s) in question;
- A clear motivation to apply for admission to the respective study programme, demonstrated for example by relating the perceived features of the study programme and the anticipated effects of these to his/her career aims;
- Personal initiative, team-working and communicative ability, demonstrated, for example, by voluntary involvement in social or charitable work, taking on positions of responsibility in sports or other clubs, group-based hobbies, artistic activities etc.;
- Interest in (international) business life, demonstrated, for example, through previous experience of business gained via work placements or employment nationally or internationally;
- Openness towards and interest in foreign cultures, languages, business practices, demonstrated, for example, by periods of residence in foreign countries, or extensive foreign travel;
- Awareness of the requirements placed on etiquette and personal presentation in business, especially in the service sector, demonstrated by behaviour and appearance at the interview;

- The willingness to reflect on one's own knowledge and abilities against the background of current developments, demonstrated, for example, by talking in a self-reflective manner on current affairs;
- The willingness to keep updating one's own knowledge as part of the on-going process of life-long learning, demonstrated, for example, by participation in adult/further education or subject/career-related self-directed study.

#### Academic requirements:

The programme is aimed at graduates of Bachelor's programmes in business and management. Although the HIMH welcomes applicants with professional experience, this is not a requirement for entry to the programme. The following requirements apply for admission to the programme:

#### **For graduates of the Academy's BA Programme:**

- 1) Entering the programme in the academic year following graduation from the BA programme:
  - No further formal requirements
- 2) Entering the programme with a break of one academic year since graduation from the BA programme:
  - For applicants whose mother tongue is not English, successful completion of the HIMH's English test, or evidence of higher education in English or employment in an English speaking environment,
  - Successful completion of the HIMH's admissions interview.
- 3) Entering the programme with a break of two or more academic years since graduation from the BA programme:
  - Letter of recommendation from a member of academic staff at applicant's current/previous higher education institution (unless this is the Academy/HIMH) and from current/previous employer (where applicable),
  - For applicants whose mother tongue is not English, proof of English-language proficiency at Level C1-C2 of the Common European Framework of Reference for Languages, such as (the test must have been taken no longer than 12 months before the programme commences): IELTS: minimum average 6.5, with no element scored below 6.0, TOEFL: minimum 90 (internet) / 577 (paper based) / 233 (computer based), including TWE with a minimum score of 5.5, Cambridge Certificate in Advanced English (CAE): minimum grade B, Cambridge Business English Certificate (BEC): BEC Higher, London Chamber of Commerce and Industry (LCCI) certificate English for Business: Level 3 with distinction, APIEL: minimum grade of 4, GCSE/IGCSE English: minimum grade C or evidence of at least one year of higher education in English or full-time employment in an English-speaking environment (this period of education or employment must not have ended more than 12 months before the Master's programme commences).
  - Successful completion of the HIMH's admissions interview.

#### **For graduates of other higher education institutions**

- Higher education entrance qualification, or equivalent prior learning, evidenced by a certified photocopy of the certificate / transcript,
- Bachelor's degree (or equivalent) in business / management or a related subject area with a minimum of 180 ECTS from an accredited/recognised higher



education institution, evidenced by a certified photocopy of the certificate / transcript,

- Letter of recommendation from a member of academic staff at applicant's current/previous university and current/previous employer (where applicable),
- For applicants whose mother tongue is not English, proof of English-language proficiency at Level C1-C2 of the Common European Framework of Reference for Languages, such as (the test must have been taken no longer than 12 months before the programme commences): IELTS: minimum average 6.5, with no element scored below 6.0, TOEFL: minimum 90 (internet) / 577 (paper based) / 233 (computer based), including TWE with a minimum score of 5.5, Cambridge Certificate in Advanced English (CAE): minimum grade B, Cambridge Business English Certificate (BEC): BEC Higher, London Chamber of Commerce and Industry (LCCI) certificate English for Business: Level 3 with distinction, APIEL: minimum grade of 4, GCSE/IGCSE English: minimum grade C or evidence of at least one year of higher education in English or full-time employment in an English-speaking environment (this period of education or employment must not have ended more than 12 months before the Master's programme commences),
- Successful completion of the HIMH's admissions test and interview.

According to the Guidelines for applications from students with disabilities, students with disabilities can contact the Student Office, Heads of Departments and Personal Tutors at any point in their period of study at the HIMH if they need support, regardless of whether or not they disclosed their disability at the admissions stage. It is the HIMH's Policy to regard academic standards as the main criteria in the consideration of a disabled student. Candidates will be reviewed against the usual academic criteria and without discrimination relating to disability.

An application to study at HIMH consists of three elements:

- Written application (see above)
- Admission Test
- A personal interview and consultation.

The application procedure is such that students have to send in certain documents to the HEI that checks the fulfilment of the formal admission requirements (written application as described above). Applicants are normally expected to arrange with the Student Office a date for attending the Admissions Test within 2 weeks after submission of the written application. The Admission Test consists of the following components: Ability to think analytically, formulate an argument and solve problems (essay in English) and ability to think logically and methodically (Logic Test in English). Applicants failing to satisfy the minimum requirements of any part of the admissions test will not be admitted to the study programme. The HIB interview and consultation is normally attended by the applicant on the same day as the Admissions Test. It is an integral part of the application process and in a 1-hour session, allows the admissions team to evaluate applicants against the following criteria:

- Knowledge of the main features of the HIMH's programme, indicating that the applicant has informed him/herself about the programme
- Clarity of motivation / argumentation why the applicant is interested to study at the HIMH / in the respective pathway
- Level of differentiation regarding applicant's perception of occupational fields in the respective industry sector and resulting career goals
- General knowledge – a demonstrated awareness of key current issues within society.
- Oral presentation – the ability to articulate clearly and concisely.

The Academic Director (Präsident) decides on the admission of an applicant according to whether the requirements for admission are met. The outcomes of the individual components of the admission process are to be summarised in the Admissions Record Form by the Head of Student Support. The outcome of the admissions process may be: admission of the applicant to the study programme; admission to the study programme coupled with certain recommendations concerning an improvement of the prior knowledge required or rejection of admission to the study programme. The decision on acceptance or rejection of an applicant is recorded in writing on the Admissions Record Form and signed by the Academic Director (Präsident), with the date on which the final decision was taken.

The admission requirements and procedures are explained on the website, in brochures and other marketing materials and events if relevant. The information about an offer of admission to the HIB is communicated to each candidate in writing, usually within 7 to 14 days of the receipt of the processing fee to be paid for the appraisal of the admission test and the interview. There is also an Opportunity for complaints concerning the admissions process as well as an opportunity for appeal against rejection of an application. Where the applicant has been accepted, it is his/her responsibility to decide whether to submit the completed and signed enrolment form.

### **Appraisal**

The admission requirements are defined and transparent. In addition, the overcoming of disadvantages for disabled students as part of procedures to determine suitability is ensured. However, the panel holds the view that admission requirements are not consistent. While no further formal requirements are required when entering the programme in the academic year following graduation from the Academy's BA programme, graduates entering the programme with a break of two or more academic years since graduation from the Academy's BA programme and graduates of other higher education institutions – no matter when – have to fulfil further requirements, that is to say a letter of recommendation from a member of academic staff at applicant's current/previous university and current/previous employer (where applicable) and proof of English-language proficiency at Level C1-C2 of the Common European Framework of Reference for Languages for applicants whose mother tongue is not English. Bearing in mind that applicants for the Academy's Bachelor have to provide evidence of seven years of English instruction (German applicants with Abitur must have achieved at least 10 points for English, and applicants with Fachhochschulreife at least 12 points for English), the panel holds the view that admission requirements are not comparable in terms of English skills. Regarding the fact that the last year of the Academy's Bachelor programme is entirely taught in English (with the first two years of the programme being partly taught in English), the panel members are convinced that graduates of the Bachelor programme will be able to successfully complete the Master at hand being continuously taught in English. Thus, the panel does not see the need for a condition regarding admission requirements. Nonetheless, the panel members advise reconsidering the distinction made by the HEI regarding the different types of graduates.

The panel wishes to highlight the intense selection process, which stresses language skills, motivation and general knowledge. The interview guideline used within the selection procedure was handed out to the panel by the HEI. The admission requirements ensure that students are enrolled, who are able to attend lectures in foreign languages.

With a view to the opportunity for students to be placed in higher semesters directly in accordance with the Lisbon Recognition Convention, no criteria at all were to be found within the *Enrolment Regulations*. With respect to clause "Study Programme Concept" of the *Framework Guidelines for the Introduction of Credit Point Systems and the Modularisation of Study Courses* as amended on February 4, 2010, rules for the recognition of credits achieved at other higher education institutions or externally achieved credits with respect to the Lisbon Convention have to be laid down within the study programme concept. Conse-

quently, the panel advises the accreditation under the **condition** that the HEI assigns clear, reliable and adequate criteria for the entrance in higher levels. As the HEI states, a “Zulasungs- und Immatrikulationsordnung” in German was drafted in German by the HEI following the FIBAA panel visit including regulations on the recognition of credits achieved at other HEI (“Anrechnung von Studienzeiten und Prüfungsleistungen”). Since the German Admission Regulations have not been passed yet and have not been handed in to the FIBAA, the condition is yet to be fulfilled.

The admission procedure is described, explained in a logical and transparent manner and documented for and accessible to the general public. The HEI provides information on the admission requirements and the admission procedure online; in brochures and in the Institutional Admission Regulations. Prospective students can moreover request an institutional prospectus, containing information on the academy, overview of the study programmes, description of the study concept, application procedure, etc. The admission decision is based on objectifiable criteria and is communicated in writing. If requested, candidates who are not offered a place are given feedback on the reasons for this decision.

		Exceptional	exceeds quality requirements	meets quality requirements	does not meet quality requirements	n.o. <sup>1</sup> n.a. <sup>2</sup> n.r. <sup>3</sup>
<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)					n.r.
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 programme is delivered in full-time mode over four semesters and has a credit value of 120 ECTS, with each semester being equally credited with 30 ECTS-Points. It thus allows students graduating from Bachelor programmes with the standard 180 ECTS to achieve the requisite 300 ECTS for undergraduate and postgraduate study together. Each credit is based on a notional 25 hours of student study time – which includes class contact time, independent study, preparation and completion of assessed coursework, preparation of projects and dissertations, revision and written examinations. The minimum duration of the programme is 2 years. The maximum duration with retakes is 4 years, apart from cases of repeated deferred assessment. The first three semesters are delivered via lectures, seminars etc. amounting to 16 contact hours per week, while the fourth semester is reserved for writing the Master’s Dissertation. There is no formal teaching during this semester and no attendance requirement, although students can, and are encouraged to, organise dissertation tutorials with their supervisors. Students can thus use this semester to gain work experience or study abroad (see below) without extending the duration of their studies.

The programme comprises four thematic strands plus an elective element. They enable students to develop international leadership and communications competence so that as man-

agers they can succeed in an international and intercultural environment characterized by contrasting and possibly conflicting leadership, communication and working behaviours. The compulsory core modules account for approx. 80 of ECTS, and the electives for approx. 20%.

A set of study and examination regulations (Institutional Assessment Regulations) exists dealing 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.

Students can optionally undertake up to two voluntary workplacements in the course of the programme: In the summer break between semesters 2 and 3, students have the opportunity to complete a placement in Germany or abroad of up 4 months duration. It is also possible for students to complete a workplacement during the fourth semester and/or write their dissertation in cooperation with a company, or to begin / recommence regular employment. Additionally, students have the opportunity to spend a semester studying at a partner institution abroad (see 1.3). Students are provided with advice and support by their Module and Personal Tutors. They can advise on how to manage the workload, and discuss matters that could lead to claims for extenuating circumstances.

Modules have been described in module descriptions enclosing among others learning outcomes, information about the module and examinations. Each module weighs 7,5 ECTS-Points. At the end of each academic year, a credit transcript will be available to every student which records learning achievements. Credit Transcripts record the individual modules taken, the numerical grade achieved in each module, and the number and level of the credits awarded. It will also state the total number of credits accumulated to date at each credit level.

In order to record a full profile of student strengths and weaknesses, to promote variety in learning outcomes and approaches to learning, and to increase accessibility, intellectual achievement is measured by a varied and diverse range of methods appropriate to the learning outcomes. Formative and summative assessments are incorporated into the programme to ensure that the purposes of assessment are adequately addressed. Depending on the intended learning outcomes of a Module, the programme operates different modes of assessing students' achievement of the module outcomes: In-course assessment, written examinations, Oral Examinations, Business Dissertation and Viva voce. In the fourth semester of the programme, students write a Master Dissertation with a credit value of 30 ECTS. The purpose of the Master Dissertation is to give the student the opportunity to carry out an in depth study of an applied nature, critically analysing and synthesising learning from the business disciplines they have studied.

## Appraisal

The structure of the programme includes an adequate ratio of core subjects (approx. 80%) and electives (approx. 20%). Optionally, a semester can be spent abroad. These elements serve the programme objectives and promote the students' acquisition of skills in accordance with the programme objectives.

Credit points and workload specifications have been implemented. The amount of Credit points per semester is evenly spread throughout the study programme. However, apart from the last semester, Credit Points are not awarded in whole numbers throughout the study programme. With respect to the *Handreichung des Akkreditierungsrates an die Agenturen auf Grundlage des "Abschlussberichtes der AG 'ECTS' an den Akkreditierungsrat* as amended on October 12, 2007, ECTS-Points can only be awarded in whole numbers. Consequently, the panel advises the accreditations under the **condition** that the HEI assigns 30 ECTS-points per semester equally, while the ECTS-points have to be only in whole-numbers.

Module descriptions contain all criteria asked. Attention to the link between a module and other modules within the same study course is paid in section 2.a *“Rationale for the module and its links with other modules”*. Hence, the module descriptions are in line with the structural requirements, describing in particular the learning outcomes and the acquisition of skills with regard to the degree of detail. Furthermore, they meet national requirements and contain integrated module examinations. The student workload on the programme is manageable. However, the panel members recommend updating the literature listed in the module descriptions.

The panel members have learned that at the end of each academic year, students receive a Credit Transcript which records learning achievements. Additionally, a grading percentage table is included in the students' diploma supplements, showing the percentage of students achieving the respective grade category in previous cohorts. This is also reflected in the Studien- und Prüfungsordnung for the programme.

A set of study and examination regulations (Institutional Assessment Regulations) exists. The structural requirements for the programme have been implemented, taking into account the national and (in Germany) federal-state-specific requirements. Examination frequency and organisation are such that a manageable student workload is ensured. There are rules to overcome disadvantages for disabled students with regard to time and formal requirements on the programme (Institutional Regulations for Students with Special Needs) as well as for evidence of performance at the end of the course or during the latter. However, the given examination regulations have not been passed yet. As for criterion 2.3 *“Study programme concept”* in conjunction with criterion 2.5 *“Examination System”* of *the Rules for the Accreditation of Study Programmes and for System Accreditation* as amended on December 10, 2010, the study and examination regulations are to be subjected to legal verification. Moreover, all guidelines given are written in English only. The panel member advise the accreditation of the programme under the following **condition**: A legally verified set of study and examination regulations has to be handed in by the HEI. Moreover, the regulations have to be available in German. As the HEI argues, the regulations had been submitted to the “Wissenschaftsministerium” for legal scrutiny before being included in the documentation provided to the FIBAA. Following the visit of the FIBAA-panel, a “Studien- und Prüfungsordnung” was drafted in German in comply with German legislation. This was submitted to the “Wissenschaftsrat” and formed part of the documentation for the “Konzeptprüfung”. Since the regulations had been submitted to the FIBAA only as draft versions and no German “Studien- und Prüfungsordnung” has been handed to FIBAA yet, the panel holds the view that the condition is not yet fulfilled.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.o. <sup>1</sup> n.a. <sup>2</sup> n.r. <sup>3</sup>
<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. PROGRAMME DESIGN: 3.2 Content

As the HEI explains, the Master's programme both builds on and extends what students have learned at undergraduate level by shifting the perspective from management functions and specialisms in particular sectors to the capabilities students need to be effective managers regardless of their sector of employment.

The programme consists of four strands and an elective element:

The first two strands (*Research* and *Theory & Reflection*) develop investigative skills and provide theoretical frameworks that enable students to recognize and understand leadership and communication issues in international business contexts, and reflect on the consequences for management practice. Building on the first two strands, the third strand (*Management Practice*) aims to promote students' critical understanding of management techniques and tools that can be employed to develop sophisticated and situationally-appropriate solutions to the problems encountered in international and intercultural business, and of the problems and risks associated with their use. The fourth strand (*Intercultural Competence*) centres on an in-depth investigation and discussion of the business-relevant specifics of three dynamic and emerging regions: East Asia, Middle East, and Latin America. Here students have the opportunity to apply the theoretical knowledge and practical skills to these specific cultural areas. Beyond this core programme, students choose three elective modules amounting to approx. one-fifth of the programme's credits. They can thus customise their study experience and their formal qualification according to their subject interests, career preferences and/or professional development needs. Together, as the HEI points out, these elements constitute a comprehensive, coherent and balanced study of the theory and practice of leadership and communication in an international business context.

The core modules offered are the following: *Advanced Research Methods*, *Strategic Management of International Enterprises*, *Intercultural Communication Theory*, *Strategic Leadership in International Contexts*, *Strategic Communications in International Contexts*, *Strategic Leadership*, *Intercultural Negotiation & Conflict Management*, *Area Studies* and *Dissertation*. The electives allow for the application of leadership and communication theories and techniques to HRM, corporate citizenship and CSR, events marketing, public relations, and the role of cultural products (*International Strategic Human Resources Management*, *International Corporate Citizenship*, *Experiential Marketing through Special Events*, *Specialist Public Relations: Managing Issues and Crises* and *Culture in Society*). Moreover, students can take optional modules amounting to 7.5 ECTS-Points per semester in addition to the standard programme to deepen and broaden the educational experience by going beyond the boundaries of the standard programme.

The integration of theory and practice is delivered chiefly via the workplacement and in the module *Area Studies* as well as in the *Master's Dissertation*. The module *Area Studies* deals with Case study tasks involving students defining, researching and reporting on business issues related to the areas studied will promote understanding of the interdependence of theory and practice. What is more, students have to prepare an individual business plan. As for the *Master's Dissertation*, students can use the dissertation as an opportunity to gain practical experience by either writing the dissertation in co-operation with a company on a topic of practical relevance for the company, or by investigating business practice, e.g. by conducting a case study of a company.

As the HEI describes, interdisciplinarity is delivered in many modules i.e. in *Advanced Research Methods & Master Dissertation* that involves the application and combination of prior learning from other parts of the curriculum in order to address a specific problem or question. In *Strategic Communications in International Contexts*, a critical understanding of the interaction between communication theory, national cultures and organisational cultures will be developed. The module *Area Studies* will cover cultural, social economic and business aspects, drawing on theory, research and practice from intercultural theory, sociology, economics and business studies.

As the HEI claims, methodological competence, including the capacity to engage in academic work, is systematically embedded at the levels of the institutional mission, programme aims and learning outcomes, and module learning outcomes. The programme level learning outcomes, and the learning, teaching and assessment strategies aligned with them, ensure a coherent and balanced implementation across the programme at the level of the individual modules. Methodological competence is among others to be found on core module implementation in the modules *Advanced Research Methods & Master's Dissertation*. As the HEI states, support for and promotion of Research & Scholarship is an area where the HIMH has affected a major cultural and policy shift. Research assists the development of teaching and supports curriculum innovation and development in a number of ways.

The core and pathways structure is shown in the following illustration:

## Programme Structure: Module composition

	Semester 1 (Winter)		Semester 2 (Summer)		Semester 3 (Winter)		Semester 4 (Summer)		ECTS / strand
	ECTS	Contact hours	ECTS	Contact hours	ECTS	Contact hours	ECTS	Contact hours	
<b>Core Modules</b>									
Advanced Research Methods	7.5	4							37.5
Master Dissertation							30	x	
Strategic Management of International Enterprises	7.5	4							15
Intercultural Communication Theory	7.5	4							
Strategic Leadership in International Contexts			7.5	4					22.5
Strategic Communications in International Contexts			7.5	4					
Intercultural Negotiation & Conflict Management					7.5	4			
Area Studies:									22.5
<i>East Asia</i>	7.5	4							
<i>Latin America</i>			7.5	4					
<i>Middle East</i>					7.5	4			
<b>Elective Modules*</b>									
Elective I			7.5	4					22.5
Elective II					7.5	4			
Elective III					7.5	4			
<b>Totals:</b>	<b>30</b>	<b>16</b>	<b>30</b>	<b>16</b>	<b>30</b>	<b>16</b>	<b>30</b>	<b>0</b>	<b>120</b>

### Strands:

Research

Theory & Reflection

Management Practice

Intercultural Competence

\* Students select 3 of the following Elective Modules:

- International Strategic Human Resources Management
- International Corporate Citizenship
- Experiential Marketing through Special Events
- Specialist Public Relations: Managing Issues and Crises
- Culture in Society

**Note:** one ECTS credit symbolises 25 hours of student work, including contact hours (lectures, seminars, etc.) and independent learning time.



## Appraisal

In the view of the panel, the contents of the programme are in principle adequate for a programme in International Leadership and Communication. The core levels offered are aligned with the qualification and competence goals. However, the panel criticises the curriculum for its lack of integration of theoretical content and practical experience. Even though the panel holds the view that students are prepared for application-oriented tasks, practical experience (i.e. mandatory workplacements, prior work experience being an admission criterion etc.) is absent. Practical content is only based on theory. Therefore, the criterion at hand barely meets the quality requirements due to case studies within the study programme. Thus, the panel recommends embedding work experience into the curriculum systematically by i.e. including a module combining knowledge regarding explanation, application and operation.

Regarding the electives offered, the panel members hold the view that the specialisations included in the programme enable students to acquire additional skills, which are in line with the programme objective. The panel members appreciate that subject specific optional electives as well as further foreign language are offered.

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. Proof is provided that teaching on the programme is influenced by academic work.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.o. <sup>1</sup> n.a. <sup>2</sup> n.r. <sup>3</sup>
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		n.o.
3.2.10	Thesis			x		n.o.

### 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. The necessary and desired transfer from theory to practice is achieved further by the opportunity to write the dissertation in cooperation with a company and voluntary workplacements.

Oriental knowledge and understanding is developed chiefly in the modules *Advanced Research Methods & Master's Dissertation*, *Intercultural Communication Theory*, *Area Studies* and *Culture in Society*.

Ethical Aspects are taken into account in the programme by embedding the principles of sustainable and responsible management in teaching and research as well as enabling students to take on responsibility as citizens and leaders in society, business and for themselves and to act in accordance with ethical and professional standards. Ethical issues are addressed i.e. in the following modules: *Advanced Research Methods & Master Dissertation*, *Strategic Management of International Enterprises*, *Intercultural Communication Theory*, *Strategic Leadership in International Contexts*, *Strategic Communications in International Contexts*, *Intercultural Negotiation & Conflict Management*, *Area Studies*, *International Strategic Human Resources Management*, *International Corporate Citizenship*, *Experiential Marketing through Special Events*, *Specialist Public Relations: Managing Issues and Crises* and *Culture in Society*.

As for Leadership, the programme aims to develop students' ability to anticipate and recognise the need for change, take an active role in change processes and to manage change. The core module *Strategic Leadership in International Contexts* is dedicated to this topic. The module provides opportunities to develop international leadership competence through a combination of critical engagement with theory and practice-based case studies. In group work and guided study in pairs, the students learn to analyse and assess leadership case studies of public and private-sector business organisations. Also, the elective module *International Strategic Human Resources Management* develops an understanding of the ways in which employees' knowledge, capabilities and skills may be engaged, continuously to improve organisational performance and responsiveness and to facilitate organisational learning in a comparative and internationally competitive context. Management concepts and their applications are taught inter alia in the following modules: *Strategic Management of International Enterprises*, *Intercultural Communication Theory*, *Strategic Leadership in International Contexts*, *Strategic Communications in International Contexts*, *Intercultural Negotiation & Conflict Management*, *Area Studies*, *International Strategic Human Resources Management*, *International Corporate Citizenship*, *Experiential Marketing through Special Events* and *Specialist Public Relations: Managing Issues and Crises*.

The programme prepares students for careers in communication-intensive sectors and professions. Acquisition and development of communication skills thus play a central role in the programme. This is, as the HEI claims, expressed in the institutional mission, the programme's aims and learning outcomes, and in the teaching and assessment strategy. Communication skills (including presentations and talks, interpersonal skills, collaborative and group working) are also developed in an embedded manner within the curriculum and assessment of other modules: written communication skills are developed through written assignments and the dissertation; oral communication skills through presentations in seminars; or team working skills through collaborative projects. Oral communication skills are assessed in the core module *Intercultural Negotiation & Conflict Management*: Students will undertake a negotiation and conflict-resolution exercise in groups of 2-4 based on a given scenario. They will be required to design a strategy, role-play the negotiation with another group and, post negotiation, present a critical reflection on the strategy, the outcomes and their own performance. In the module *Intercultural Communication Theory*, students develop theoretical

understanding of communication between people of different cultural backgrounds in a business context.

Teaching at all levels of the programme frequently employs group activity, both spontaneous/short-term and planned/longer-term, for example to conduct a research task, to work on a specific exercise or to plan and carry out a group assignment or project. Therefore, teamwork and conflict-handling will be trained according to the HEI. The following modules use group activities within their assessment strategies: *Intercultural Communication Theory*, *Strategic Leadership in International Contexts*, *Intercultural Negotiation & Conflict Management*, *International Corporate Citizenship* and *Experiential Marketing through Special Events*.

### Appraisal

The programme also includes an educational component, which is not specifically related to the final qualification by offering foreign languages modules with political and economic relation. By using practical projects and case studies, the programme ensures that students are prepared for application-oriented tasks.

Competencies as social behaviour, conflict handling and ethical aspects are given due regard in the programme. In a number of modules, students are required to present the results of their studies and practice teamwork, whereby the ability to publicly communicate is convincingly fostered. Equally, management concepts are taken into account in the programme. Especially the module *Strategic Leadership in International Contexts* serves to strengthen leadership skills in students.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.o. <sup>1</sup> n.a. <sup>2</sup> n.r. <sup>3</sup>
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

According to the HEI, an important element of the HIMH's development process has been to develop explicit learning, teaching and assessment strategies (LTAS) derived from its philosophy that are shared by the whole team. Each programme has an explicit integrated teaching, learning and assessment strategy defined in the respective Programme Specification, which demonstrates the appropriateness of the learning and teaching methods used in rela-

tion to the intended learning outcomes and skills being developed, linked to the mode of delivery and the student profile. The HIMH utilizes a broad spectrum of methods to make the student learning experience learner-centred, varied and stimulating. Via enquiry-based and other student-centred forms of learning the amount of time lecturers spend imparting knowledge to students is reduced, and students' opportunities to become active in the learning process increased. In developing teaching portfolios, staff have been encouraged to develop their own teaching philosophies that align with the institutional educational philosophy and promote its implementation at the level of individual modules. Organizing things in a way students are best able to grasp them is therefore a key element of the Learning and Teaching process.

The range of learning, teaching and assessment methods commonly employed includes seminars, lectures, workshops, individual and group work, case studies, online discussions and joint document creation, live projects, written assignments, written examinations, individual research, presentations and work placements. Knowledge and understanding of a subject is often developed through lectures and seminars. Lectures define the content of the course and provide an essential overview of the subject, its concepts and theories. Cognitive skills development occurs most efficiently when students engage with the topic themselves and interact with others. Practical and professional skills are developed via problem-solving exercises, along with case studies, where practical illustrations, application or experience is paramount. The HIMH places particular emphasis on preparing students for their future careers. Creative, open-ended problem solving is encouraged through the use of enquiry-based learning throughout the curriculum. Skills that are readily transferable to employment and other contexts, such as communication (including interpersonal skills, collaborative and group working), problem solving, information technology, information literacy (finding, critically evaluating and using information), application of number, professional skills and awareness of relevant ethical issues. These are developed through naturally arising opportunities within the curriculum. For example, written communication skills are developed through written assignments and the business dissertation; oral communication skills through presentations in seminars; or team working skills through collaborative projects.

To integrate scholarship of learning and teaching with teaching practice, a Learning & Teaching Advancement Cluster (LaTAC) was established in the run-up to initial institutional approval in 2006. This provides a forum for the discussion of the findings of pedagogical research and their applicability to the Academy context, for critical reflection on one's own and the team's teaching, and a mechanism for inducting staff into action research. Also, during 2009/10, a series of pedagogical workshops in the language departments were initiated.

Case studies & practical projects are employed within the learning, teaching and assessment strategies i.e. of the modules Strategic Management of International Enterprises, Intercultural Communication Theory, Strategic Leadership in International Contexts, Intercultural Negotiation & Conflict Management and Area Studies.

As the HEI makes known, the learning and teaching materials used on the programme comprise text books as listed in the module guides, academic journal articles, specialist trade and practitioner publications, news and current affairs publications, case study materials, company reports, statistical material, software applications, scripts and exercise materials produced by teaching staff and made available either in hard copy or via the Moodle-based Virtual Learning Environment and audio-visual materials including e.g. videos/DVDs of television documentaries, listening comprehension exercises in the foreign languages.

Guest lecturers will be invited to contribute to, or to hold, individual teaching sessions where they can contribute specific insights on account, for example, of their professional experience. The extent to which guest lecturers will be used in individual modules will be determined by the module leaders in consultation with the Heads of Department in the course of

planning delivery for 2012/13. As the HEI points out, a portion of the academic budget is reserved for guest lecturer fees.

Student assistants are currently not involved in teaching. However a Learner Advisory/Student Mentoring Service supported by a self-access centre is being planned from 2012/13.

### Appraisal

The logic of the teaching methodology as laid out in the self evaluation report in principle is adequate to lead students to the final qualifications; it is described and explained in a logical and transparent manner. A diverse range of methods is used on the programme, tailored to the specific modules. What is more, case studies and practical projects are part of the programme; the requirements are in line with the programme objective. Thus, the panel feels confident to judge the respective criterion as “met”. Additionally to the regular study programme, guest lecturers will teach on the programme. Since the Master’s programme has not started yet, the panel judges the criterion as not being observable at present.

Talking about teaching and learning materials, they are of the required quantity and quality and are available to the students at the required level promptly and online.

Even though the HEI is planning to establish a Learner Advisory/ Student Mentoring Service in the near future, student assistance does not take place at present. The quality requirement is therefore not met regarding the criterion “*Student Assistants involved in Teaching*”.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.o. <sup>1</sup> n.a. <sup>2</sup> n.r. <sup>3</sup>
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					n.o.
3.4.6	Student Assistants involved in Teaching				x	

### 3. PROGRAMME DESIGN: 3.5 Employability

As the HEI explains, the HIMH is dedicated to meeting the expectations of three stakeholder groups: the HIMH’s students, the future employers of our graduates, as well as the wider social environment. In pursuance of this goal, the HIMH’s study programme aims to equip students with the professionalism that is vital for their career start and their subsequent professional development. The programme provides students with both general, transferable skills and specialist qualifications in key business functions and sectors. It is according to the HEI practice-orientated and tailored to a career in middle ranking and senior management

positions in a wide range of organisations within the local, regional, national and especially the international economy. In addition it aims to forge links with the professions, industry and commerce, and provides high quality support services, including a dedicated Career Guidance & Placement Service. Delivery of the programme, including syllabus design and assessment, is strongly influenced by employer perspectives via the Advisory Board (Kuratorium). Additionally, over one-quarter of module tutors are active professional practitioners in potential employer companies.

As the HEI points out, the programme enhances students' employability in an international context since the study programme is entirely taught in English. Students develop advanced understanding of the issues involved in international and intercultural business, and the challenges and opportunities it presents compared to business activity within the domestic context. Employability shall further be enhanced by offering an integrated study abroad option, by completing the work placement abroad and finally, in gaining a British degree alongside the German award.

The HIMH underlines the long-standing and wide-ranging relationships to local, national and international employers. One aspect of this is the frequent company contact events. Also, these companies often offer students work placements or recruit them on graduation.

### Appraisal

The panel is in no doubt that graduates of the programme will be employable, given the application orientation of the programme, the international context and the second awarded degree by the Open University. The curriculum content is such that it is possible to achieve the employability aspired to in the programme objective and to get a degree, which has an explicit profile with regard to the content. The respective criterion is judged as being met.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.o. <sup>1</sup> n.a. <sup>2</sup> n.r. <sup>3</sup>
3.5*	Employability			X		

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

By the own account of the HEI, professorial staff will constitute the backbone of the HIMH. The HIMH's team of permanent academic staff combines academic, educational, professional and intercultural expertise. The staff will be engaged in teaching (approx. 61% of the annual work hours), involved in one of the main areas of research (on average approx. 34% of annual work hours), and will be active in processes and committees of the self-administration of the HEI or will undertake administrative tasks (on average around 5% of annual work hours). By 2016/17, overall teaching capacity shall be steadily extended to a total of almost 470 places for students and a teaching staff of 12,38 professorial Full-time Equivalents (FTE). Of these total capacities, 433 study places are available for the Bachelor's programme, to which 10.68 professorial FTE are assigned. Several professorships will be installed in the upcoming years according to information of the HEI. Together with the academic staff and lecturers, the permanent professors oversee between 57 and 68 percent of the overall teaching load over the planning periods. The teaching loads of professorial staff correspond to the LVVO Baden-Württemberg (18 lecture hours). The heads of department within the professorial staff carry out additional administrative and coordinating tasks in the self-governance of the HIMH averaging approximately 2 hours a week. To compensate for the additional workload, their teaching load is reduced by 2 lecturing hours to 16 hours a week

per semester. Research projects are promoted via reductions in teaching loads and/or by drawing on the scientific services of Akademische Mitarbeiter. Depending on the scope and quality of the research project in question, a teaching load may thus be reduced by up to 7 semester periods per week.

Under the specialist supervision of the professorial staff, the Akademische Mitarbeiter undertake tasks in the fields of teaching, research and scientific services. According to the projected teaching loads for the planning periods they are assigned not more than 18 Lehrveranstaltungsstunden exclusively at Bachelor's level instead of the 25 Lehrveranstaltungsstunden set out by the LVVO Baden-Württemberg. This leaves a buffer of 7 lecture hours in which they are available for the aforementioned services in the fields of research and teaching. The number of Akademische Mitarbeiter shall be extended alongside the professorial staff in the near future.

Teaching staff must have at least the academic qualifications required by the Landeshochschulgesetz Baden-Württemberg. Teaching staff are further selected on the principle of Bestenauslese, in accordance with the HIMH's Berufsordnung. In order to be employed at the HIMH, teaching staff must demonstrate their teaching ability via appropriate qualifications or suitable teaching experience, i.e. higher education undergraduate teaching experience in a range of relevant modules, including designing modules, developing module descriptors and course materials, setting and marking of assessment tasks. The practical orientation and quality of provision of vocational study programmes depends on academic staff who are in a position to guarantee the transfer between theory and practice. Teaching staff must have at least the practical experience required by the Landeshochschulgesetz Baden-Württemberg. Staff employed as lecturers and lectors (akademische Mitarbeiter) must have relevant professional experience (normally 3 years) as required by the subjects to be taught. Within the recruitment and selection process for all teaching staff, including freelance and part-time lecturers, teaching ability is directly evaluated in the real teaching environment by assessing sample lectures given by the applicants. Within the context of staff appraisal and development, the pedagogical aptitude of teaching staff is assessed and documented at regular intervals. Also, the HIMH is establishing a postgraduate higher education teaching qualification. The aim is to support staff in the development of their skills and strategies in the area of Learning & Teaching.

As for internal cooperation, an appropriate committee structure to support the delivery of HE programmes and assessment of students has been introduced. The committees provide regular opportunities for the staff to contribute in an informed way to the formation of academic and institutional policy, determination of priorities and the discussion of issues affecting the institution's academic performance and direction. The full committee structure and responsibilities are outlined in the document 'Programme Management Bodies & Functions'. Internal cooperation includes second-marking, which is carried out within the programme team. Via the second marking and internal moderation procedures staff become familiar with the learning outcomes and assessment methods and practices of other team members. Moreover, peer teaching observation is a central means of involving all team members in inter-collegial reflective practice and professional development.

Support for students is provided through induction events in the week before the start of timetabled teaching. For first year students, the induction programme includes an orientation part (welcome, essential information, etc.) and academic part, dealing with the aims and intended outcomes of the programme, programme structure, time-management, etc.. Beside the event named, module tutors are available within reasonable limits as a contact person for other members of staff and for the students. The Personal Tutors are responsible for the students of a Study Group (generally a group of 20-26 students in the same pathway at the same level of the programme). For one academic year, they assume the role of a liaison teacher with a special position of trust. Dissertation supervisors advise students in matters of

content, methodology and organisation in relation to the conception and writing of their dissertation in scheduled tutorials.

## Appraisal

According to the CVs of teaching staff provided by the HEI, a number of lecturers have sufficient experience in teaching. The teaching staff's pedagogical/didactical qualifications are in line with their tasks and have been verified. Also, all members of the teaching staff have a business background and in part entrepreneurial experience. However, with a view to the academic qualification of staff, the panel was not able to appraise the adequacy of the future professors. In accordance with planned staffing, 4 of the initial 7 professorships are not yet filled and with regard to the three members of staff, who have been presented as potential future professors of the new Fachhochschule the panel challenged the qualification of the candidates. In one case a missing Ph.D. degree was the reason for these doubts, in another case the panel criticized the missing professional experience outside of the university, which is inevitable for teaching at a Fachhochschule. Likewise, the structure and number of teaching staff in relation to curricular requirements was not plausible to the panel on the basis of the teaching cross-linking matrix since it only considered the academy's Bachelor study programme as a whole without differentiating between the six pathways offered and the planned rising take-up capacity from 2016/17 in both the Bachelor's and the Master's programme. Moreover, the panel reckon a quantitative deficit referring to the number of teaching staff. According to criterion 2.7 "Facilities" of the *Rules for the Accreditation of Study Programmes and for System Accreditation* as amended on December 10, 2010, the adequate implementation of the study programme has to be ensured with regard to the qualitative and quantitative facilities with regard to personnel, material and space. The HEI intends to raise the proportion of staff with a higher degree of academic qualification. The panel advises an accreditation decision under the condition that the HIMH raises the academic qualification of its teaching staff and presents a transparent and plausible overview showing the necessary capacity is available for this programme. As the HEI states, the candidate (to whom the panel referred as being the one without Ph.D.) has already submitted his doctoral thesis to the WHU-Otto Beisheim School of Management and passed a copy of the letter to the Academy that was issued by the WHU to confirm that the thesis was complete and submitted in due time. Moreover, the "Wissenschaftsministerium" (Ministry of Science Research and Arts) has confirmed that the professional experience gained at the Academy at a Fachhochschule of the other two candidates concerned. As taken from the HEI's response, the programme team wants to emphasize that the teaching cross-linking matrix does not require a different presentation of the teaching capacities concerning the Bachelor's programme and in the pathways. Since the panel was not able to ensure that the criterion "Structure and Number of Teaching Staff in Relation to Curricular Requirements" is met (due to the different pathways in the Bachelor's programme and the rising numbers of students in the near future), further information on the structure and number of teaching staff also taking account of involvement on other programmes (as asked in the Fragen- und Bewertungskatalog) is needed. The panel members want to point out that proof of the structure and number of teaching staff has not necessarily to be given by the cross-linking matrix. Whether the letter of the WHU nor the confirmation of the Wissenschaftsministerium have been handed in to the FIBAA, thus the requirement is not fulfilled yet.

Regarding internal cooperation, the small size of the HIMH allows for a close cooperation amongst core staff. Also, the department regularly hosts joint events, in which all of the HEI's teaching staff, numerous other employees and students participate.

As affirmed by students of the HIMH 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.



4. Resources and Services		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.o. <sup>1</sup> n.a. <sup>2</sup> n.r. <sup>3</sup>
4.1	Programme Teaching Staff			x		
4.1.1*	Structure and Number of Teaching Staff in Relation to Curricular Requirements			Condition		
4.1.2*	Teaching Staff's academic Qualifications			Condition		
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

Management structures have been designed to separate financial management and decision making from the academic planning and quality assurance structures.

The Academic Board (Senat) is the principal academic decision-making body and is responsible for academic development, quality assurance and decision making in relation to the strategic direction of programme provision. Responsibility for the continued quality and coherence of pathways and individual modules rests with the individual Heads of Department. A Programme Co-ordinating Committee (PCC), comprising the Academic Director (Präsident) and Heads of Department, has the function of co-ordinating the activities of the Pathways and Departments, with special regard to the structure of the Core Programme and its integration with the Pathways, with the aim of enhancing the student learning experience. The Managing Director (Kanzler) is also a non voting member of the PCC to enable co-ordination between the academic and commercial management. For each Department a Committee comprising full and part-time staff is responsible for the ongoing monitoring of the modules offered by the Department and their strategic development, with the aim of enhancing the student learning experience. Department Committees report to the Programme Co-ordinating Committee. All teaching staff are members of the Tutors' Conference (Gesamtkonferenz). This forum meets approximately monthly to discuss day-to-day issues of programme management and delivery. Strategic issues or more serious problems are referred to Academic Board (Senat). Student representation is democratically elected for each cohort in the HIMH.

Decision-making authority relating to the HIMH as a commercial enterprise is vested in the Präsidium, in particular the Kanzler. The HIMH's strategic planning is chiefly informed by three sources: HIMH's Mission and Core Values, outcomes of the quality management processes and reporting cycle of the past years, and finally, an assessment of the HIMH's existing markets to determine the areas for potential growth and the actions necessary for the HIMH to achieve this growth. A risk management is incorporated into the HIMH's system of internal monitoring and corporate governance.

The Academic Director (Präsident) is

- responsible for the co-ordination and administration of all aspects of the academic study programme including the achievement of its aims and objectives through the implementation of the agreed curriculum, the effective management of staff and the allocation of teaching resources in the interests of students within the given budget.
- responsible for executing the decisions of the Academic Board (Senat).
- required to monitor and review the quality of the student learning experience, to apply quality assurance procedures to the programme and to seek to enhance it.

Administrative staff provide the services that are required to:

- maintain the staffing and material infrastructure of the HIMH, including quality management, adapting and enhancing the infrastructure in accordance with emerging needs;
- provide a wide range of student and staff support services, such as the Student Office or the Career Guidance and Placement Service;
- ensure successful marketing of the programme to potential students and employers so as to maintain the HIMH's long-term competitiveness and profitability.

Student Office, Learning Center Service and Career Guidance & Placement Service are all under central co-ordination by the Head of Student Support (HSS) with the aim of promoting information exchange between the units involved.

The advisory board (Kuratorium), made up of high-ranking managers and other professionals, shall ensure that external expertise informs the curriculum with regard to the maintenance of the professional relevance and vocational alignment of the programme. Members of the Advisory Board (Kuratorium) are actively involved in developing programme learning outcomes and module descriptors. Rules concerning the Advisory Board (Kuratorium)'s structure and responsibilities are contained in the regulations on Programme Management Bodies & Functions. Beside the advisory board, the Staff-Student Council provides a forum in which staff and students can discuss and make recommendations on matters related to the quality of programme delivery.

### **Appraisal**

The workflow management, decision-making processes and responsibilities are set down in the self evaluation report and are described in an understandable and transparent manner. Also, lecturers and students are involved in the decision-making progress. The programme director is responsible for the co-ordination and administration of all aspects of the academic study programme. The panel holds the view that the programme director ensures that the programme runs smoothly.

The administration acts as a service provider for students and teaching staff. With regard to who is responsible for which tasks, transparency is given. The Head of Student Support (HSS) promotes information exchange between the units involved.

An advisory board has been installed. Rules concerning the Advisory Board (Kuratorium)'s structure and responsibilities are contained in the regulations on Programme Management Bodies & Functions and are transparent.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.o. <sup>1</sup> n.a. <sup>2</sup> n.r. <sup>3</sup>
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

Details of the study programme are provided in the following documents, which are made available to students and staff at the start of the academic year on a CD. They are also available on the VLE (a Moodle-based virtual learning environment):

- Programme Handbook (provides students with general information about the programme of study and directs them to more specific information about their studies)
- Programme Specification (is designed for prospective students, enrolled students, academic staff and potential employers)
- Module Guides
- Assessment Regulations and Procedures (ensures that the assessment principles are applied consistently and fairly across the HIMH)
- Further Programme Regulations and Policies (such as Equal Opportunities Policy & Code of Practice, Study Abroad Policy, Student Complaints Procedures, etc.)
- Internet based services (gives students access to information and services on and off-campus such as library administration system, access to student database, access to the Career Guidance & Placement Service, etc.).

Since 2006 the programme team has produced a detailed report at the end of each annual monitoring cycle, addressing statistical data, evaluation, plans for future enhancement and further relevant subjects.

#### Appraisal

In the view of the panel, the information handed to the students is comprehensive and by the use of the online-platform, constantly updated by the Academy and the future HEI. Thus information provided for the students corresponds with the students' needs in that it gives details on various aspects of the programme, including programme content, programme structure and examinations. In addition, subject specific and generic advice is provided to students.

A documentation of activities during the academic year is not observable at present, as the study programme at hand has not started yet.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.o. <sup>1</sup> n.a. <sup>2</sup> n.r. <sup>3</sup>
4.3	Programme Documentation			X		
4.3.1*	Programme Descriptions			X		
4.3.2	Documentation of Activities during academic Year					n.o.

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

As for ICT access, teaching media and teaching rooms, all students are required to have their own laptop. Wireless hotspots enable students to access the internet and the HIMH's online resources via their laptops from all parts of the campus. They are informed on enrolment as to hardware and software specifications. The Library and Learning Centre are equipped with PCs, printers and scanners that the students can use on a first-come first served basis. The availability of media equipment, in terms of both type and amount, is in the view of the programme team appropriate and fit for purpose (i.e. video projectors, CD players, televisions, DVD players, video recorders and overhead projectors).

The HEI offers 10 teaching rooms. Via the conversion of the two computer rooms into standard teaching rooms, more timetabling flexibility has been gained, and has made it possible to convert a smaller teaching room into a seminar/workshop room for personal skills training, and in which students can rehearse presentations/conduct group activities. The room is equipped with a video projector, flipcharts, TV with video and DVD player, and chairs/tables can be arranged as required. Students can use all teaching rooms outside of scheduled teaching for individual and group work, and are provided with a room schedule showing which rooms are free and when. The HIMH's building is built and fitted out in a manner to enable disabled access.

Considering access to required literature, the library houses a growing collection of textbooks, monographs and reference works, journals, periodicals, magazines and audio-visual items with stock and resources carefully selected to match the programme needs. In addition to approx. 50 print current affairs and trade journals for programme-relevant sectors, as well as newspapers/magazines in the target foreign languages, the Library provides free local and remote access to two subscription e-journal databases (EBSCO Business Source Premier & Hospitality & Leisure Complete) as well as to numerous open access e-journals/databases/newspapers and magazines via its internet VLE (Online Databases such as Business Source Premier, Hospitality & Tourism Complete, Social Science Research Network (SSRN), Directory of Open Access Journals (DOAJ), Intuit: Social sciences and BUBL. Moreover, several electronic newspapers are accessible. Since the first year of delivery of the Open University-validated BA programme, an average of € 22.300 per annum has been invested in library stock. Further expenditure of € 20.000 – € 25.000 for 2010/11 and 2011/12 is budgeted for.

The library currently has the following opening hours:  
Monday – Thursday: 09:00 - 18:30h  
Friday: 09:00 - 17:00h

During academic holidays, the library opens its doors on Monday to Friday between 10:00 – 14:00h. On public holidays, the library is closed.

As the HEI states, the library continues to participate in a number of partnerships (for instance University of Heidelberg Main library or library of the University of Mannheim) that allow students and staff reference and borrowing rights, including access to inter-library loans, at other Higher Education institutions and libraries.

The learning centre houses the library and three other dedicated rooms for self directed learning. They are designated either for individual quiet study or group activity, with a total seating of 68. They are equipped with 27 PCs with Office 2007 applications and various graphics packages, internet access, and scanning facilities. From 2012/13, students and staff will have access to the software package 'SPSS Statistics Base'. During regular teaching hours, students also have the opportunity to use teaching rooms for group or individual study not booked for timetabled or other teaching sessions. Which rooms are free when is shown in the Room Use Plan displayed on the notice board.

### Appraisal

In the view of the panel, the number and size of teaching rooms, the equipment of all learning facilities (including computer workstations) are of good quality and allow for a growth in student number without compromising study quality (except for library work stations, see below). The campus is fully equipped with modern information technology. Free access to a Wi-Fi network is available for students. Furthermore, the rooms and access are suitably equipped for the disabled and are barrier-free.

A library is available. However, the panel members have neither received a development plan for the library nor for further development of digital media. Due to access to a great number of data bases the panel members judge the criterion as met. Also, literature, journals as well as digital media are geared to the programme contents and are up to date. Yet, the panel members give the advice to establish a plan for further access to literature and online data bases. As the HEI states, the whole building provides wireless access to the Academy's network resources such as internet, the individual server space etc. Nonetheless, the members hold the view that it should be possible to students to work in the library with the literature (non-digital media) provided there.

The library is also open during vacation for a sufficient period. The opening hours and the support service take into account the students' needs. Contrary, the number of library workstations available to students is judged as only just acceptable due to their little number. In this regard, the HEI should expand the number of workstations in the library.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.o. <sup>1</sup> n.a. <sup>2</sup> n.r. <sup>3</sup>
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

The Career Guidance & Placement Service (CGPS) plays a major role in developing the HIMH's relationship with regional, national and international employers and aims to encourage and enable current students and recent graduates to make and implement well-informed decisions about their careers, and to develop effective career management and other transferable skills. Alongside the organisation of personal development seminars and workshops, and the programme of company contact events, the CGPS provides individualised careers advice to students in personal consultations. The CGPS provides the following services to students when seeking a work placement: regulation circulation and posting of advertised positions, CV and application check, work placement contract check (to ensure students are fairly treated) and preparation for work placement workshops. The CPGS is also responsible for planning the personal development seminars component of the programme. Furthermore, the HIMH is increasing its contacts with organisations in the cultural and events sectors with a view to being able to increase the number of company contact events in these areas.

The HIMH has drawn up a concept and statutes for an Alumni Club. This will be instituted when the HIMH receives state recognition. Besides, a dedicated sub web for graduates has been set up.

Apart from administrative and organisational matters, welfare support is offered by Student Support to those who need information and guidance on funding a study programme and student loans. Moreover, students can talk to a counsellor about aspects of their lives that they are worried about. Depending on the nature of the problem, the counsellors may recommend that the student seeks professional help. The counselling is confidential.

#### 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 the HEI. Also, a broad network of corporate contacts exists. Apart from administrative support, counselling and welfare services are an integral part of the HEI's services and are offered on a regular basis.

Alumni activities are not observable at present, as the programme at hand has not started yet.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.o. <sup>1</sup> n.a. <sup>2</sup> n.r. <sup>3</sup>
4.5	Additional Services			x		
4.5.1	Careers Advice and Placement Service			x		
4.5.2	Alumni Activities					n.o.
4.5.3	Student Counselling and Welfare Services			x		

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

A document setting out the HIMH's financial strategy and plan at institutional and Master's programme levels has been handed to the panel. In the interests of commercial prudence, all budgeted figures have been set not in accordance with the most probable but with rather unfavourable forecast values in each case with the aim to demonstrate that HIMH is in a position to secure funds for requisite investment, to cover the running costs over the planning periods and demonstrate that the continued financial viability of the institution and the Master's programme are guaranteed.

As the HEI states, only a rough approximation can be made regarding potential demand for the postgraduate programme due to the enormously competitive dynamics within the academic education sector.

As described above, the HIMH aims to have completed its accreditation processes by April 2012 and to conduct its Bachelor's and Master's programmes as a state-recognised university of applied sciences as of the academic year 2012/2013. The HIMH assumes the programme will prove attractive enough to recruit a total of 16 appropriately qualified Bachelor's graduates for the academic year 2012/2013. Applications are supposed to come from graduates of the HIMH as well as from equivalent Bachelor's programmes at other HEIs in Germany. Required academic and administrative staff resources as well as demands on and development of the infrastructure have been considered. The fees for the MA programme amount to €690 per month in the academic year 2012/13. They will be adjusted annually to compensate for the general rate of price increases and rising staff costs in particular.

The HIMH will generate its income on the basis of

- revenue from tuition fees
- from the start of the academic year 2012/2013, given ultimate state recognition as an HE: state subsidies within the scope of the 'Hochschule 2012' programme for students at all levels of the Bachelor's programme till the academic year 2015/16
- third-party research funding and corporate sponsoring
- non-cash transactions such as the release of provisions, lowering of valuation adjustments, etc..

As for basic funding, the HEI presents figures derived from the projected figures for student numbers by the holding body. State financial assistance from the Land of Baden-Württemberg ("HEI 2012") has been included in the calculation. 99% of the Master's course is funded from revenue. The revenue from the Master's programme constitutes a share of 6.4% to 9.6% of the projected overall revenue over the planning periods. This means that tuition fees along with state financial assistance from the Land of Baden-Württemberg's 'HEI 2012' programme available for the first four planning periods represent the main sources of finance for the HIMH. Additionally, the basic HIMH research funding covers at least 50 % of the costs of a research project but as a rule requires complementary financing. Moreover, far more students are anticipated for the academic year 2012/13 due to the double set of school-leavers in Baden-Württemberg.

All in all, the figures shown suggest that the Master's programme generates positive results over all budgeted periods. They increase from approximately €11000 in the first budgeted period to €46000 in the academic year 2014/15, falling to approximately €27000 or € 28000 in the last two budgeted periods due to personnel and space costs. The figures suggest that in all academic years from 2013/14 to 2016/17 the HIMH's overall operating results will increase in accordance with growing student numbers.

## Appraisal

The HEI has described a short and medium-term financing strategy, on site the panel was also given access to detailed financial planning of the HEI, which includes a reasonable degree of detail and is transparent.

Agreements concerning the basic funding exist. Basic funding is provided mainly via state financial assistance from the Land of Baden-Württemberg (funding of private HEIs will be continued by the new Government of the State Baden-Württemberg until the academic year 2015/2016 inclusive). The discontinuation of the funds provided will be compensated by a gradual rise in tuition fees. 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	n.o. <sup>1</sup> n.a. <sup>2</sup> n.r. <sup>3</sup>
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

Referring to quality assurance, the HIMH has according to own information established systems for regular monitoring evaluation and reporting of programme performance and action planning to ensure that appropriate measures are taken to tackle issues raised through this activity. The primary purpose of the HIMH's process of annual monitoring is to enable the continuous review, maintenance, updating and enhancement of provision in respect of academic standards (curriculum design, content and organisation, appropriateness of the programme's aims and learning outcomes, student achievement and progression) and quality of learning opportunities (learning and teaching, learning resources, assessment of and feedback to students, student support & guidance and PDP). Within this annual cycle, data is collected from results of the Student Satisfaction Survey, feedback from external examiners, student progression and achievement rates and first destination statistics of graduates. At the end of each annual monitoring cycle, the programme team produces a detailed report addressing relevant areas. The Academic Board (Senat) is responsible for approving, supervising, reviewing and developing these quality assurance procedures and all resulting outcomes which may be drafted as reports, responses to reports or action plans.

The HIMH's quality monitoring procedures are based on the collection and evaluation at different institutional levels, which can be seen on the following quality assurance flowchart:



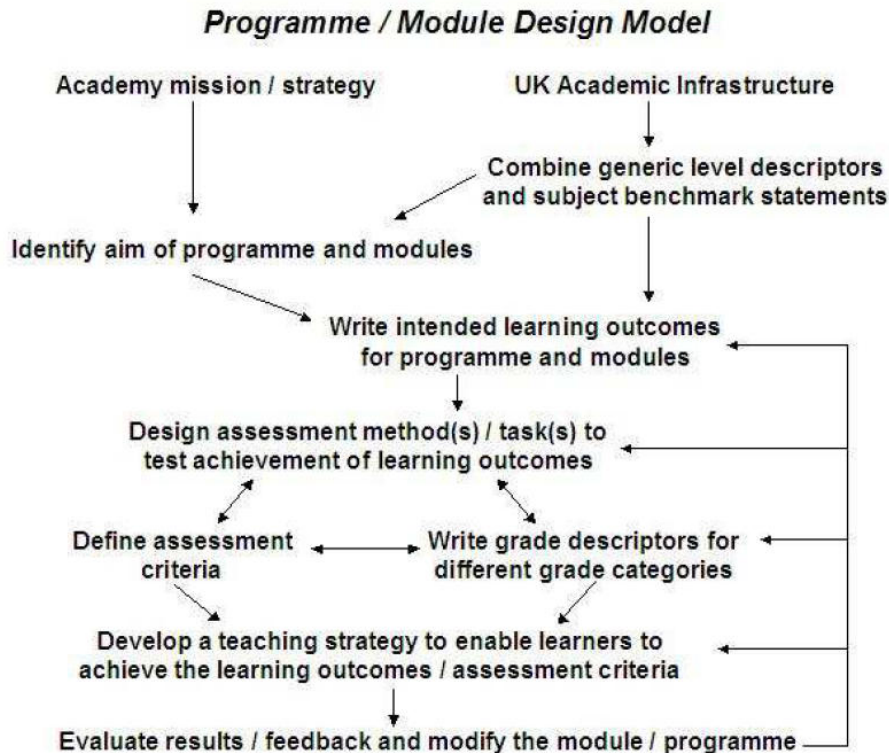
The monitoring and reporting process - Quality Assurance Flowchart

Timeline	Mid April	Mid May	End of June	End of July	End of August	Mid September	Mid October	Mid November	Early December	Mid December
<b>Respon- sibility</b>	Academic Direc- tor (Präsident)s / Module Lead- ers	Academic Directors / CGPS	ADs / Department Committees / CGPS	Service Staff / Academic Reviewers / Tut. Conf.	External Examiners	Module Leaders	Department Committees	Programme Co-ordinating Committee	Academic Board	Academic Directors
<b>Activity</b>	Collection	Collection, evaluation, publication	Collation & evalua- tion	Submission / Discussion	Submission	Submission	Collation, evaluation & submission	Submission	Appraisal / amendments / approval	Submission to OUVS & Managing Board
<b>Input / Output</b>	Student feedback at module and programme lev- els Alumni feedback	Student feed- back results discussed and reported back to students	Advisory Board (Kuratorium) / employer feedback	Student Support Report, incl. study abroad Career Guidance & Placement Service Report		Module Reports	Discussion / documentation of main findings at pathway / departmental levels	Draft Annual Programme Evaluation including: Response to External Examiners	Draft Annual Programme Evaluation	Annual Programme Evaluation
			(Peer) Teaching Observation Forms Minutes of Tutors' Conference (Gesamtkonfer- enz) Minutes of SSC Meetings	Tutors' Confer- ence (Gesamtkonfer- enz) discussion				Draft Institutional Overview	Draft Institutional Overview	Institutional Overview
				Programme statistics					Signing of Compliance Statement	Compliance Statement
				Lists of as- sessment results	External Exam- iners' Report					
				Academic Re- viewer's Re- port						Quality Assur- ance Flowchart

The results of feedback from the different sources are analysed and evaluated at various organisational levels, and systematically incorporated within the annual monitoring and reporting cycle. Regardless of source, feedback and any results of discussions with students are discussed:

- by the Tutors' Conference (Gesamtkonferenz) and/or with the support services so that staff are informed of current concerns and can react appropriately,
- by the Programme Co-ordinating Committee to ensure that issues affecting individual departments are discussed in the context of the programme as a whole and vice versa,
- by the Academic Board (Senat) to the extent that they are relevant for strategic programme-related decision-making and in the context of scrutinizing the annual monitoring report, and
- between the Academic Director (Präsident) and the Managing Director (Kanzler) where they feed into institutional and budgeting decision-making.

In line with the Regulations on Programme Design & Approval, the programme design process is based on a holistic and systematic view of the programme: At the highest level it begins with the revision/definition of educational aims and learning outcomes that are placed at the centre of the student's learning experience. The decision on what outcomes students should be able to demonstrate on completion of the programme is followed by the structural division of the outcomes and underpinning curricula over the three levels of the programme and the definition of the module composition. Learning, teaching and assessment strategies are then defined so as to enable students to achieve (and demonstrate their achievement of) the intended outcomes. All of these decisions are informed by the results of annual monitoring and quality improvement, in particular student feedback and advice from the External Examiners.



Modules are designed and module guides written as far as possible by the designated module leader. Where the module leader is not yet in place, this task is performed by the respective pathway leader or another member of staff from the same or a cognate subject area. The module guides are peer reviewed within the teaching team and by pathway leaders and the

Academic Director (Präsident). The coherence and balance of the programme structures is reviewed by several team members on the basis of external input, and where necessary the various elements adjusted until they are logically aligned.

As the HEI states, student experience is the prime focus of all quality assurance and enhancement in the HIMH. The HIMH has according to own information a number of procedures to monitor and improve the quality of its teaching, including mechanisms to ensure that the student voice is heard at module and programme levels. Sources of student feedback comprise: annual student feedback questionnaires at programme and module level (Student Satisfaction Survey), student representation in the Staff-Student Council and Academic Board (Senat), as well as informal feedback to module tutors and support staff from students and study group representatives. Feedback is also gathered via questionnaires at individual events such as induction, transferable skills seminars, company contact events and study abroad questionnaires.

Aside from their representation in the Staff-Student Council and the Academic Board (Senat), teaching staff are either members of or represented in committees at departmental and programme level. Also, Each Module Leader, where appropriate in consultation with the other tutors delivering the module, is required to complete a Module Report by the end of September of each year to evaluate standards, quality and effectiveness of the module over the preceding year. Through this mechanism, staff are able to take a direct influence on the development of their particular modules and thus can take ownership and responsibility for their delivery. Proposals for changes can also relate to the programme as a whole.

With their experience of the programme as well as the demands placed on them by their careers, graduates are an important input into the quality assurance process. For this reason systematic feedback from recent graduates is considered very useful in finding out how graduates experienced the transfer from the HEI into professional life and how they feel the programme prepared them for the demands of their careers. Approximately nine months after graduation, the most recent alumni cohort is invited to provide feedback via an internet questionnaire.

External Examiners from British universities, and approved by the Open University Validation Services ensure that students are correctly and fairly examined in accordance with the HIMH's Assessment Regulations and that the programme's academic standards are satisfactorily maintained. The External Examiners also scrutinize assessed work in order to appraise the consistency and standards of marking, and to gauge whether student performance is at the level required for progression and graduation. Feedback is also given by the Advisory Board (Kuratorium) and Academic Reviewer.

## **Appraisal**

The HEI has formulated quality targets for the enhancement of programmes and has established systems for regular monitoring evaluation and reporting of programme performance and action planning throughout the whole academic year. The system as well as the procedure of quality assurance and enhancement are comprehensive and take account of all the relevant areas for a high-quality development of programmes. Responsibilities within the annual cycle are clearly defined. Also, teaching staff and students are involved in the planning and assessment of quality assurance and enhancement procedures in the appropriate committees (student representation occurs both in the Staff-Student Council and Academic Board (Senat)).

As for instruments for quality assurance, the quality of the study programme is assured through a number of evaluation procedures. With a view to students' assessment, evaluation in the main takes the form of regular module evaluations and individual interviews and is supported by the close contact between staff and students at the HEI. The outcomes are

further communicated to students and teachers and provide input for the quality enhancement process. Regarding the Master study programme at hand, the panel members are convinced that the criterion “evaluation by students” is met due to the experience of the HEI in evaluation of other study programmes. The same accounts for quality assurance by teaching staff.

External evaluation is carried out, that is to say the HEI is subjected to external examiners, receives feedback by the Advisory Board and Academic Reviewer. Since the study programme at hand has not started yet and therefore has no graduates, the panel sees the criterion as not being observable at present. However, the panel members are convinced that graduates will be considered in the quality assurance process concerning the Bachelor in International Business.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.o. <sup>1</sup> n.a. <sup>2</sup> n.r. <sup>3</sup>
<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		
5.4.1	Evaluation by Students			x		.
5.4.2	Quality Assurance by Teaching Staff			x		
5.4.3	External Evaluation by Alumni, Employers and third Parties					n.o.

## Quality Profile

Higher Education Institution (HEI): Hochschule für Internationales Management Heidelberg i.Gr.

Master Programme: International Leadership & Communication (M.A.)

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.o. <sup>1</sup> n.a. <sup>2</sup> n.r. <sup>3</sup>
<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					n.o.
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	n.o. <sup>1</sup> n.a. <sup>2</sup> n.r. <sup>3</sup>
<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)					n.r.
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		
3.2	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					n.o.
3.2.10	Thesis					n.o.

Quality Ratings

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.o. <sup>1</sup> n.a. <sup>2</sup> n.r. <sup>3</sup>
<b>3.3</b>	<b>Generic Skills</b>					
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		
<b>3.4</b>	<b>Teaching and Learning Methods</b>			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					n.o.
3.4.6	Student Assistants involved in Teaching				x	
<b>3.5*</b>	<b>Employability</b>			x		
<b>4.</b>	<b>RESOURCES AND SERVICES</b>					
<b>4.1</b>	<b>Programme Teaching Staff</b>			x		
4.1.1*	Structure and Number of Teaching Staff in Relation to Curricular Requirements			condition		
4.1.2*	Teaching Staff's Academic Qualifications			condition		
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	n.o. <sup>1</sup> n.a. <sup>2</sup> n.r. <sup>3</sup>
4.2	Programme Management					
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					n.o.
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					n.o.
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	n.o. <sup>1</sup> n.a. <sup>2</sup> n.r. <sup>3</sup>
<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					n.o.

<sup>1</sup>n.o.: not observable

<sup>2</sup>n.a.: not available

<sup>3</sup>n.r.: not relevant