

# Decision of the FIBAA Accreditation Committee for Programmes



**111<sup>st</sup> Meeting on 28 June 2019**

<b>Project Number:</b>	17/027
<b>Higher Education Institution:</b>	Steinbeis University Berlin, IBR Institute of International Business Relations
<b>Location</b>	Berlin
<b>Study Programme:</b>	Global MBA, Master of Business Administration
<b>Type of Accreditation</b>	Re-accreditation

The FIBAA Accreditation Committee for Programmes has taken the following decisions:

According to § 12 (2) in conjunction with § 16 (1) of the “Special Conditions for awarding the FIBAA Quality Seal for Programme Accreditation “FIBAA Programme Accreditation””, the study programme is re-accredited.

Period of Accreditation: October 1, 2017 until September 30, 2024

According to § 13 of the “Special Conditions for awarding the FIBAA Quality Seal for Programme Accreditation “FIBAA Programme Accreditation””, the FIBAA Premium Seal is awarded.



## Assessment Report

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**Higher Education Institution (HEI):**

Steinbeis University Berlin, IBR Institute of  
International Business Relations

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**Master study programme:**

Global MBA

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**Degree awarding institution (if relevant):**

Steinbeis University Berlin

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**Qualification awarded on completion:**

Master of Business Administration

# General Information on the study programme

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**Brief description of the study programme:**

The Global MBA is a part-time distance programme for young executives and SME-entrepreneurs who either want to enrich their future management career and opportunities or plan to set up their own business by gaining a more profound insight into the various domains of management. The programme has an international, applied research and cross-cultural focus and is taught in English.

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**Type of study programme:**

Master programme

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**Projected study time and number of ECTS points assigned to the study programme:**

24 months; 90 ECTS points

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**Mode of study:**

part-time

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**Didactic approach:**

distance learning programme

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**Double/Joint Degree programme:**

no

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

6 parallel classes; 20 students each

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**Programme cycle starts in:**

Permanently

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**Initial start of the programme:**

2000

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**Type of accreditation:**

Re-accreditation

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**last accreditation period:**

01.10.2010- 30.09.2019 (provisionally extended twice)

# Procedure

A contract for the re-accreditation of the Global MBA (Master of Business Administration) was made between FIBAA and Steinbeis University, IBR Institute of International Business Relations, on April 21, 2017. On November 9, 2018, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation were met.

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

**Prof. Dr. Ulrich Grimm**

EBS University of Economics and Law

Professor emeritus of Strategic Management

(Organization, leadership, strategy, corporate development, general management, system theory, systemic management)

Expert from previous accreditation

**Prof. Jürgen Bruns**

Niederrhein University of Applied Sciences

Professor emeritus of Business Administration ((International) marketing, statistics, supply policy)

Expert from previous accreditation

**Tim Ackermann**

Lidl Foundation and Co. KG, Potsdam

Global Head of Talent Acquisition & Experience (Human Resources)

**Rico Kerstan**

Berlin School of Economics and Law

Student in Master of Business Administration (MBA)

**Ulrike Schultz**

FernUniversität in Hagen Distance Education University

Senior Academic Councilor (didactics (esp. of distance learning, law, (esp. European law, civil law, and constitutional law), gender issues (in law), sociology of law, sociology of the professions and organizations, communication studies)

FIBAA-Projektmanager:

**Dr. Heinz-Ulrich Schmidt**

FIBAA

Special Representative

The assessment is based on the self-evaluation report, amended by further documents, requested by the panel, and a conference call on May 20, 2019. At the end of the conference call, the panel gave a short feedback on its first impressions to the representative of the HEI. The resulting assessment report was delivered to the HEI for comment on May 23, 2019. The statement on the report was given up on June 3, 2019. It has been considered in the report at hand.

# Summary

The Global MBA offered by IBR Institute for International Business Relation at Steinbeis University Berlin, fulfils the FIBAA quality requirements for master programmes and can be re-accredited by the Foundation for International Business Administration Accreditation (FIBAA) for seven years starting on October 1, 2017, and finishing on September 30, 2024. The programme is in accordance with the national and with the European Qualifications Framework and the European Standards and Guidelines in their applicable version valid at the time of opening of the procedure, and with the Bologna declaration. This includes fulfilling the requirements set by the EQUAL MBA Guidelines.

There are many criteria in which the programme has been appraised as exceptional:

- International orientation of the study programme design (see Chapter 1.2),
- Positioning the study programme in the educational market (see Chapter 1.3),
- Positioning the study programme in the job market for graduates (see Chapter 1.3),
- Integration of theory and practice (see Chapter 3.1),
- Logic and plausibility of the didactical concept (see Chapter 3.3),
- International contents and intercultural aspects (see Chapter 3.4),
- Internationality of the student body (see Chapter 3.4),
- Internationality of faculty (see Chapter 3.4),
- Skills for employment (see Chapter 3.6),
- Student support (see Chapter 4.1),
- Programme Director (see Chapter 4.2).

There are many criteria in which the programme exceeds the quality requirements:

- Objectives of the study programme (see Chapter 1.1),
- Positioning the study programme within the HEI's overall strategic concept (see Chapter 1.3),
- Counselling for prospective students (see Chapter 2.2),
- Selection procedure (see Chapter 2.3),
- Professional experience (see Chapter 2.4),
- Transparency and documentation of admission procedure and decision (see Chapter 2.6)
- Logic and conceptual coherence (see Chapter 3.1),
- Methods and scientific practice (see Chapter 3.1),
- Examination and final thesis (see Chapter 3.1),
- Course materials (see Chapter 3.3),
- Lecturing tutors (see Chapter 3.3),
- Foreign language contents (see Chapter 3.4),
- Multidisciplinary competences and skills (see Chapter 3.5),
- Pedagogical/didactical qualification of faculty (see Chapter 4.1),
- Practical business experience of faculty (see Chapter 4.1),
- Student support in distance learning (see Chapter 4.1).
- Process organization and administrative support for students and faculty (see Chapter 4.2),
- Cooperation with business enterprises and other organizations (see Chapter 4.3),
- Access to literature (see Chapter 4.4),
- Quality assurance and quality development with respect to contents, processes and outcomes (see Chapter 5.1),
- Evaluation by students (see Chapter 5.2),
- Programme description (see Chapter 5.2),
- Information on activities during the academic year (see Chapter 5.2).

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

# Information

## Information on the Institution

Steinbeis University Berlin (SHB) is a private university in Germany. Founded in 1998 in Berlin, it obtained the German state recognition through the Government of Berlin.

According to § 2 of the General Conditions of Study of the university, all study programmes are based on the concept of transfer-oriented project competence studies (PKS: Projektkompetenzstudium). The PKS is the logical continuation of the dual training principle. An integral part of the course are transfer-oriented, certified supervised projects in companies or other organizations, whereby theoretically sound, practice-related teaching in a current and application-relevant manner is supplemented by seeking independently, scientifically sound solutions of complex problems.

At Steinbeis University Berlin, all courses are run by Steinbeis Transfer Institutes (STI). The Steinbeis Transfer Institute "IBR Institute of International Business Relations" (STI IBR) is the only institute that offers the Global MBA.

IBR Institute of International Business Relations GmbH (IBR GmbH) functions as a service provider to the STI IBR. It is not involved in academics. It is mainly responsible for student recruitment and the provision of teaching facilities in foreign locations.

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

Since the last accreditation, the curriculum has been enlarged by one additional elective module, which consists of three events offered in the module Finance M31.

In 2018, the electives have been revised in order to improve the training of "research skills".

According to the Director of Studies, the number of ECTS points raised from 80 ECTS points to 90 ECTS points. The increase of additional 10 ECTS points (300hrs) corresponds to the average study burden perceived and documented by the students.

In 2010 IBR ran local offices in Ukraine, India, Namibia, and Mozambique. Today, these local offices are closed. Instead, IBR opened a Global Service Center for all students and in April 2017 IBR relaunched a completely new ESS (Executive Support System)/CRM (Customer Relationship Management System). The ESS is a management support system that not only provides data and information, but intelligently interprets content to help guide decision-making.

The IBR intends to transfer the organization of the course till 2021 into the hands of a junior team and to devote additional time to building multiplication of benefits through the Global MBA. This includes in particular the quality assurance and a growing faculty.

The panel report of 2010 for the Global MBA didn't include any recommendations for the implementation of course improvements.

Statistics of IBR (as of 31.12.2018):

## Global MBA

		2011	2012	2013	2014	2015	2016	2017	2018
# places to study									
# applicants	$\Sigma$								
	w								
	m								
Rate applicants / places to study		76,67%	26,67%	53,33%	95,00%	97,50%	52,50%	87,50%	87,50%
# new students	$\Sigma$								
	w								
	m								
Rate female students		0,43	0,38	0,31	0,26	0,41	0,38	0,37	0,40
# international students	$\Sigma$								
	w								
	m								
Rate international students		1	1	1	0,97	1	1	1	1
Rate new students / places to study		76,67%	26,67%	53,33%	95,00%	97,50%	52,50%	87,50%	87,50%
# graduates	$\Sigma$								
	w								
	m								
Success rate		60,87%	75,00%	87,50%	89,47%	97,44%	100,00%	97,14%	100,00%
Drop-out rate		39,13%	25,00%	12,50%	10,53%	2,56%	0,00%	2,86%	0,00%
Average study time		34 months	28 months	26 months	30 months	26 months			
German GPA		2,28	1,98	2,5	2,08	2,26			

On demand, the Director of Studies explained the development as follows:

The management is satisfied with the enrolment over the past years. The decrease in the dropout rate reflects the students' attitudes towards the MBA in different regions of the world: many Ukrainians (2011 and 2012 still in statistics) have enrolled in the MBA without knowing exactly what to expect. Even the counseling sessions could not solve this. In Africa, students know exactly that studying for an MBA requires effort and time. Therefore, African dropout rates are much lower or nonexistent.

With respect to the average length of studies, the Director of Studies pointed out that in both Namibia and Zimbabwe ongoing economic crises have had an influence on the duration of study. In addition, it must also be considered that this is a distance learning course (standard period of study 2 years) that can be completed within a maximum of four years according to the current regulations. The situation has been additionally explained by the fact that IBR students can shift deadlines for handing in assignments individually. Normally, a student would push a deadline at the end of his studies, which leads to longer study times. IBR takes care of those students, who move to another employer or whose employer gets insolvent, to ensure that they may continue their study.

Since 2010, a number of actions have been undertaken, which are a direct result of evaluations by students, graduates, faculty, advisory board and Global Service Center staff, i.e.

- Continuous development of all instruction sheets at least once a year. Also, a review and update of the mandatory literature
- The quality of the assignment to Course 203 "Strategic Management" did not meet the expectations of the faculty, resulting in a re-adjustment of focus and content in the relevant residential period.
- In the "Marketing Management Residential" students create their own marketing plan or a marketing plan for a venture they are dreaming about. IBR faculty coaches all participants individually. A separate Tel Aviv day has been introduced that allows students to experience marketing in action whilst meeting and questioning start-up entrepreneurs.
- Since 2012, the final examinations are run as web conferences. Thus, they can be carried out at any time with the effect that students graduate faster.
- IBR introduced the formalization of online monitoring of workload for each individual course. The reason: the final evaluation of graduates indicated that students generally needed more time than scheduled for the first part of their studies

## **Appraisal:**

The development of the Global MBA since 2010 demonstrates that the course management constantly improved the curriculum and management parameter in a quality-oriented, effective and efficient manner. Statistical data serve as evidence; in particular, the panel appreciates the continuous commitment of the Director of Studies to quality assurance and improvement, considering the different regional circumstances and the evaluation results. IBR not only claims the PDCA cycle but brings it to life.

IBR has been further developing its Global MBA goal oriented and thoughtfully since 2010. The development has been sourced by analyzing systematically student and graduate data. The analysis of root causes and the systematic creation of actions convinced the panel. Those panel members, who had been involved in the previous accreditation procedure, were really impressed by this further development of the programme, which they appreciated explicitly.

Explanations on average study times in the different countries and the implemented changes of the Global MBA are substantive and substantial. The panel used the opportunity to explore and assess the ESS.

Overall, IBR presents outstanding results, for which best evidence is offered by graduates and their career development (see below Chapter 3.6). The panel evaluates further development of the IBR MBA during the accreditation period as "very impressive" and "clearly above average".

# Programme Description and Appraisal in Detail

## 1. Objectives

### 1.1 Objectives of the study programme (Asterisk-Criterion)

The IBR Global MBA-programme is a part-time distance management education programme for young executives and SME-entrepreneurs who either want to enrich their future management career and opportunities or plan to set up their own business by gaining a more profound insight into the various domains of management. The programme has an international, applied research and cross-cultural focus and is taught in English.

The IBR Global MBA is mainly seeking to offer:

- An in-depth study of all management functions, from an integrative, cross-cultural and international standpoint
- A training of research-, social-, communication-, team- and negotiation skills and of business ethics on a master's level
- An encouraging, flexible, international and modern study environment
- A practical, but research-based study programme that allows to create tangible benefits for the career paths of graduates as well as tangible benefits for the companies represented by them.

The key competencies of the graduates are due to the objectives of IBR Global MBA:

- With regard to international business environment perspective
  - To be able to interpret systematically the international and national environment as it may influence business structures and processes
  - To understand, who they are, and to understand their organization in a global context
  - To have an understanding as to how to make use of globalization and international trade to expand their own business
  - To be able to understand the influence of cultural differences, values and convictions on management structures and management procedures
  - To be able to understand the main legal aspects for international business
- With regard to company perspective
  - To demonstrate a systematic understanding of the general structure and functioning of modern organizations with a special emphasis on SMEs
  - To be able to identify a company's potential of profitability and related strategies towards exploiting it on a sustainable basis
  - To understand the main ethical issues for modern business and how it influences strategic decision making and leadership behavior
  - To be able to set up and/or manage a company in a global market place with confidence
- With regard to business functions perspective
  - To demonstrate a systematic understanding of various functional management aspects of the organization and mutual relationships that exist between them (finance, HRM, operations, marketing, and IT for management)

- To understand the essential concepts and instruments of contemporary business
- To understand the main ethical and cross-cultural issues in functional decision making, leading to ethical reflection and behavior

IBR aims at clients, who are mainly internationally oriented and are seeking to deepen their management knowledge and skills, realizing that this master's degree could as well give a significant impetus to their professional career and/or setting up their own business.

## Appraisal:

The intended learning outcomes, qualifications and competences, are evidenced as a combination of knowledge, understanding, values, skills and attitude. The qualification objectives include generic and field specific aspects and concerns. They focus on academic proficiency and professional comprehensive employability.

The IBR systematically bases the qualification objectives of the programme on the specific requirements of the target group. The qualification objectives are documented in detail. They are constantly reviewed for their adequacy and up-to-dateness and are adapted accordingly. They consider the requirements of the national qualification framework. The programme objectives are set out consistently in relation to the occupational area.

It is the intention of the programme to enhance making decisions and becoming more efficient as a result. During the MBA study, students experience their ability to take challenging responsibilities in their organisations. Furthermore, they shall become confident in having the know-how and skills to influence the strategic direction of their organisations. IBR manages this by letting students work different management problems for which students need to present a workable solution. This is the way how IBR contributes actively to prepare individuals to become leaders for executive positions.

Democratic citizenship features and development of the individual student's personality are integral parts of the concept of this MBA. Students are challenged to develop visions for their organizations and their countries in a global context.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.1* Objectives of the study programme (Asterisk Criterion)	X				

## 1.2 International orientation of the study programme design (Asterisk Criterion)

As already mentioned, the programme has an international and cross-cultural focus and is taught in English.

The Global MBA can be delivered everywhere in the world. Faculty flies in for residential periods, consultation sessions are offered via web conferencing technology. IBR has an infrastructure in place that is responsible for recruiting, providing the teaching facilities and student service.

According to the IBR, due to the international dimension of the programme design international business is the common theme in the curriculum that students discover during

their studies. It all starts with international business, developing strategies for organisations in an international environment.

Students are exposed to a completely international faculty during residential periods that represents 10 nationalities. As they are all influenced by their national approach to education and doing business, student experience internationality particularly through themselves. Twelve of 13 faculty members speak at least two languages, seven of the 13 faculty members even three and more. This international faculty coaches students. According to the Director of Studies, coaching works once the international faculty members are able to take time to understand the cultural specifics of the student and the student opens himself/herself to the very different cultural approach his/her faculty member might have.

Students of different nationalities from different study locations come together for residential periods. IBR has Hungarians that would meet together with Ukrainian students in Shanghai for the first residential period on strategic management. Or the Namibian students would come to Israel for a residential period on marketing where they would study together with Indian and South African students. The Global MBA exposes students to different approaches to thinking, solving problems, communicating and negotiating.

IBR offers residential periods in different countries. Every student participates in at least two international residentials, one in Germany and one in Israel.

## Appraisal:

The international dimension of the programme design and its objectives is very impressive. The international focus of the study concept that is based on an in-depth study of all management functions, from an integrative, cross-cultural and international standpoint including an encouraging, flexible, international and modern study environment proved to be very successful in different countries. Furthermore, internationality in teaching and study is a central component of the programme design. By means of targeted knowledge and skills development, the programme provides graduates best with skills they need to perform tasks required in an international environment.

Owing to the emphasis of the programme design on internationality in teaching and study (e.g. in terms of curricular contents, academic staff, practical experience in different countries), the programme, by imparting knowledge with that goal in mind and developing the concomitant skills, enables graduates to competently handle international tasks. The panel judges it as unique. Fitness of purpose is obviously evident and convincing.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.2*	International orientation of the study programme design (Asterisk Criterion)	X				

## 1.3 Positioning of the study programme

Before entering new countries, IBR analyzes local markets with regard to educational needs and competition. Based on the explanations of the Director of Studies, in current markets IBR is the only MBA provider with a truly international management education, which has been adapted to local market and cultural needs. Furthermore, IBR is the only MBA provider that offers a completely work-integrated MBA, which is coaching students in making management decisions at their workplace or companies they wish to set up.

According to the responses of students and graduates, they appraise IBR's sensitivity to the local specifics of markets in which the programme is offered. According to the Director of Studies, this sensitivity is rooted in the work-integration aspect of the MBA whereby students apply management concepts in the reality of their workplace from the beginning to the very end of their studies; this is the main difference compared to the respective competitors.

In every country, applicants have the choice to enroll at local business schools or competitors. However, they opt for the Global MBA because of the global and work-integrated approach to education.

According to IBR, more specifically:

- Namibia: The MBA market in Namibia is dominated by South African MBA providers. In addition, Maastricht Management School and Herriot Watt Business Schools placed their offers on the market. Like in other markets, IBR can differentiate its offer by its distinct focus on a systematic training of management skills and application of know-how at the workplace. Furthermore, representing a German business school happens to be a big advantage for IBR's brand building activities due to the historic ties that connect Germany and Namibia.
- Zimbabwe: The higher education system is strongly influenced by the Anglo-Saxon system, which is lacking the implementation dimension focus on application in practice. Within only five years the Global MBA has become the leading programme among the competitive European MBAs in the country, although its fees are 30% higher.
- India: Indian MBA programmes focus on know-how transfer. Consequently, employability of MBA graduates of local schools is not satisfactory at all. With a focus on a systematical training of management skills and the application of know-how at the workplace IBR explains its clear differentiation from local competition.
- Ukraine: In Ukraine IBR established a reputation, since it was the first international MBA school that offered an accredited and state recognized MBA programme in the country. Its reputation is focused on application orientation, being international and labor intensive.

Regarding positioning in the job market for graduates, the Director of Studies shared the results of IBR market research among employers, applicants and graduates. The unique positioning of the Global MBA is rooted in:

- The practicality of the Global MBA
- The focus on implementation and creating real value
- The focus on coaching executives at their workplace (fully work-integrated)
- The training of leadership, decision-making and social skills over a period of 2 years

There is no other MBA offering in the market (i.e. from the United States, Australia, South Africa, the UK or local universities) that would address any of the above-mentioned strengths. As a result, IBR graduates are known in the job market as decision makers that change their world.

The implementation focus (answer to the short-comings of competitors) attracts company owners and executive managers at the highest levels. They are not interested in one more qualification, but they expect to be coached in making management decisions in their own companies. There is no other MBA that would offer the same. The strongest evidence of IBR's unique positioning in the market is the enrollment of students with a first MBA qualification from a traditional Anglo-Saxon tertiary institution. They simply come because their first MBA qualification didn't address the strongpoints of the Global MBA.

The Director of Studies explains the strategic positioning of the Global MBA in the overall strategy of the Steinbeis University Berlin as follows: The common denominator of all SHB courses, including the Global MBA, is the “project competence concept”, which mirrors work-integrated education in Germany at tertiary level. The Global MBA takes the name of Steinbeis into regions of the world where Steinbeis is not present with other courses. More specifically, it is the only course that targets developing countries, in particular Africa. It is also the only German MBA in Sub-Saharan Africa that would bring the German work-integrated education to this part of the world. The Global MBA is the only course at Steinbeis that does not target students in German speaking countries. It is distinct from all other courses at SHB in as far it is run by a completely international faculty representing ten different nations.

The Representative of Steinbeis University Berlin explained in addition that the Global MBA is a pioneering course for the university. He characterized it as “innovative” and “trend setting for other courses” at Steinbeis. Triggered by the uniqueness he described the Global MBA as an „Orchid Study Programme“, which by implication has been given a special position within the organizational structure and profile of Steinbeis University Berlin.

## **Appraisal:**

IBR did a really good job in positioning the Global MBA in the educational market. It analyzed very carefully the position of its MBA programme in the educational markets in detail. IBR has used the results in developing its own unique and competitive profile. Furthermore, the Global MBA clearly and totally differs from local competitors, who copy the traditional Anglo-Saxon model, evidenced by graduates of local MBA programmes, who enroll in IBR-Global MBA, since they don't feel qualified enough to be employable in Europe. With regard to this aspect the programme is also unique.

IBR did also a really good job in positioning the Global MBA in the job market for graduates. Based on the results of carefully analyzing the programmes of competitors and has comprehensively incorporated the results in the study programme. Furthermore, based on the responses of students and graduates, the programme prepares best for the job markets nationally and internationally. It has a convincing approach in the preparation of its students for the job market, which is facilitated through its extremely remarkable integration of theoretical and practical course content (see below chapter 3.1). This is additionally true for considering cultural specifics in the different national markets where IBR is represented. An outstanding feature of the programme is ‘education on the job’, which describes best IBR's USP.

Taking into consideration the development of this MBA programme since last accreditation and the successful export of it into completely new markets demonstrates the uniqueness of the idea and its implementation regarding the positioning of the programme in the educational and job markets. Furthermore, IBR demonstrated convincingly the programme's competitive advantage based on competencies that students achieve by the time they graduate. IBR has an excellent dualistic approach in positioning not only itself in the education market, but also in the preparation of its students for the job market, which is achieved in addition through its extremely remarkable integration of theory and practical course content (see below chapter 3).

Steinbeis University Berlin provided convincing reasons how the IBR MBA programme is incorporated into the overall strategy of the university as it is the only totally internationally offered and performed programme. Clear evidence is provided that the IBR MBA is an integral and important part of the overall strategy of the university. Its qualification goals constitute the core of SHB'S international strategy and are sustainable implemented.

Furthermore, within the organizational structure of the university the Global MBA enjoys a stand-alone position because of its unique character. With regard to its international orientation the IBR-MBA is the international flagship of Steinbeis University Berlin.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market	X				
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)	X				
1.3.3	Positioning of the study programme within the HEI's overall strategic concept		X			

## 2. Admission

The IBR Global MBA is a distance learning MBA. Personal consultations offered to applicants are of utmost importance due to the fact that IBR works in different cultures.

IBR documents every step in the admissions process in its ESS/CRM platform that has been developed particularly for the needs of the IBR MBA. On this platform, MBA managers document all contacts they had with applicants. Furthermore, it enables them consulting services during the admissions process.

All requirements for admissions are documented in the General Conditions of Examination (Rahmenprüfungsordnung) of Steinbeis University Berlin. Applicants are admitted under the condition that they finished a first academic degree or an equivalent bachelor or master's degree that has been recognized in their home countries. The subject focus of the first academic degree doesn't matter. Applicants are required to demonstrate that they gained a minimum of two years of work experience after graduation. Furthermore, as a matter of fact, according to the additional IBR regulations, IBR accepts applicants only with a real management experience, since it differs from work experience: more than 12 years, on average, as IBR's statistics show.

They also need to be employed for the time of study, as they solve management problems at their workplace. In case applicants don't speak English as mother tongue and/or they have not completed a first degree in English, IBR requires a paper-based TOEFL test with a minimum of 550 points or a comparable language test.

The procedure and possibility to achieve 300 ECTS at the time of MBA graduation has been documented and secured in the Study and Examination Regulations (SPO):

An integral part of the selection procedure, which is periodically reviewed and accordingly adapted, is an aptitude examination. The manual for this examination consists of five structured chapters:

- Professional know-how of all participants as the IBR MBA is a typical post-graduate MBA. By this IBR ensures that students share a common professional background and can work and complement one another during their studies.
- Study motivation: IBR looks for evidence that participants will be reflective, energetic, mature and realistic as well as ambitious and motivated.
- Availability of time: IBR expects them to realistically assess the amount of time that they will need to make available for their studies in order to reduce the dropout rate.
- Personality: students have to work in teams. The ability to work in teams cannot always be identified only by reading their written application.
- Language skills: even though IBR requires a TOEFL or equivalent test, candidates will have to prove their language abilities in the examination in English.

Regulations according to Lisbon Recognition Convention exist for students that apply from other universities or other academic programmes. They are documented in the General Conditions for Examination of Steinbeis University Berlin. Also, all regulations with respect to handicapped candidates are documented there.

All required information on the IBR Global MBA is public accessible for applicants as well as for students. Should applicants and/or students have the desire to ask personal questions, or precise questions concerning the MBA or the probability for admissions, or questions related to the potential employability or placement, they have access to precise information on who to talk to and where to find IBR consultants. IBR offers personal consultations and dialogue with clients as well as applicants. At appointed times (which are sufficiently been offered by

IBR) and via email communication, IBR meets this demand. Furthermore, each student in IBR can rely on a personal MBA manager who is going to be available for him/her for the two years of study.

In case applicants fulfil all conditions for admissions, they are accepted for the IBR Global MBA. According to the Director of Studies, all candidates are treated equally. IBR doesn't apply a numerus clausus. As soon as a group has been completed with about 20 participants, IBR starts with registrations for the next group. In case a candidate has not been admitted, IBR offers a consultation with the Director of Studies in order to find ways how to possibly overcome deficiencies in the application and assist the candidate to eventually qualify as a student.

During the admission process, prospective students find assistance in the Global Service Center, which takes a very personal approach to every applicant (possible because of the ESS/CRM platform support). In addition, they find general information on the Internet about:

- Application requirements
- Application documents
- Application steps
- Link to start the online application process
- Tuition fees

During the contact with an applicant, IBR assesses whether the applicant has a realistic chance of successfully completing the course. In the instance this is questionable, IBR advises to enroll later and how to prepare for enrollment.

The group size is limited to a maximum of 20 participants. All applicants get a written information on the final decision.

With the available teaching capacity, three groups can start per annum. By 2021, IBR plans to double its enrolment capacity, which will also find its reflection in further qualifying the MBA faculty (see also Chapter 4.1).

## **Appraisal:**

The panel got the impression that the programme's clients are really internationally oriented and are seeking to deepen management knowledge and skills, realizing that this master's degree could as well give a significant impetus to professional career and/or setting up own business. The admission conditions correspond with requirements for MBA applicants and reflect the specifics of the Global MBA, in particular by seriously checking the motivation, availability and personality of the applicants. The selection procedure was developed on the basis of the study programme's objectives. The procedure is periodically reviewed for its effectiveness and adapted in accordance with the obtained results.

The basis for the determination of aptitude are basic quality criteria such as objectivity, reliability and validity, considering any possible compensation of disadvantages for applicants with attested disability or chronic illness. In accordance with the guideline in a general part, the aptitude test serves to ensure that the participants have a fairly uniform level of prior knowledge.

Regarding the required professional experience, in fact, it exceeds the requirements, since the professional experience of the applicants has to include management experience, which they use to receive some years later and, in fact, uses to be on average twelve years, which is more than required even for Executive MBA programmes.

The criteria for the admission procedure of the university are documented and the additional requirements for admission to the Global MBA, too and are accessible to anyone on the Internet. The admission requirements are defined, transparent and in line with the national standards. In addition, they are totally in line with the level of the strategic programme objectives. A special selection procedure, which is related to the programme objectives and the strategic purposes, is used, as already mentioned and appraised.

A standardized language test is used ensuring the required foreign language proficiency in order to ensure that students are able to complete successfully the study programme.

The admission decision is based on objectified criteria and is communicated sensitively and in detail. In addition, the admission decision contains detailed information regarding the results of the admission procedure. A very important criterion for assessing IBR's performance is service. Because of that transparency in communicating admissions results are of utmost importance for IBR.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students		X			
2.3*	Selection procedure (if relevant)		X			
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)		X			
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)		X			

### 3. Contents, structure and didactical concept of the programme

#### 3.1 Contents

Overview of the curriculum:

Global MBA credit hours 2018			Self-study		Residential						
module/course numbers	required courses/elective	course name	directed studies	Company projects (TA)	Residential Periods	Tutorings	total hours	ECTS	weeks to study	Gross hours self-study/ week	Net hours self-study/ week
<b>M 1: International Business</b>											
100	r	The nature of international business	20	30		10	60	2	2		
101	r	Cross-cultural management	20	30		10	60	2	2		
102	r	International business law	20	30		10	60	2	3		
		<b>M1:</b>	<b>60</b>	<b>90</b>		<b>30</b>	<b>180</b>	<b>6</b>	<b>7</b>	<b>21</b>	<b>12</b>
<b>M 2: Entrepreneurship</b>											
200	r	Principles of Effective Management	20	35		10	65	2	3		
201	r	Tasks and Tools of Effective Management	20	35		10	65	2	2		
202	r	Residential period: Strategic management	30		50		80	3	1		
203	r	Strategic management	20	60		10	90	3	3		
		<b>M 2:</b>	<b>90</b>	<b>130</b>	<b>50</b>	<b>30</b>	<b>300</b>	<b>10</b>	<b>9</b>	<b>24</b>	<b>14</b>
<b>M 3: Financial management</b>											
300	r	Financial accounting	20	35		10	65	2	3		
301	r	Financial planning 1	20	35		10	65	2	3		
302	r	Residential period: Financial management	30		50		80	3	1		
303	r	Financial planning 2	20	60		10	90	3	3		
		<b>M 3:</b>	<b>90</b>	<b>130</b>	<b>50</b>	<b>30</b>	<b>300</b>	<b>10</b>	<b>10</b>	<b>22</b>	<b>13</b>
<b>M 4: Marketing management</b>											
400	r	Strategic marketing	20	35		10	65	2	3		
401	r	Marketing research	20	35		10	65	2	2		
402	r	Residential period: Marketing management	30		50		80	3	1		
403	r	Marketing decisions and managing activities	20	60		10	90	3	3		
		<b>M 4:</b>	<b>90</b>	<b>130</b>	<b>50</b>	<b>30</b>	<b>300</b>	<b>10</b>	<b>9</b>	<b>24</b>	<b>14</b>
<b>M 5: Human resource management</b>											
500	r	Recruitment, selection and placement of HR	10	10		10	30	1	2		
501	r	Learning and employee development	20	35		10	65	2	2		
502	r	Appraisal and performance of HR	20	35		10	65	2	3		
503	r	Residential period: HRM	30		50		80	3	1		

504	r	Development of management skills	20	35		10	65	2	3		
		<b>M 5:</b>	<b>100</b>	<b>115</b>	<b>50</b>	<b>40</b>	<b>305</b>	<b>10</b>	<b>11</b>	<b>20</b>	<b>12</b>
<b>M 6: Operations management</b>											
600	r	Project management	20	35		10	65	2	3		
601	r	Operations processes	20	35		10	65	2	3		
602	r	Supply chain management	10	10		10	30	1	2		
603	r	Residential period: Operations Management	30		50		80	3	1		
604	r	Strategic performance management	20	35		10	65	2	3		
		<b>M 6:</b>	<b>100</b>	<b>115</b>	<b>50</b>	<b>40</b>	<b>305</b>	<b>10</b>	<b>12</b>	<b>18</b>	<b>11</b>
<b>M 7: IT for management</b>											
700	r	Innovation and digital technology	15	35		10	60	2	2		
701	r	IT and customer relations	15	35		10	60	2	2		
702	r	Managing IT and strategy	15	35		10	60	2	2		
		<b>M 7:</b>	<b>45</b>	<b>105</b>	<b>0</b>	<b>30</b>	<b>180</b>	<b>6</b>	<b>6</b>	<b>25</b>	<b>13</b>
<b>Example calculation: selected electives</b>											
250	e	Organizational development	20	30		10	60	2	2		
251	e	Strategic change and innovation	20	50		10	80	3	2		
252	e	Business planning M21	20	60		10	90	3	2		
		<b>Electives:</b>	<b>60</b>	<b>140</b>		<b>30</b>	<b>230</b>	<b>8</b>	<b>6</b>	<b>33</b>	<b>17</b>
<b>M 10: Master Thesis</b>											
1000	r	Residential period: Master thesis	30		50		80	2	1		
1000	r	Master thesis	120	400			520	18	22		
		<b>MT:</b>	<b>150</b>	<b>400</b>	<b>50</b>		<b>600</b>	<b>20</b>	<b>23</b>	<b>24</b>	<b>12</b>
		<b>Total</b>	<b>785</b>	<b>1355</b>	<b>300</b>	<b>260</b>	<b>2700</b>	<b>90</b>	<b>93</b>	<b>212</b>	
<b>List of Electives: M21 Entrepreneurship</b>											
250	e	Organizational development	20	30		10	60	2	2		
251	e	Strategic change and innovation	20	50		10	80	3	2		
252	e	Business planning M21	20	60		10	90	3	2		
			<b>60</b>	<b>140</b>		<b>30</b>	<b>230</b>	<b>8</b>	<b>6</b>	<b>33</b>	<b>17</b>
<b>List of Electives: M31 Financial Management</b>											
350	e	Cost of capital and long-term financial policy	20	30		10	60	2	2		
351	e	Short-term financial planning	20	50		10	80	3	2		
352	e	Business planning M31	20	60		10	90	3	2		
			<b>60</b>	<b>140</b>		<b>30</b>	<b>230</b>	<b>8</b>	<b>6</b>	<b>33</b>	<b>17</b>
<b>List of Electives: M41 Marketing Management</b>											
450	e	Export market entry strategies	20	30		10	60	2	2		
451	e	Export product and pricing	20	50		10	80	3	2		
452	e	Business planning M41	20	60		10	90	3	2		
			<b>60</b>	<b>140</b>		<b>30</b>	<b>230</b>	<b>8</b>	<b>6</b>	<b>33</b>	<b>17</b>
<b>List of Electives: M91 Independent Studies</b>											
950	e	Independent Studies M1	60	140		30	230	8	6	33	17
951	e	Independent Studies M2	60	140		30	230	8	6	33	17
952	e	Independent Studies M3	60	140		30	230	8	6	33	17
953	e	Independent Studies M4	60	140		30	230	8	6	33	17

954	e	Independent Studies M5	60	140		30	230	8	6	33	17
955	e	Independent Studies M6	60	140		30	230	8	6	33	17
956	e	Independent Studies M7	60	140		30	230	8	6	33	17

Concerning the contents of the programme IBR states as follows:

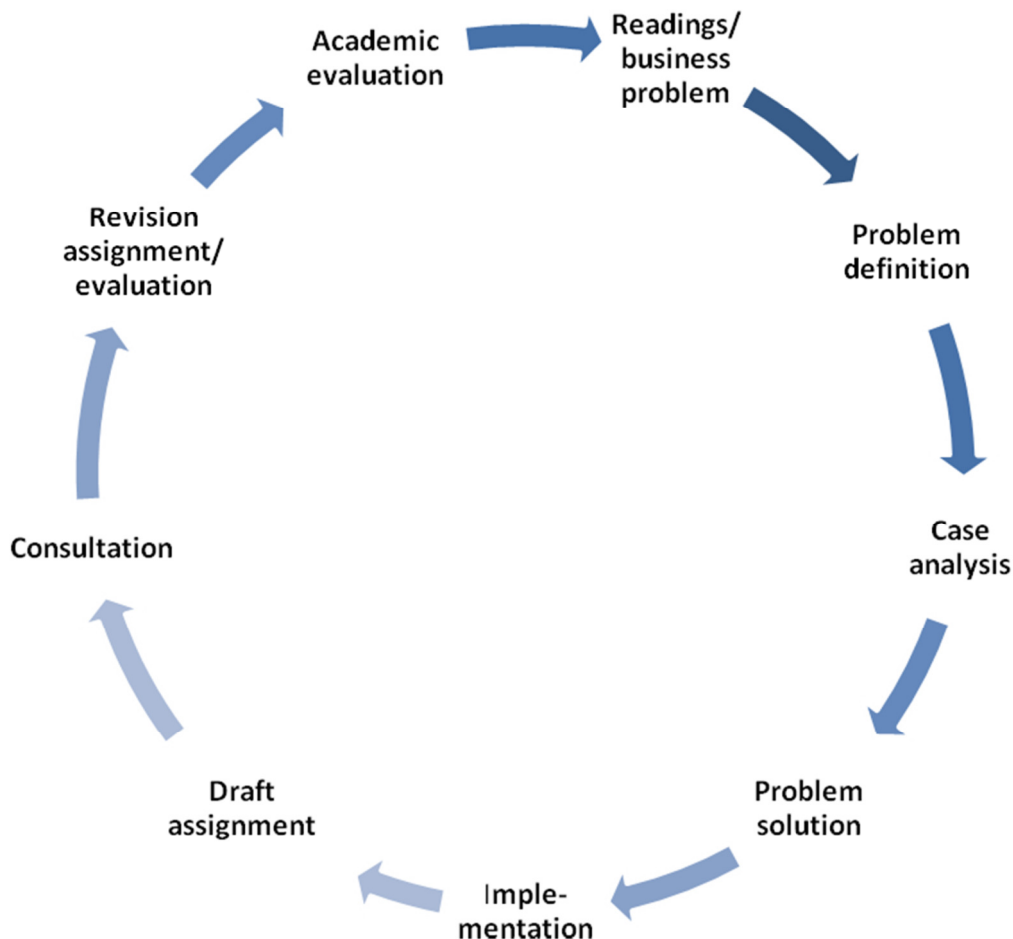
In Module 1 students appreciate that their workplace is part of a larger international world. In Module 2 we change the perspective and focus on how to manage a company strategically in an unpredictable world.

In the following modules, the Global MBA focuses on the most important business functions:

- Module 3: Financial Management
- Module 4: Marketing Management
- Module 5: Human Resource Management
- Module 6: Operations Management
- Module 7: IT for Management

Electives have been designed to wrap up the Global MBA. No matter for which module students opt they will have to write a business plan. According to the Director of Studies, this format allows them to rehearse the whole MBA while still incorporating the specifics of the courses selected.

IBR doesn't offer separate courses to train generic competencies. The training of generic competencies has been integrated as an important part of every single course including the master thesis. IBR explained this approach with the help of the IBR Study Cycle:



The learning outcomes for communication, social, and research skills in the Global MBA are documented in the syllabus.

Communication skills: they are trained systematically and gradually. By implication, the training of communication skills has been integrated in writing assignments (written communication skills), attending tutoring sessions (oral and presentation communication skills) and residential periods (oral and presentation communication skills). IBR considers skills training to be a process over a period of two years rather than a one-time training event.

Social skills: Work-integration allows IBR to systematically and gradually train social skills. Whilst the Global MBA offers specific courses that address skills such as building teams, managing change, gaining power and influence, motivating others and managing conflicts, students exercise/apply this skill in most assignments in the implementation section. In this section the Global MBA challenges them to reflect how they plan to implement their best problem solution and which managerial constraints they will have to overcome. This is a crucial question that is being addressed in tutoring sessions where it is the professor's task to challenge problem solutions with implementation constraints.

Research skills: Like communication and social skills, research skills are trained systematically and gradually starting with the first course. In this journey, particularly course 401 (Marketing Research) exposes students to professional research, whilst equipping them to plan and conduct larger research projects in an efficient and effective manner. Research training culminates in the research residential period (M10) that prepares students to conduct their master project.

A unique feature in comparison to competing MBA programmes is that IBR trains students systematically to not only develop best academic solutions, but solutions that they consider to be implementable in their working environment. The IBR MBA focuses on solving management problems scientifically, as the Director of Studies explained. "The whole concept, which is demonstrated in the learning cycle, is based on combining theory with practical management tasks of students: in each of the 26 courses, students take textbooks as a foundation. This is the starting point in the study cycle. Having finished their mandatory readings, they identify with the help of detailed instructions of IBR a management problem at their workplace. The final outcome of their 'research project' will be a documentation of a workable solution for this problem. They develop this solution while analyzing the situation, developing options for decision making and selecting and justifying finally the best option. As a good solution must be implementable, they demonstrate their leadership skills in reflecting on implementation related issues. While developing systematically and scientifically solutions for 26 management problems, students experience the value of scientific thinking in making decisions. They realize that their management performance may become much more efficient than it was before." Also, the master thesis has been composed along the IBR Study Cycle. The only difference is that students will have to identify a more complex management problem and develop a solution for it.

In summary, in each of the 26 courses, students select a management problem at work, apply management tools of mandatory readings in order to analyze the problem and develop implementable solutions. Finally, IBR challenges students to comment on how they plan to overcome implementation related managerial issues.

According to the Director of Studies, the Global MBA requires self-discipline and balancing employment, private life and the MBA study. By implication, students implement skills such as setting personal objectives and managing one's own time in order to graduate successfully within the agreed-on time frame.

In this process of developing systematically and scientifically solutions to real management problems, students experience the value of scientific thinking and gain confidence in making decisions. IBR offers one tutoring session per course using web conferencing technology. In tutoring sessions, students have the opportunity to present a first draft of their approach to solving the management problem. Other students in class and the course professor act as a personal advisory board and offer peer-feedback to the presenter.

The master thesis follows the same principle of problem solving. The only difference is that students will have to work on a more complex management problem.

In the Global MBA, students are trained in interdisciplinary thinking as evidenced by the intended learning outcomes, e.g. in

- philosophy (101, 200, 201)
- law (102, 250, 500)
- communication (101, 300-302)
- psychology (101, 502, 600)
- history (100, 102, 202)
- cultural sciences (101, 200, 702)
- information technology (601, 602, 700-702)

There is an Instruction Sheet for each course, which always includes links to other courses to highlight and encourage interdisciplinary thinking.

IBR addresses ethical questions in nearly every assignment, as the Director of Studies elucidated. The HEI challenges students to justify problem solutions based on values. It is the professor's task, during tutoring sessions and residential periods, to coach students by questioning techniques to discover their own personal value system that influences decision-making behavior.

The academic standards of scientific research for the Global MBA are documented in the "Practical Guide for Researchers to the Preparation of Written Presentations of Academic Research" by a faculty member of the MBA.

Whilst writing 26 assignments, one master thesis, participating in 26 tutoring sessions and 6 residential periods the Global MBA trains and coaches students to systematically apply scientific methods in a business environment in order to solve real management problems. Hence, after the two years of study and coaching they feel confident to successfully solve management problems whilst utilizing scientific methods.

## **Appraisal:**

The Global MBA focuses on solving real management problems at the workplace scientifically. The curriculum takes appropriate account of the mission of the course and ensures the desired competence development and professional qualification. It comprises the imparting of specialist knowledge and interdisciplinary knowledge as well as technical, methodical and generic competences. The modules are balanced in content and are meaningfully linked. The content of the course considers the professional experience of the students and convincingly ties in with them.

As demonstrated in the module descriptions, the imparting of subject-specific competences starts at a macroeconomic perspective. It continues with a company and functional perspective. More in detail: the company (student workplace) is first embedded in a global context before students engage in strategic issues that affect the entire enterprise. In the

functional perspective, all important corporate functions are systematically treated. The teaching of "generic competencies" does not happen on the basis of specially arranged courses. Rather, it is part of each course, including the master thesis, that students have to complete. The programme also requires and promotes self-discipline and a work-life-balance (work, private life, study) of students.

Degree and course designation are consistent. The degree and programme name correspond to the contents of the curriculum and the programme objectives.

The Global MBA shows a systematic combination of theory and practice; they are systematically interrelated throughout the curriculum. Theoretical discourse and practical application complement each other in developing the students' qualification profile. It is an outstanding example of "dual education" or work-integrated learning, evidenced by continuous theoretical study of main management concepts in the different domains and a continuous transferring of this academic material (scientific articles, text books and research papers) into practice, mainly through business projects, research projects, study-visits, tutoring sessions, residential week group discussions and through the master thesis.

The modules are precisely aligned both with one another and with the overall programme objective and are consistently geared towards the strategic direction of the programme.

Each module is described in an informative, student-friendly manner, both individually and as part of the overall modular structure. The descriptions include the content and learning outcomes of the modules. The core subjects offered are aligned with the competence goals. The specialisations ("compulsory electives") included in the programme enable students to acquire additional skills, which are in line with the programme objective.

The programme includes interdisciplinary thinking and interdisciplinary cooperation. There is evidence that the programme qualifies for interdisciplinary thinking.

Ethical behaviour is not only trained in the course "business ethics", but also exercised and reflected thoroughly throughout the whole MBA programme. Students are asked to justify problem solutions and reflect on issues linked with implementation. As a matter of fact, students see and feel the difference of ethical and unethical behaviour. The training approach to reflect on ethical behaviour on an ongoing basis is particularly helpful for countries in which ethics and business sometimes seem to be incompatible.

As already mentioned, the IBR Global MBA programme concept aims since the beginning at an ambitious combination of theoretical study of main management concepts in the different domains and a continuous transferring of this academic material into practice. The approach is called in IBR project-driven education, which is in accordance with the Steinbeis University Berlin philosophy (Projektkompetenzstudium). Its performance by IBR is both, challenging and convincing: It is excellent to see how IBR achieved this in its Global MBA in particular because of its individual orientation. The faculty members offer students the possibility to transfer theory into their local companies by applying management concepts. This concept of integrating theory and practice fully convinced the FIBAA reviewers as outstanding.

Based on submitted documents, the Global MBA obviously corresponds with European MBA Guidelines. The curriculum covers all content related requirements. The IBR MBA has exceeded the requirements concerning minimum residential hours and hours for self-studies. Admission requirements and required examinations are structured clearly. (see below Chapter 3.2).

The programme ensures that graduates have methodological competence, are empowered to conduct academic work and can understand and assimilate specialist literature.

The modules focus on knowledge and skills development and are interlinked in a rational manner. In particular, the programme takes an outcomes-based approach (skills and competences).

All examinations and the final thesis are knowledge and competence oriented and serve to determine whether the formulated qualification objectives have been achieved. Each module concludes with an integrated module examination that is based on learning outcomes.

The examinations are aligned with the intended module learning outcomes. The requirements are in line with the level necessary to attain the qualification in question. The examinations in formats and contents are intended to verify whether students have achieved the defined learning outcomes. The panel had a chance to examine assignments and selected master theses. Furthermore, they studied comments of the course professors for assignments and the master theses. Samples of examination results at course level and master's theses (with different grades and assessors' statement, six eyes principle) correspond to the required scientific level of the German NQF 7. The master's theses give evidence that students practiced their scientific work intensively. The theses are in line with the programme content.

The reviewers convinced themselves, that the small number of full-time professors could successfully manage the huge number of theses. The theses display a high level of field-specific academic work. The quality of the master theses demonstrates that Global MBA students have been trained intensively to conduct academic research.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1 Contents					
3.1.1* Logic and conceptual coherence (Asterisk Criterion)		X			
3.1.2* Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3* Integration of theory and practice (Asterisk Criterion)	X				
3.1.4 Interdisciplinary thinking			X		
3.1.5 Ethical aspects			X		
3.1.6* Methods and scientific practice (Asterisk Criterion)		X			
3.1.7* Examination and final thesis (Asterisk Criterion)		X			

## 3.2 Structure

Projected study time	24 months
Number of Credit Points (CP)	90 CP
Workload per CP	30 hours
Number of modules	9
Time required for processing the final thesis and awarded CP	6 months; 20 CP
Number of contact hours	Global MBA includes a substantial proportion of structured contact hours

	(530 hrs.) between faculty and the learning group and within the learning group itself.
--	---

The Global MBA consists of 530 hrs. class room (in spite of distance learning about 20% interaction between students and faculty) and 2170 hrs. personal work. It is laid out as a distance learning programme, supplemented by self-study, residential and transfer periods. Events, deadlines, locations as well as additional offers are specified in the respective student contract (inclusive study plan).

The Global MBA consists of nine modules. Each module has a workload between six and ten ECTS points with the exception of Module 10 Master Thesis (20 ECTS points). Seven modules are required (82 ECTS points), additional elective modules (8 ECTS points) allow students to specialize. IBR allocates six months to complete the Master Thesis. Included in these six months are also all elective courses (8 ECTS points) that can only be started after having participated in the research residential period.

Each module consists of three to five courses. The schedule assigns two to three weeks study time per course. For each course students write an assignment (management report), exceptions are the six residential periods that are also listed as courses.

#### Overview

	<i>min. -</i>	<b>Days</b>	<b>Hours/h</b>	<b>CP</b>
a	<b>Residential periods</b>	<b>30</b>	<b>270</b>	
	<b>Tutorials</b>	<b>30</b>	<b>260</b>	
b	<b>Study projects (including master thesis)</b>	<b>150</b>	<b>1355</b>	
	... thereof research projects (without MT)	106	955	
	... thereof Master Thesis (MT)	44	400	
	Study time (excluding self-study)	213	1885	
c	<b>Self-studies</b>	<b>90</b>	<b>815</b>	
	<b>Total study time</b>	<b>300</b>	<b>2700</b>	<b>90 ECTS</b>
d	Electives (compulsory)	25	230	8 ECTS

As already mentioned above, regulations according to Lisbon Recognition Convention exist for students that apply from other universities or other academic programmes. They are documented in the General Conditions for Examination of Steinbeis University Berlin (§ 3 paragraphs 4, 5). Also, the regulation that the final grade is supplied with an ECTS grading table (§14 paragraph 4). Regarding the examinations, the evaluation criteria have been categorized based on the revised taxonomy of E.C. Bloom. The following matrix summarizes the taxonomy levels as they are assigned to criteria for the Global MBA:

<b>Global MBA Grading Criteria</b>	<b>Weight of criteria</b>	remembering	understanding	applying	analyzing	evaluating	creating
<b><u>Introduction and Motivation</u></b>							
Introduction	5%	x	x				
<b><u>Case study</u></b>							

Analysis	30%	x	x	x	x		
Recommendations	40%	x	x	x	x	x	x
Implementation	10%	x	x	x	x	x	x
<b><u>Conclusion</u></b>							
Value creation	10%	x	x			x	
Structure, bibliography	5%			x			

The syllabus contains detailed learning outcome-oriented module and course descriptions. The prescribed standard study time is two years, still students are officially allowed to extend their studies to a maximum of four years (without additional costs).

The IBR statutes are in accordance with the relevant framework regulations of the SHB. They have been reviewed by the university and approved by the relevant committees/authorities. They are published and accessible to everyone on the internet. This also applies to information on the curriculum, the course description and the mode of study.

IBR ensures the ability to complete the Global MBA within the standard study time i.e. through online performance progress reviews and a study performance feedback that students receive every three weeks.

In addition, the ESS/CRM platform immediately registers minor deviations from prescribed study plans. This enables the course management and faculty to react timely. Before submitting assignments at the end of each course, students are required to document their individual and actual workload. This has already led to corresponding adjustments in the past. One example is the increase of workload from 80 ECTS points to 90 ECTS points.

Still, the actual study duration exceeds the anticipated standard period of study. The Director of Studies explained that the most frequent deviations from the standard period of study can be explained for almost every student and are not uncommon in the context of distance learning. The most common reasons are:

- promotion/new job or self-employment during the study period,
- illness, pregnancy, family difficulties,
- financial reasons due to losing a job, wage cuts, migration abroad.

The key criterion for verifying the ability to complete studies within 2 years is tightly linked to monitoring the actual workload per course online. The collected data allow IBR to search for reasons. Usually this happens in personal interaction with students and leads to corresponding reactions.

When determining the workload, account is taken of the fact that students work on projects at their workplace. On average, 40% of the study time is booked as working time. This results in a workload of 10 to 14 hours per week.

It is important - but not compulsory – according to the Director of Studies that the employer supports the course and recognizes the benefit for the company and provides working time for the study. The following aspects in the curriculum design favor the study ability according to the Director of Studies:

- Frequency of examinations: On average, the students pass an exam every 10 weeks (integrative module exam).

- Examination management: regular monitoring of the individual study performance supported and made transparent by the ESS/CRM platform.
- Study performance feedback: This type of feedback assists students to prepare for the integrated module exam.
- Individualization of the study schedules: Students can change their personal study schedule at any time.
- Course counselling: IBR provides counselling services through the Global Service Center supported by its ESS/CRM platform and the relevant course professors (via skype, WhatsApp, emails, telephone ...)

IBR supports - as agreed by responses of students and graduates - foreign students of different religious background and nationality systematically. In case handicapped students face disadvantages in comparison to non-handicapped students, IBR develops respective actions. According to the statutes, gender equality is an objective of IBR as well as of Steinbeis University Berlin.

The following factors ensure that students are able to complete the course successfully and in time: Entry qualifications, a sensitive design of course schedules, a reasonable calculation of workload, an adequate density of examinations, an appropriate organization of examinations, mentoring and counseling services. IBR makes provisions to provide special care for students with disabilities. All regulations with respect to gender equality and non-discrimination and students with disabilities are documented in General Condition for Study of Steinbeis University (§ 6 paragraph 3).

## **Appraisal:**

IBR ensures a successful completion of studies by a comprehensive and structural student-centered implementation of objectives at course and module level. The success rate has been well over 90% for years (cf. statistics above).

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of modules and assigns Credit-Points (CP) per module on the basis of the necessary student workload. The module descriptions provide detailed descriptions of intended learning outcomes according to the information defined in the ECTS Users' Guide. Depending on the didactic approach (see below Chapter 3.3), the programme includes a substantial proportion of structured contact.

There are legally binding study and exam regulations which contain all necessary rules and procedures and consider national requirements. The examination regulations are valid and have been legally assessed and approved. The requirements for the course have been implemented in compliance with national and regional specifications. The university allows students with disabilities to claim a compensation for their disadvantage. In particular, this refers to rules and regulations affecting the duration of studies and deadlines, as well other formalities and all final or course-related assessments.

The recognition of degrees and periods of study at other HEIs is regulated in accordance with the Lisbon Recognition Convention. The final grade is supplied with an ECTS grading table.

The feasibility of the study programme's workload is ensured by appropriate means and services. The structure serves to implement the curriculum and promotes the acquisition of competences of the students. Information on workload is clearly documented and the calculation of workload is transparent.

The Global MBA has been designed in such a way that students may opt to study at other universities or in other companies without losing time.

The course, course schedule and examination requirements are documented and published.

The university ensures gender equality and non-discrimination. Students with disabilities are provided with support concerning time and formal standards/requirements throughout the programme and examinations. Students in special circumstances are particularly assisted.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		
3.2.2*	Study and exam regulations (Asterisk Criterion)			X		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		

### 3.3 Didactical concept

The didactic concept follows selected core dimensions that are applicable to self-learning, assisted learning through tutorials and residential periods in a sophisticated concept of blended learning.

A course consists of mandatory readings and an instruction sheet. All instruction sheets have been designed based on the same pattern, taking into account students' preferences:

- Introduction of the course and placing it into the larger context of the MBA
- Introduction of the mandatory text materials
- Self-evaluation questions that assist students to understand how effectively they studied the mandatory readings

Under the headline "study performance feedback" or "integrated module examination", students find information on the assignment that they need to work on for the respective course

The teaching materials are completely in English and up-to-date, according to the submitted documents. The instruction sheets inform students, which chapters in textbooks belong to the required readings. The amount of required readings is limited to a maximum of 200 pages per course. All instructions sheets are stored in the IBR StudyWeb. They are accessible at any time for all students.

The IBR Global MBA makes use of IT technology to facilitate the teaching process where applicable. The programme has its own web portal through which the students have access to all necessary information that is needed for the MBA study. Furthermore, tutoring sessions make use of web conferencing technology that allows IBR to bridge the distance between course professors and students at different locations. Recorded videos in the IBR StudyWeb allow students to meet their professors and obtain introductions to all courses. IBR offers for most courses a video introduction that is stored together with the instruction sheets. The content of the video introduction puts an emphasis on practical advice for writing the assignment. In addition to this information on the IBR StudyWeb, students are invited to

contact their local office at any time in order to ask questions. All listed aspects demonstrate the user-friendliness of the system.

The IBR Study Cycle (see above Chapter 3.1) serves as a foundation how IBR explains the use of teaching and learning methods. The cycle demonstrates how scientific work directly influences problem solving and making decisions in practical management situations. Each course starts with mandatory readings. IBR provides students with detailed instruction sheets, one instruction sheet for each course. While reading the text materials and the instructions, students have to identify a management problem at work that they want to solve by means of theoretical input. Once the management problem has been defined, students start analyzing their case, develop options for possible solutions and select their best solution. This solution is assessed in the context of its implementation at work. The whole process is documented in a management report (assignment). Students are invited to attend an online tutorial session in which they can present their first draft of this assignment. Peers together with the course professor reflect on the student's performance and offer him/her the possibility to further improve the assignment before handing it in for final assessment.

Students experience the meaningfulness of MBA studies through:

- Skill variety
- Task identity
- Task significance

According to their responses in evaluations, students experience a responsibility for the learning outcomes and the effectiveness of the MBA through learning autonomy. Students are aware and informed about the actual results of their learning efforts through continuous feedback.

In addition to 26 assignments and tutorial sessions that students are engaged with, they participate in six residential periods in other countries. The main purpose of a residential period is to apply theory in another practical management setting. While students work on their assignments mostly alone and in the context of their professional work at home, residential periods allow professors to form smaller groups of students that work over a week together in developing required solutions for companies or institutions in the host country. The same principle as for assignments applies: IBR provides students with theory, students apply this theory in a practical setting. IBR faculty members serve as coaches for these smaller groups while they are engaged in the process of developing workable solutions. They offer theoretical and practical input where needed. Furthermore, they are involved in selecting and preparing these practical cases.

Tutoring sessions are used in the IBR Global MBA in order to assist students in integrating theory and practice. The final outcome of an assignment is the presentation of a solution to a management problem. During tutoring sessions, course professors are asked to monitor particularly the logic how students make use of theory in order to develop a workable solution to their problem. For instance: many students struggle with defining a very clear problem statement that would direct the student's research activities for the course. The course professors are asked to assist the student by means of asking questions and allowing the students to see the link between the academic exercise and value created at work. Students participate in a tutorial session for each course. In most cases these tutorial sessions take place a week before the course deadline. Tutorial sessions are web-conferences with the course professors in which students receive a peer feedback on a first draft of their assignment. Students and professors act as personal advisory boards to presenters. Hence, the didactics reflects real life at work. IBR does not appoint special tutors. All tutorial sessions (30 days out of 300) are systematically conducted only by the Global MBA faculty,

according to the Director of Studies, in most instances those faculty members that also assess assignments later on. Thus, students will perceive IBR coaching as coherent. The minutes taken during tutorial sessions as well as the findings in the assignments will flow into the study performance feedback and in the integrated module examination.

IBR invites guest speakers for residential periods and the graduation at the end of the MBA. As IBR faculty members represent the academic as well as the professional side in business, residential periods automatically have practical implications. The function of guest speakers is to contribute to special events and/or present the specifics of the culture in which the residential period takes place.

The IBR Study Guide has been designed to assist students in getting familiar with distance education and particularly with the IBR MBA. It focuses on preparing students in working scientifically and how their assignments will be assessed by IBR.

Mandatory textbooks have been selected by IBR. About 30% of them have not been published by the time a student has been admitted to the MBA. IBR updates its mandatory readings permanently in order to provide students with the newest possible theoretical input. The moment new textbooks editions are available older editions are replaced immediately.

The Director of Studies is responsible for the continuous further development of these instruction sheets. He receives support from the Global MBA faculty. The output of the quality assurance system (see below Chapter 5) provides constantly natural departure points for continuous improvement.

## **Appraisal:**

Based on the opinion of the panel, the didactic concept is unique. It is highly innovative, since it is rooted in offering a tailor-made MBA programme in a sophisticated mixture of written study materials, attendance phases and support through technical media. It can stimulate the further development of distance learning. In the most innovative manner it connects blended learning with intensive and interactive work-integrated activities. The didactic methodology is excellently aligned with the programme objective. They are systematically oriented towards the intended learning outcomes of each module by regularly using case studies and practical projects. Fitness for purpose is obvious to an outstanding extent. In summary, it seems to be a best practice example of implementing “self-directed learning” in HEI, in particular with an excellent counselling of students.

The written materials (Instruction Sheets) are continuously updated. The Director of Studies takes care for always updated textbooks. The course materials are systematically designed according to the didactical preferences of the students. All listed aspects demonstrate the user-friendliness of the system.

All written study materials are digitally accessible for the students.

Patterns of teaching and learning in the Global MBA are highly adequate. All study materials correspond to the requirements at master's level and are up-to-date.

When compiling the course materials, the specific didactical requirements are considered; the course materials are well designed and the lay out and the production are professional. In addition, the course materials make the students familiar with different problem-solving approaches from various scientific perspectives. Through interactive work with the materials, the students are enabled to develop their own theory-based problem-solving strategies.

Guest lecturers are regularly invited; their contribution forms an integral part of the study programme's didactical concept. They come from a variety of occupations, which enhances students' chances of employment thanks to the profound insights they gain.

Tutorial sessions contribute significantly to the students' learning process and are systematically integrated into the teaching activities. The tutorial sessions, performed by the faculty itself, are a very important and systematic didactic part of Global MBA because of the intensive personal engagement of the faculty as lecturing tutors.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.3 Didactical concept					
3.3.1* Logic and plausibility of the didactical concept (Asterisk Criterion)	X				
3.3.2* Course materials (Asterisk Criterion)		X			
3.3.3 Guest lecturers			X		
3.3.4 Lecturing tutors		X			

## 3.4 Internationality

Global MBA students come from Eastern Europe, Asia, Australia and African countries. These students physically meet in residential periods in their home regions, in Germany and in Israel; and if desired also in other countries of the world. According to the Director of Studies, one of the reasons applicants seek to study in the Global MBA is the international orientation and the cross-cultural approach to the study environment. In every country, applicants have the choice to also get enrolled at local business schools or competitors with predominantly national characteristics from the UK, South Africa or Australia. However, they opt for the Global MBA because of its entirely global approach to education.

As evidenced in the curriculum and module descriptions of the Global MBA, international business is the common theme in the curriculum that students discover during their studies. It all starts with international business, developing strategies for organizations in an international environment and looking at business functions from an international point of view.

Thus, intercultural management is not only taught, but a living example to the student body teaching and coaching environments. They are challenged and exposed to faculty of different origins (currently nine nationalities from Europe, Asia, Africa, Australia and the United States). 13 out of 17 faculty members are not Germans. As they are influenced by their national approach to education and doing business, students experience internationality alive. Because the faculty is familiar with the students' cultural traditions, they can relate to the individual students and specifics of the working environments.

Current evidence for the internationality of study groups:

- Study group Zimbabwe with members from: Zimbabwe, Tanzania, Kenia, Botswana, Namibia, South Africa, Germany and Ukraine
- Study group Namibia with members from: Namibia, South Africa, Zimbabwe, Zambia und Ukraine

During overseas residential periods (i.e. Israel or Germany) students deliberately opt to attend other groups than their own.

Students are exposed to teaching materials that have been developed in many different countries. It is their challenge to translate international knowledge into their own cultures and to experience how international knowledge will have an impact on them personally and the organizations in which they are employed.

## Appraisal:

Due to the international contents, international composition of faculty and of student cohorts and regarding the intercultural aspects, the objectives of the IBR Global MBA have been excellently implemented. Fitness for purpose is obviously evident.

The IBR-MBA exposes international students to different approaches to thinking, different approaches to solving problems, to different ways of communications and negotiations. Students study text materials that are applicable universally. With the help of the projects in which they have to apply key aspects at their workplace, they automatically adapt MBA content to their cultural specifics. They experience how international research findings can be implemented at the local workplace in a completely different culture. Faculty members are elected considering to coach students in a culturally sensitive way. International and intercultural contents and aspects form some of the main components of the programme and that focus is consistently implemented in the curriculum. Lectures and course materials are in a foreign language to all of the students.

Internationality is clearly the dominant key element of the study programme's profile.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)	X				
3.4.2	Internationality of the student body	X				
3.4.3	Internationality of faculty	X				
3.4.4	Foreign language contents		X			

## 3.5 Multidisciplinary competences and skills (Asterisk Criterion)

Multidisciplinary competences and skills are integrated into the curriculum and are supported in addition by guest speakers and study visits. Students participate in communication trainings that are spread over 26 tutoring sessions and six residential periods. The training focuses on the use of power point tools, voice and the structure of presentations.

Students learn over time how to communicate orally and in writing to professors that have a different style of communication. The course cross-cultural communication (101) offers them some background that need to be trained as they go through their studies.

Intercultural communication is also trained within a student group due to participants of different nationalities. This again is a learning process that takes time. With 27 tutoring sessions and 6 residential periods, students are given many opportunities under the guidance of professors to learn how to successfully communicate across cultures.

Whilst the Global MBA offers specific courses that address skills such as building teams, managing change, gaining power and influence, motivating others and managing conflicts, students exercise/apply these skills in most assignments in the implementation section. In

this section the Global MBA challenges them to reflect how they plan to implement their best problem solution and which managerial constraints they will have to overcome.

Specific training of social skills is a crucial question that is being addressed in tutoring sessions where it is the professor's task to challenge problem solutions with implementation constraints pertaining to initiating change and subsequently thinking about conflict and collaboration. The HR residential period specifically looks at learning how to reflect on own behaviour with the assistance of peer students and professors.

## Appraisal:

The Global MBA contains educational components that go beyond of what is required of a professional educational programme. The project written in the MBA trains students systematically in developing skills such analytical problem solving and critical thinking skills that prepare them for writing the master thesis at the end.

Communication and public speaking skills as well as teamwork and conflict-handling skills are strongly nurtured by means of knowledge and skills development in the programme. students practice these techniques in case studies and projects. Due to the didactic concept of the programme, these skills are not only studied theoretically, but also applied throughout the whole programme.

Communication skills and public-speaking skills as well as cooperation and conflict handling skills are also key elements of the study programme's profile.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)		X			

## 3.6 Skills for employment / Employability (Asterisk Criterion)

Facilitation of employability is embedded in the didactics of the Global MBA: Solving real management problems at the students' workplace – an example of work-integration that competing MBA programmes cannot offer. The most evident criteria for outstanding employability according to IBR are that:

- Students improve their management positions already before graduation
- Students (graduates) are able to implement own business ideas successfully, in many instances already while still being a student in the MBA
- Students are able to develop successfully problem solutions for foreign companies. This happens during residential periods for which the students travel abroad.
- Students are able to actively apply the acquired skills in new areas of work and to develop them further.

According to IBR, most graduates work in companies that are involved in international business. They feel empowered and confident after graduation to negotiate with foreign managers at eye level without feeling inferior.

Evidence for the international aspect of employability is that students also find employment abroad (i.e. Ukrainians in Germany, Canada, Poland, Russia, Kazakhstan and United States

or Zimbabweans in South Africa, Mozambique, Botswana, Zambia, Tanzania, Kenia, UK, Australia, Canada or the United States).

According to the Director of Studies, a unique feature of the Global MBA is the fact that from the first day of their study students act as consultants to their employers in this MBA. They actually solve problems at work on top of their regular work load. Hence, they invest their free time for the benefit of their employers. Overall, graduates evaluation results are considered.

As evidenced in interviews, company owners and employers find it most extraordinary that Global MBA students are actively being supported by faculty, which offers latest management insight into the area of consultancy (mandatory readings). Likewise, they acknowledge it to be amazing that IBR faculty coaches these students in the consultancy process (consultation sessions/feedback on the assignments).

## Appraisal:

There are no doubts that the IBR MBA facilitates the employability of its graduates outstandingly through all its modules, considering also the evaluation results.

Examining the career developments, it is evident that graduates are highly motivated and equipped to implement successfully in a real business setting what they studied in the MBA. Measures to promote employability are clearly visible in all phases of the programme and ensure that the skills required of the students are adapted dynamically to the developing job market's needs. Furthermore, the study process does not only demonstrate employability of the students but adds value to their organizations. As confirmed by IBR, students' feedback on the LinkedIn page gives convincing evidence ([www.linkedin.com/company/ibr-institute-of-international-business-relations](http://www.linkedin.com/company/ibr-institute-of-international-business-relations)).

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.6*	Skills for employment / Employability (Asterisk Criterion)	X				

## 4. Academic environment and framework conditions

### 4.1 Faculty

As already mentioned, Steinbeis University Berlin is a private university that has been approved by the Government of Berlin in Germany. The legislation of Berlin is relevant for employing all full time and part time teaching staff of SHB. Full time teaching staff needs an approval of the Senate of Berlin. Employment regulations are governed by local (Land of Berlin) legislation. IBR determined the following criteria for selecting Global MBA faculty members:

- Teaching and research competencies at tertiary level
- Professional experience in higher management positions
- Teaching and/or working experience in cultures in which IBR operates
- Competencies and finding fulfillment in coaching and mentoring students

The Global MBA faculty consists of 17 members, two full-timers and 15 part-timers. In 2018, full time Global MBA faculty members conducted 50% of all residential periods. This rate will grow taking into consideration IBR's intention to promote three Global MBA faculty part time professors to a full-time position in 2019. Thus, the number of full-timers is going to raise up to five.

Out of these 17 faculty members, five are professors, two are assistant professors, three are PhDs, seven are master's or equivalent. 10 faculty members meet the Employment Regulations for professors of the 'Land of Berlin'.

All Global MBA faculty members can be assigned to run residential periods, tutorial sessions and or assessing assignments/the master thesis. In other words, all members are experienced by students in three different functions: (1) as teaching professors that run residential periods, or (2) as course professors that assess assignments or as (3) tutors that run tutoring sessions.

IBR does not use tutors outside the faculty mostly because of integration and managerial experience related issues. All faculty members are involved in further developing the Global MBA. They are the authors of the programme. Through faculty meetings, all are aware of student requirements with respect to the MBA course work. The Director of Studies pointed out to the panel that tutoring activities are of utmost importance in this MBA. They not only offer students to receive directions in writing assignments, but also coaching them in issues like reflecting personal ethical or leadership behavior.

In order to guarantee a consistent quality of teaching performance, IBR certifies faculty members in addition to approving professional and academic requirements linked with the employment of staff.

- New faculty members are required to participate in an on-the-job training programme before they are admitted running residential periods on their own. The training consists of a minimum of one residential period in which they participate in an observer position. A second residential period is required that they would conduct under the supervision and coaching of the head of the department or another faculty member that has been assigned by the head of the department.
- In case faculty did not conduct a residential period within a period of two years, they are required to obtain approval by Director of Studies for their concept to run the residential and the teaching materials that they would want to use.

- New faculty members that want to assess assignments have to participate in an on-the-job training as well before getting the permission to assess them on their own. Once new faculty members have been trained by an assigned faculty member, they may assess assignments under the supervision of the Director of Studies until he is convinced that the assessments are in line with IBR requirements and consistency in assessment comments is being guaranteed.

Furthermore, all faculty members participate in annual training sessions. They either participate in one group or in smaller groups one after the other.

For staff planning the following principle applies: for each academic discipline, IBR keeps available at least three faculty members that must be equally qualified to run tutoring sessions, residential periods or assess assignments. Furthermore, IBR applies contingency planning whereby for each "calendar event" two faculty members are assigned. Thus, there is always a second faculty member available at "calendar events" in the instance the assigned professor may not be available for illness or other reasons. Such an emergency was reported for the last time in 2016 at a kick-off event in Windhoek, and prior to that at the 2013 Marketing residential period in Shanghai.

The systematic training of Global MBA faculty focuses on two aspects:

- Academic further education
- Professional further education

IBR ensures systematic professional further education by requiring faculty to work either as business consultants or in higher management positions in companies in the private sector. Being exposed to business world and the area of their field of expertise the Global MBA faculty is always up to date with the latest developments in their professional area of specialization. This puts them into the position to incorporate latest input into the Global MBA.

The CVs of Global MBA faculty provide evidence to demonstrate its academic and pedagogic qualifications, including for distance education.

One of the strategic objectives of IBR is to recruit and systematically train a new generation of faculty from Global MBA graduates. According to the Director of Studies, first examples demonstrate that the process of accomplishing these objectives has started successfully. Zimbabwe plays a central role in faculty development for IBR today. Reasons are the excellent acumen of the English language, the love and appreciation for further education, a sense of responsibility and the entrepreneurial profile of the country.

Interviews give evidence that the student service during residential periods is guaranteed. As a rule, one member of the Global MBA faculty conducts a residential period. For HRM residential periods, IBR appoints two members at times. The faculty members cooperate with each other for the purpose of tuning the modules towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly.

The IBR Global MBA makes use of IT technology to facilitate the teaching process where applicable. IBR developed its own ESS/CRM, which the panel had the opportunity to learn about. It allows the MBA management and the faculty to provide care and study support spot on where it is required from a student's perspective. Furthermore, it allows to individualize the study experience for each single student. Also, it provides the ability to easily monitor and guarantee the quality management for all parties involved. The administration of the Global MBA was handed over completely into the hand of the Global Service Center.

Through IBR's Study Web students have access to all necessary information that is needed for the MBA study. Furthermore, tutoring sessions make use of web conferencing technology that allows IBR to bridge the distance between course professors and students at different locations. Via the IBR Study Web students find direct access to their professors and obtain introductions to all courses. Students access the ESS/CRM via their personal Study Web. IBR offers the Global MBA faculty a Faculty Web that accesses the same system. In the Study Web, students have access to their schedule. The schedule provides information on dates and times for tutorial sessions and residential periods as well as deadlines for the upload of assignments.

In the instance students wish to find access to more detailed study information, they open the menu point "my study progress". Here they upload their assignments and find personalized information pertaining to their grades and the professor's written feedback. Also, they can download the recordings of missed tutoring sessions or change deadlines for the submission of assignments on their own.

## **Appraisal:**

The Global MBA faculty proved to be exceptionally highly motivated, very committed and competent in the discussions during the on-site visit. They draw back on longstanding professional and academic experience. They cooperate with one another and support the Director of Studies. In summary, the Global MBA faculty meets the requirements of this Global MBA in a very sensitive way. This is mainly due to its international character and the extraordinary working experience in executive management positions in various companies.

IBR institutionalized systematically continuous education of the faculty members. Continuous education in IBR is rooted in international, academic and professional networks. This information has been confirmed by faculty interview partners during the on-site visit.

For the students, Global MBA faculty members are always accessible, which has been confirmed by both sides. In any case, students reported their highest satisfaction with the Global MBA and its implementation. Also, students, faculty and the service center confirmed that the management of the Global MBA has been accessible at any time.

The panel was impressed by the versatile functionality of the ESS/CRM. It is manifold applicable and works marvelously with regard to students' and faculty support as well as quality assurance.

The structure and number of teaching staff corresponds with the programme requirements and the standards specified by the Berlin government. The procedures to assure the quality of the teaching staff take account of the specific requirements of the programme. The necessary capacity is available for this programme; it is – in addition – in line with the recommendations of the German Council of Science and Humanities regarding long distance studies at private higher education institutes. The Council accepts 33% teaching load of full-timers, IBR full-timers cover 50% of teaching load in the residential periods. It covers also the teaching load for additional cohorts, as convincingly explained by the Director of studies.

The teaching staff's academic qualifications are in line with the publicly recognised standards. Their pedagogical qualifications are specified in the overall programme design. The teaching staff has many years of successful teaching experience, proved, for example, by means of regular evaluation. Still, IBR offers faculty members the possibility to participate in further training programmes in order to guarantee consistency as to how the programme is delivered. In particular, the three steps of participating observation, assistance and first responsibility convinced the reviewers of the quality of the training concept. Furthermore, the

reviewers appreciated how IBR faculty integrates successfully own up-to-date research findings into the MBA, especially in residential periods.

On average, the teaching staff has highly above-average practical and business experience. With regard to the project-competence-study approach of IBR, these qualifications fit formidable into the requirements. In addition, hand-picked faculty with teaching and/or working experience in those cultures in which IBR offers its Global MBA programme gives a natural authority to consult and create tangible value on the ground.

It is an extraordinary step of IBR to perform the tutorial sessions only by faculty members. This step enables IBR to provide outstanding quality while coaching students at all locations at crucial stages during their studies. Furthermore, as IBR faculty members serve as tutors, they are available in sufficient number to all students. IBR is able to increase considerably the consistency of academic and professional input in the overall teaching process. This is a USP in comparison to competing distance learning offers in IBR markets.

IBR ensures internal cooperation and coordination for the sake of coordinating modules of the MBA systematically. The faculty members cooperate with each other for the purpose of tuning the modules towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly.

Student support and coaching is an integral part of the services provided by the teaching staff and is offered on a regular basis, supported by ESS/CRM. Where necessary, the students are given support with academic and related issues. The teaching staff is available to the students outside the specified office hours as well. The students are enthusiastic about the support.

A flexible methodology of individual study counselling is used. Methods for enhancing the individual learning processes are being introduced and demonstrably applied. The electronic platform is used to identify learning success and difficulties at an early stage.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)		X			
4.1.4	Practical business experience of faculty		X			
4.1.5*	Internal cooperation (Asterisk Criterion)			X		
4.1.6*	Student support by the faculty (Asterisk Criterion)	X				
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)		X			

## 4.2 Programme management

The Director of Studies carries the responsibility for managing the Global MBA. The Chancellor of the university supports the Director of Studies, as well as administrative staff in the Global MBA Service Center. IBR's ESS/CRM supports academic and administrative staff in their work.

The Director of Studies is responsible for providing leadership to the Global MBA and all matters pertaining to the Global MBA that are not assigned to other university entities by the university regulations. He is responsible for organizing service and care-taking of students, oversees and assesses the process of faculty and student evaluation, and generates suggestions for improvement that are a result of the evaluation processes. He draws up a demand plan and develops proposals for necessary changes. The Director of Studies also supervises the implementation of necessary changes.

IBR documented and regulates transparently the assignment of responsibilities between the Director of Studies, Global MBA Faculty, Service Center and the IBR GmbH:

Tasks	Director of Studies	MBA Faculty	Service Center	IBR
<b>Pre-MBA study processes</b>				
To sell the MBA				X
To head the admission process (aptitude examination, interviews), feed the selection committee and make a final decision	X	X <sup>1</sup>		
To facilitate/manage the administrative part of the admission process			X	
<b>MBA management related processes</b>				
To kick-off MBA groups	X			
Task	Director of Studies	MBA Faculty	Service Center	IBR
To organize information and Q/A sessions, train students using digital study support and guide students personally where needed at study start (first 2 months)			X	
To organize tutoring sessions			X	
To organize residential periods (student related)			X	
To conduct tutoring sessions and residential periods		X		
To evaluate tutoring sessions and residential	X <sup>2</sup>	X	X	

<sup>1</sup> The Director of Studies and one faculty member are required to conduct the aptitude test.

<sup>2</sup> Final responsibility rests with the Director of Studies

periods				
To assess assignments and master theses		X		
To take care of students that fall behind or need special non-standard assistance (study clinic)	X <sup>3</sup>		X	
To evaluate the overall educational experience	X <sup>4</sup>	X	X	
To offer academic study support to students in need		X		
<b>Management of innovation processes related to the MBA</b>				
To translate evaluation results into action plans	X <sup>5</sup>	X	X	
To monitor the successful implementation of action plans of faculty, service center and local offices	X			
To stimulate innovation initiatives (e.g. the utilization of digital technology)	X <sup>6</sup>	X	X	X
To manage the implementation of innovation initiatives	X			
<b>Administrative tasks alongside the education process</b>				
To provide administrative study support			X <sup>7</sup>	
To manage tuition fee collection				X
To provide support in organizing residential periods abroad (i.e. selecting and renting appropriate teaching facilities)				X

The ESS/CRM platform supports the management of the Global MBA in fulfilling all tasks. It has been designed and tailored to the specific needs of the Global MBA and all its stakeholders like students, faculty and management. Since the last major upgrade of the system in 2016, the student is the focal point. In the past it was the study group.

The administration of IBR consists of three employees. In the table above administration tasks have been assigned to the service center and the Director of Studies. Based on interviews during the on-site visit the care-taker function is the most important and critical one. Care-taking is not limited to students, but also faculty members that run international residential periods. Examples that demonstrate the importance of care-taking are the following:

- Before missed deadlines for submitting assignments become a problem, the IBR service center will have contacted the student and offered assistance in finding an implementable solution

<sup>3</sup> The Director of Studies comes in depending on the severity of the caseCRM

<sup>4</sup> The responsibility rests with the Director of Studies, the service Center offers support in assessing the overall educational experience.

<sup>5</sup> Final responsibility rests with the Director of Studies as part of the overall supervision of educational quality.

<sup>6</sup> It is the Director of Studies' responsibility. Still faculty, service Center and local offices contribute to this process with innovative ideas for further improvement.

<sup>7</sup> Final responsibility rests with the Service Center. It may outsource activities to local offices though.

- Before a lack of attendance in tutoring sessions would be reflected in bad grades, the IBR service center will seek contact with affected students in order to adapt individual calendars.
- Before students opt for dropping out because of a lack of motivation, IBR would invite them into a student clinic, which allows them to enjoy special support until they have been successfully reintegrated in a study group.

All employees enjoy opportunities for further education (i.e. participating in the Global, language trainings or IT further education)

## Appraisal:

The organization of the Global MBA ensures the implementation of the concept of the Global MBA. The workflow management and decision-making processes, skills and responsibilities are set down and are implemented accordingly. The faculty and students are involved in the decision-making processes, which affect their areas of activity. In addition, the core processes and responsibilities, which are set down, are described, including the staff's individual responsibility and decision-making freedom.

The Director of Studies successfully takes initiatives to promote the systematic development of the study programme in a manner which includes all relevant groups. He has a passion for this MBA, which he started more than 19 years ago. He is the emotional core and the rational head of the whole IBR-MBA and runs it with impressive success, although in severe times. He ensures that the programme runs smoothly and that it evolves in a way, which includes the relevant groups.

The small administration acts as a service provider for students and teaching staff. The HEI offers the administrative staff opportunities for continuous professional development.

The processes are organized in an effective as well as kind manner and tasks and responsibilities are clearly assigned. As already mentioned, IBR developed its own versatile ESS/CRM, which is manifold applicable. It allows the MBA management to provide care and study support spot on where it is required from a student's perspective. Furthermore, it allows to individualize the study experience for each single student. Also, it provides the ability to easily monitor and guarantee the quality management for all parties involved.

The administration of the Global MBA was handed over completely into the hand of the Global Service Center. Electronic service-support possibilities are used to the best possible extent and supplement the advice provided on a one-to-one basis.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)	X				
4.2.2	Process organization and administrative support for students and faculty		X			

## 4.3 Cooperation and partnerships

An important feature of the Global MBA Faculty is that members make their own networks available for the Global MBA. Students - according to those that were interviewed during the site visit - consider this as an extraordinary advantage of this MBA. They don't feel limited to

the university network. Rather, they have access to networks in the home country of faculty members. These networks offer practical value to students where IBR Global MBA professors would make use of them in designing residential periods. Also, these networks offer practical benefits for those graduates that wish to continue working on their PhD.

The same feature according to IBR applies to cooperation, which IBR has through faculty members with other universities and scientific institutions. Through these networks IBR gets the opportunity to tap into the latest research results from Europe, Australia, Southern Africa and the United States, which will be integrated into the Global MBA where appropriate.

IBR states that the following cooperation are the most beneficial to the students:

- Global MBA graduates who wish to continue their studies at PhD level and continue being supervised by Global MBA faculty are referred to Cranefield College in Pretoria, South Africa. The added value lies in the fact that graduates can complete their doctoral studies with "their" professors from the Global MBA. Furthermore, Global MBA faculty members are involved in university research projects that are perceived as beneficial from a students' perspective.
- Namibia University of Science and Technology (Namibia): IBR concluded an agreement, which makes it possible to store mandatory readings for Global MBA students on a special shelf in the university library.
- King's College New York City (USA): IBR concluded an agreement, whereby IBR conducts residential periods for US undergraduate students in Israel. IBR students perceive this as added value since the King's College opens its doors for IBR residential periods on Wall Street in the heart of Manhattan.

Cooperation with other organizations (i.e. businesses, governmental structures and NGOs) comes as a natural result of the work-integration of the Global MBA. A very innovative approach in IBR. Thus, cooperation applies for writing assignments, attending tutoring sessions and residential periods, and working on the master's thesis. To all these events, students bring their own organizations into class. In many instances, real and current data are made available as real cases are being discussed and developed in class. Furthermore, the impact of this cooperation naturally flows into the standard student assessment on residential periods, tutoring sessions, assignments and the master thesis.

According to IBR, in traditional MBAs cooperation with organizations requires much preparation prior to engagement with the school, sound management during the engagement, and after-engagement service after the event finally took place. All that is not required in the IBR approach as cooperation is integrated into the DNA of the Global MBA, supported by IBR's advisory board, which is responsible for the following tasks:

MBA Advisory Board supports the Director of Studies in his functions and tasks to manage the MBA. As such, the Director of Studies has direct access to the practical business world. In this function the Advisory Board also assists in finding company or university contacts in case of need. It supports business development activities of IBR, managing growth as a network organisation, and establishing business targets for the future. The Advisory Board facilitated IBR's expansion e.g. to Southern Africa.

## **Appraisal:**

Cooperation with HEIs and other academic institutions are aligned with the strategy of the study programme and actively promoted in order to further developing the programme.

Also cooperation with business enterprises and other organisations is actively promoted, for example by means of regular meetings of those who are involved in the study programme in

responsible positions, in order to discuss the further development of the programme. These cooperations have a formative impact on the contents of the programme and on the profile of the graduates. By means of specific measures (e.g. cooperation in projects), they significantly contribute to the development of qualifications and skills and to the quality of the final theses.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3 Cooperation and partnerships					
4.3.1(*) Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		
4.3.2(*) Cooperation with business enterprises and other organizations (Asterisk Criterion for educational and vocational programmes, franchise programmes)		X			

## 4.4 Facilities and equipment

IBR rents seminar rooms for residential periods at the time they are needed. Based on the information provided by the university, criteria for renting premises for residential periods are the following:

Location:

- Prime location
- A place where client companies and/or competing ivory league universities would run conferences as well
- Accessible for handicapped students

Size and number of class rooms:

- Student group size 20
- One classroom for 30 people, one additional smaller class room for work in smaller groups
- Seating order: U-shape, flexible table arrangement

Times of use:

- Availability for a full week (5 days), either from Monday through Friday, or Tuesday through Saturday

Equipment:

- Multimedia projector for power point presentations
- 4 Flip charts or white boards (for each smaller group)
- free WIFI for students and faculty
- chairs and full desks (so that students can bring their notebooks)
- markers for the white board and/or the flip chart

Services:

- two breaks of each 15 min in the morning and the afternoon with coffee and tea and sandwiches
- water and snacks in class

In each case, IBR ensures that all premises are accessible also for handicapped people.

All mandatory readings of the Global MBA are available internationally. IBR updates mandatory readings several times a year. On average, 30% of text books used are not yet printed when a student enrolls.

For the assignments students acquire the necessary literature and have it in book format or as an e-book. After signing the contract, students receive a list of prescribed mandatory readings. In Namibia, all mandatory readings are available to students in the library of the Namibia University of Science and Technology.

Furthermore, for writing assignments and the master's thesis students also have access to scientific databases via Steinbeis University Berlin and/or their course professor. Faculty members are easily accessible via WhatsApp messages or Skype calls, also over the weekends and evening hours, based on the students' feedback.

For the master's thesis residential students are required to bring along at least 30 scientific articles. The research professor coaches students individually in structuring and incorporating these articles into the chapter Literature Review.

## Appraisal:

The provision of teaching facilities and equipment of the Global MBA is above the level of comparable programmes of public and private universities in the countries where residential periods take place. The teaching rooms and labs are equipped with state-of-the-art technology. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet through laptops via wireless LAN is provided free of charge. For special contents of the curriculum (e.g. business games, role-playing game, virtual elements), the HEI possesses appropriate rooms which possess the specific technical components needed.

IBR ensures an adequate implementation of the Global MBA, particularly as it relates to access to literature. This applies also to - where applicable and required - the access to digital media and relevant databases as well as the library's opening hours and services. Additional support is offered to the students outside normal working hours. Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. Access to relevant digital media is available from the students' home.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.4 Facilities and equipment					
4.4.1* Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2* Access to literature (Asterisk Criterion)		X			

## 4.4 Additional services

Career counselling and placement services are offered on demand, but are not really of any importance, since most of the students own already higher management positions or are CEOs.

Resources provided by IBR are the Service Center and the Director of Studies as well as the faculty members and their networks. The Service Center has been designed to be close to students. MBA managers build relationships with students over time. Students are invited to communicate at any time convenient to them.

A great instrument that facilitates the open-door policy is WhatsApp and WhatsApp groups for each MBA cohort to which relevant faculty, the Director of Studies and the Service Center always have access.

An alumni network of the university exists. Communication language is German. Thus, in addition, the IBR established its own alumni network, embracing graduates from Ukraine, India and the Southern Africa. They usually don't understand the German language. They use to communicate via Facebook and LinkedIn.

IBR uses to invite alumni to events (reported by the way in LinkedIn) parallel to the residential periods. It offers further education seminars in exchange with the graduates.

### Appraisal:

The IBR Executive Network functions as an alumni organisation. Graduates and students are invited regularly for local activities and communicate via closed IBR communities in social networks such as LinkedIn and Facebook.

Counselling and welfare services are an integral part of the IBR's services and are offered on request. The HEI provides sufficient resources.

Alumni activities are planned on a long-term basis, performed regularly, and are actively used for assessing and evolving the programme. Sufficient resources are available for this purpose.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5	Additional services					
4.5.1	Career counselling and placement service			X		
4.5.2	Alumni Activities			X		

## 4.6 Financing of the study programme (Asterisk Criterion)

The university ensures funding security for the Global MBA per intake and the entire accreditation period. Evidence has been provided by:

- making financial provisions and a commitment of Steinbeis University Berlin,
- stable calculation and demand for the MBA
- secured annual budget which has been audited and approved by board of Steinbeis University Berlin, and

- a security provided by the Steinbeis Foundation for Economic Development of the State of Baden-Württemberg.

Steinbeis University Berlin is owned by Steinbeis University Berlin GmbH. Steinbeis University Berlin GmbH is a limited liability company which is a subsidiary of the Steinbeis Foundation via the Steinbeis GmbH & Co. KG and is legally obliged to assume possible losses based on a control and profit transfer agreement. Hence, Steinbeis is able to guarantee a continuation of operations in any case.

IBR provided a medium-term financial plan for the Global MBA for the next 5 years to the review team. IBR assumes that it will further expand its market position in Southern Africa. Furthermore, a potential new market has been envisioned as of 2019. A possible market could be Australia where IBR started with market entry preparations (market research, company talks, establishment of a sales network) already in 2016.

## Appraisal:

The university provided and guaranteed financial security for current MBA intakes and the entire accreditation period.

An adequate financial endowment is available to ensure that students are able to complete their studies in any case.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.6* Financing of the study programme (Asterisk Criterion)			X		

## 5 Quality assurance and documentation

The definition of the overall purpose of the quality assurance system in IBR is rooted in a corporate navigation system: The quality assurance system must support IBR in identifying changing customers' needs. Furthermore, it must direct the attention of the management to new technical solutions that enable IBR to more effectively and better create customer value. Customers are students and their companies (employers, work place, start-up ventures) alike.

According to the Basic Order of Steinbeis University Berlin § 8 paragraph 2, the Chancellor is responsible for the quality management. According to explanations of the university, the process of quality assurance and development comprises the following elements:

- Student input through regular evaluation of teaching, including student workload;
- Regular input from Global MBA faculty members that reflect on own performance;
- Regular input from the Global MBA faculty being involved in other universities;
- Regular input from the Director of Studies and the Service Center, i.e. through individual discussions with students and faculty members;
- External input e.g. through the Advisory Board and the Global MBA Alumni;
- Provision of regular input from monitoring through the ESS/CRM platform.

The individual elements of quality assurance are structured (i.e. guidelines for quality related interviews). IBR presented collected data/information in form of an executive summary in a SWOT table. This allows the management of the Global MBA to capture the most important results at a glance.

Responsible for the consolidation of the quality assurance input is the Director of Studies. Also, the Director of Studies is responsible to forward results to the relevant entities within the university, i.e. examination committee of the Global MBA or the academic senate of the university or the board of Steinbeis University Berlin.

Included in the implementation of quality improvement measures are the Global Service Center, the Global MBA Faculty and the Director of Studies. As a rule, IBR implement changes in future study intakes.

The operational center for processual quality assurance is the ESS/CRM platform. It incorporates all relevant processes of the Global MBA, which are evaluated for different target groups and implemented: for the management of the Global MBA, the faculty, the students. According to the university, the ESS/CRM platform enables continuous monitoring of all processes, starting with enrollment, processes related to studying in the Global MBA to graduation at the end.

IBR Quality Assessment Regulations: procedures and instruments

### 1. Residential periods

Instruments of quality assurance are:

- Assessment discussion round in residential periods
- Telephonic interviews
- Social Media (LinkedIn, Facebook)
- Students conclude the residential period with a 90 minutes evaluation and feedback session with the Course Professor and/or the Director of Studies. In order to interpret the results a representative of the Service Center calls at least 30% students of the student group for a depth interview.

- Purpose of the analysis: to assess value creation for students and their companies and to identify options how to increase value creation for future student generations (identification – departure point for quality assurance). Also, students are offered the opportunity to be involved on the spot in a critical assessment of the implementation of their own ideas (planning).
- In the instance the Director of Studies did not participate in the assessment, he must arrange a meeting with the course professor that will allow him to share the assessment results.
- Students communicate their feedback on the MBA publicly on the IBR LinkedIn page.
- The responsibility for taking necessary actions pertaining to implementing improvements/changes resides with the Director of Studies (i.e. involving the Academic Senate or the Examination Committee).

## 2. Tutoring sessions

Instruments of quality assurance are:

- Assessment discussion round at the end of the tutoring session
- Online assessment in the Study Web
- Students conclude tutorial sessions with an open feedback round with the Course Professor.
- Students have the possibility to further assess the tutoring session by the time of submitting their management report. This assessment is online in their Study Web and allows them to reflect at value creation after they integrated and implemented the coaching input of the tutoring session.
- Purpose: to assess value creation in the process of coaching students in solving the management problem at hand and to assess the professor
- The Study Web communicates the summary of each feedback session to the student group. The Service Center and Global MBA Leadership have access to a more detailed assessment feedback.
- The responsibility for taking necessary actions pertaining to implementing improvements/changes resides with the Director of Studies (i.e. involving the Academic Senate or the Examination Committee).

## 3. Assignments

Instruments of quality assurance are:

- Assessment in subchapter “value creation” in the assignment
- Online assessment in the Study Web
- Students assess all assignments in chapter 3 “conclusion” under the sub headline “value creation”. IBR communicates some of the results on the Website of the Global MBA.
- Students have a second chance to assess the assignment by the time of submission. This assessment is online in their Study Web and allows them to reflect at value creation. Optionally, students evaluate the assessment results of their professors. In the Study Web they find a button “comment” at the end of the professor’s assessment of assignments.
- Purpose: to assess value creation pertaining to content and skills and to allow faculty to critically appraise coaching performance and the relevance of the assignment in the light of the customer need (positive and negative online feedback)
- The Study Web communicates the summary of the online assessment to the student group. The Service Center and Global MBA management have access to a more detailed assessment feedback.

- The responsibility for taking necessary actions pertaining to implementing improvements/changes resides with the Director of Studies (i.e. involving the Academic Senate or the Examination Committee).

#### **4. Global MBA programme**

- After graduation the Service Center conducts a qualitative telephone survey among all graduates. Results are communicated to the Global MBA leadership
- The qualitative survey is rooted in the “Key Competencies of Global MBA Graduates” and looks at the following three aspects:
  - Subject related learning outcomes (content, results)
  - Skills related learning outcomes (skills, results)
  - The study support/care-taking (processes)

#### **5. Informal evaluation procedures**

During residential periods faculty members have time to meet personally with students for meetings or even for dinners.

#### **6. Evaluation by faculty**

Each acting faculty member is required to assess own academic performance. At the end of each module, the Director of Studies arranges a personal discussion round with responsible faculty.

- Purpose: to identify options for change/improvements and to design an action plan for implementation. Options address residential periods, tutoring sessions and the assessment of assignments.
- The responsibility for taking necessary actions pertaining to implementing change/improvements resides with the Director of Studies (i.e. involving the Senate or the Examination Committee). The Director is also responsible to monitor the successful implementation of the (approved if necessary) action plan.

Module related groups meet on a regular basis (most often annually) for the sake of learning from one another whilst sharing own and students’ assessment results. Meetings take place online, in Stuttgart, Budapest, Cape Town and Haifa. Should meetings result in suggestions for change/improvements of faculty performance (action plan), the Director of Studies must be informed in order to determine who in the university quality management systems must be involved (i.e. examination committee, Academic Senate) in order to approve actions.

- The responsibility for taking necessary actions pertaining to implementing change/improvements resides with the Director of Studies. The Director is also responsible to monitor the successful implementation of the (approved if necessary) action

#### **7. Evaluation by graduates**

Having finished, all graduates are asked by the Director of Studies (assisted by the Global Service Center) regarding

- MBA Courses
- MBA Residential periods
- MBA Tutoring sessions
- IBR Student Service
- Future development

The results are compiled in a SWOT Analysis, which allows to identify the substantial facts.

## 8. Evaluation by the Advisory Board

The composition of members of the Advisory Board considers:

- markets in which the Global MBA is present
- gender equality
- the ability to understand local customer needs in order to be able to take an active part in the Global MBA quality management system
- the ability to provide IBR with market insight that would allow us to become more effective in recruiting MBA students.

The Advisory Board discusses quality assurance related issues like “In order to maximize customer value in your country, are you aware of courses (content) that should be updated, changed, exchanged or newly integrated into the curriculum? In order to maximize customer value in your country, can you identify skills that we have not considered yet/not sufficiently considered yet and that should be addressed based on your current experience? In order to maximize value in your country, do you identify areas in which we need to improve service related processes?”

### Online documentation:

The university and IBR updates the online documentation (own Homepage and social media) regularly.

The Offline documentation is updated and adapted for each individual intake. In the instance the students wish to see all study related events on a monthly basis, they open a calendar that also includes special events. The service center invites for special events that are group related. Furthermore, the calendar allows student to directly and conveniently dial-in facilities to tutoring sessions without any additional email invitations.

IBR publishes information about the Global MBA to all target groups via social media in a timely manner. This refers to the news section on the IBR university page in LinkedIn and Facebook. IBR's target group receives supporting information on the blog on its homepage [www.ibr-network.com](http://www.ibr-network.com), where information is posted important MBA activity updates and information pertaining to "executive management education MADE IN GERMANY".

From 2010 to 2015, IBR published quarterly reports on its activities. Against the background of the growing importance of LinkedIn and the possibility to reach a much larger target audience, in 2015 IBR took the decision to only publish annual reports and reach the public with more frequent updates via LinkedIn (min 10 updates per annum).

### Appraisal:

For the management of the Global MBA and the Global MBA faculty, quality assurance is not only associated with achieving a defined quality level, but most importantly quality development. Consequently, quality assurance assists the Director of Studies to secure the future profit potential of the Global MBA. The results of the in-house quality management (regular evaluation by students and faculty) are considered in the further development of the Global MBA. The university considers evaluation results, investigations pertaining to the student workload, the study success and experience of graduates in the market place.

Graduates and representatives from the business world are included in the respective committees to plan and assess quality assurance and development procedures. They participate in the regular review process. Responsibilities are clearly defined.

Within the framework of controlling the implementation, it is ensured that measures are a) implemented, b) reviewed and evaluated with regard to their quality and faithfulness to the original objective, c) modified and adapted if necessary, as well as d) documented.

The study programme's content, curriculum and examination scheme have been suitably documented and published (e.g. course plan and exam regulations). The study programme is described in detail. This documentation is constantly updated and easily accessible for interested parties both in print and in digital form, which ensures a high level of transparency.

The HEI regularly publishes current news and information – both quantitative and qualitative – about the study programme. Network communication is actively maintained. In its annual report the HEI presents a summary of the activities of the academic year.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)		X			
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students		X			
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)		X			
5.3.2	Information on activities during the academic year		X			

# Quality profile

HEI: Steinbeis University Berlin, IBR Institute of international business relations

Master programme: Global MBA (MBA)

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>1</b>	<b>Objectives</b>					
1.1*	Objectives of the study programme (Asterisk Criterion)		X			
1.2*	International orientation of the study programme design (Asterisk Criterion)	X				
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market	X				
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)	X				
1.3.3	Positioning of the study programme within the HEI's overall strategic concept		X			
<b>2</b>	<b>Admission</b>					
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students		X			
2.3*	Selection procedure (if relevant)		X			
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)		X			
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)		X			
<b>3.</b>	<b>Contents, structure and didactical concept</b>					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)		X			
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3*	Integration of theory and practice (Asterisk Criterion)	X				
3.1.4	Interdisciplinary thinking			X		
3.1.5	Ethical aspects			X		
3.1.6*	Methods and scientific practice (Asterisk Criterion)		X			
3.1.7*	Examination and final thesis (Asterisk Criterion)		X			
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.2* Study and exam regulations (Asterisk Criterion)			X		
3.2.3* Feasibility of study workload (Asterisk Criterion)			X		
3.2.4 Equality of opportunity			X		
3.3 Didactical concept					
3.3.1* Logic and plausibility of the didactical concept (Asterisk Criterion)	X				
3.3.2* Course materials (Asterisk Criterion)		X			
3.3.3 Guest lecturers			X		
3.3.4 Lecturing tutors		X			
3.4 Internationality					
3.4.1* International contents and intercultural aspects (Asterisk Criterion)	X				
3.4.2 Internationality of the student body	X				
3.4.3 Internationality of faculty	X				
3.4.4 Foreign language contents		X			
3.5* Multidisciplinary competences and skills (Asterisk Criterion)		X			
3.6* Skills for employment / Employability (Asterisk Criterion)	X				
<b>4. Academic environment and framework conditions</b>					
4.1 Faculty					
4.1.1* Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2* Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3* Pedagogical / didactical qualification of faculty (Asterisk Criterion)		X			
4.1.4 Practical business experience of faculty		X			
4.1.5* Internal cooperation (Asterisk Criterion)			X		
4.1.6* Student support by the faculty (Asterisk Criterion)	X				
4.1.7( *) Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)		X			
4.2 Programme management					
4.2.1* Programme Director (Asterisk Criterion)	X				
4.2.2 Process organisation and administrative support for students and faculty		X			
4.3 Cooperation and partnerships					
4.3.1( *) Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation)			X		

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
programmes)					
4.3.2( Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes) *)		X			
4.4 Facilities and equipment					
4.4.1* Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2* Access to literature (Asterisk Criterion)		X			
4.5 Additional services					
4.5.1 Career counselling and placement service			X		
4.5.2 Alumni Activities			X		
4.6* Financing of the study programme (Asterisk Criterion)			X		
<b>5 Quality assurance and documentation</b>					
5.1* Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)		X			
5.2 Instruments of quality assurance					
5.2.1 Evaluation by students		X			
5.2.2 Evaluation by faculty			X		
5.2.3 External evaluation by alumni, employers and third parties			X		
5.3 Programme documentation					
5.3.1* Programme description (Asterisk Criterion)		X			
5.3.2 Information on activities during the academic year		X			