

Decision of the FIBAA Accreditation Committee for Programmes

98th Meeting on 26 February, 2016

Project Number: 15/026
Higher Education Institution: European School of Management and Technology (ESMT), Berlin
Study Programme: Master's in Management (M.Sc.)
Executive Master of Business Administration (EMBA)

The FIBAA Accreditation Committee for Programmes has taken the following decisions on behalf of the Accreditation Council:

Master's in Management (M.Sc.):

According to fig. 3.1.2 in conjunction with 3.2.4 of the Rules of the German Accreditation Council for the accreditation of study programmes and system accreditation, the study programme is accredited with two conditions.

Period of Accreditation: 26 February 2016 until the end of the summer semester 2021.

Executive Master of Business Administration (EMBA):

According to fig. 3.1.2 in conjunction with 3.2.1 of the Rules of the German Accreditation Council for the accreditation of study programmes and system accreditation, the study programme is accredited with one condition.

Period of Accreditation: 1 January 2016 until the end of the summer semester 2023.

Condition for both study programmes:

1. The HEI presents a legally binding study and exam regulation.
(legal source: figure 2.5 of the Rules of the German Accreditation Council)

The Committee notes that the modules in the Master's in Management (M.Sc.) programme include a high number of ECTS credits. Additionally, it is not clear which form of examination is planned for which module. The Committee sees the rules "one examination per module" as potentially compromised and therefore adds the following condition:

Condition for Master's in Management (M.Sc.):

2. The HEI presents the allocation of exams to modules and shows thereby the compliance with the rule "one examination per module"
(legal source: figure 2.5 of the Rules of the German Accreditation Council)

Proof of meeting of condition 1 is to be supplied by 26 November 2016.

Proof of meeting of condition 2 is to be supplied by 31 Mai 2016.

The Seal of the Accreditation Council is awarded.

Assessment Report

Higher Education Institution (HEI):

European School of Management and Technology
(ESMT), Berlin

Master study programmes:

Master's in Management (M.Sc.)

Executive Master of Business Administration (EMBA)

General Information on the study programme

Brief description of the study programme:

Master's in Management (M.Sc.) (MIM):

This study programme is a more technical programme designed to facilitate the transition of a recent graduate from a technical discipline to a managerial one via a skill-based analytical path. The programme uses an interdisciplinary approach: students apply analytical theory to economic analysis, product development, and new technology management within the global marketplace. The programme combines fieldwork in global companies (compulsory internships, up to five months) with applied coursework and research on the latest business management theories.

Executive Master of Business Administration (EMBA):

The Executive Master of Business Administration program is a generalist business degree programme with a focus on issues of responsible leadership, entrepreneurship, and innovation. Furthermore, it is a generalist business degree, and contains a blend of technical and personal development education. General knowledge and skills as decision making, negotiations, presentation skills, written communications, and giving and receiving feedback are covered.

Type of study programme:

MIM: consecutive

EMBA: post-graduate

Profile (only for Master Programmes)

no profile

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

MIM: 24 months, 120 CP

EMBA: 18 months, 60 CP

Mode of Study:

MIM: Fulltime

EMBA: part-time

Double/Joint Degree Programme:

no

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

MIM: 1 entering class per year, capacity of up to 75 students per cohort

EMBA: 1 entering class per year, capacity of up to 65 students per cohort

Programme cycle starts in:

MIM: End of September

EMBA: October

Initial start of the programme:

MIM: 9 September 2014

EMBA: October 2007

Type of accreditation:

MIM: Initial accreditation

EMBA: Re-accreditation

last accreditation period (EMBA):

For EMBA: 15 April 2010 – 31 December 2015

Procedure

A contract for the initial accreditation of the Master's in Management (M.Sc.) and the Executive Master of Business Administration (EMBA) was made between FIBAA and European School of Management and Technology on April 1st 2015. Relevant for this accreditation procedure are the requirement of the German Accreditation Council for the accreditation of study programmes and system accreditation dated February 20th 2013 as well as the Common Structure Guidelines of the Standing Conference of Ministers of Education dated February 4th 2010.

On September 17th 2015, 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. Christoph Börner

Heinrich-Heine-Universität Düsseldorf
Professor für BWL, insbes. Finanzdienstleistungen

Prof. Dr. Robert Pichler MBA

Fachhochschule Wiener Neustadt
Studiengangsleiter Business Consultancy International (B.A./M.A.)

Dipl.-Psych. Elmar Lammerskitten

GETRAG International GmbH
Senior Manager Culture, Performance & Development

Stefanie Henriette Fecher

Universität Erlangen-Nürnberg
Personalentwicklung (M.A.)

FIBAA project manager:

Dr. Peter Hesse

The assessment is based on the self-evaluation report, amended by further documents, requested by the panel, and a site visit. The site visit took place on December 11th-12th 2015 at the HEI's premises in Berlin. On end of the on-site visit the panel gave a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on February 9th 2016; The statement on the report was given up on February 11th 2016, it has been taken into account in the report on hand.

Summary

The Master programme Master's in Management (M.Sc.) offered by the European School of Management and Technology (ESMT), Berlin is a consecutive study programme. The MBA programme Executive Master of Business Administration (EMBA) offered by the European School of Management and Technology (ESMT), Berlin is a postgraduate study programme.

Both study programmes fulfil with one exception the requirement of the Common Structure Guidelines of the Standing Conference of Ministers of Education, the requirement of the German Accreditation Council as well as the Qualifications Framework for German Higher Education Qualifications. Both study programmes have a modular structure and correspond with the ECTS. They award the academic degree "Master of Science" and "Executive Master of Business Administration". The degree is awarded by the HEI.

The study programme Master's in Management (M.Sc.) therefore fulfils with one exception the FIBAA quality requirements for master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on February 26th 2016 and finishing at the end of the summer term 2021 under one condition.

The study programme Executive Master of Business Administration (EMBA) therefore fulfils with one exception the FIBAA quality requirements for master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for seven years starting on 1 January 2016 and finishing at the end of the summer term 2023 under conditions.

The panel members identified need for improvement regarding the aspects of the Rules of Admission and the Study and Exam Regulations. They are convinced that the deficits are remediable within nine months which is why they recommend the accreditation under the following conditions (see figure 3.1.2. of the requirements of the German Accreditation Council)

Condition:

The HEI presents a legally binding study and exam regulation.
(see Chapter 3.2; legal source: figure 2.5 of the General Rules of the German Accreditation Council)

Proof of meeting this requirement is to be supplied by November 26th 2016.

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

0 GENERAL INFORMATION

0.1 Institutional context

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

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

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

0.2 Further development of the programme and implementation of recommendations from previous accreditation (if relevant)

EMBA:

The peer review team recommended the accreditation in 2009 with two conditions. The ESMT fulfilled the conditions within the period given by the FIBAA. The accreditation is valid until December 31st 2015.

The HEI reacted on the recommendations made by the panel as follows:

The reviewers recommended to take legal aspects more systematically into account.

The HEI explains that participants are experienced managers. Therefore, they are typically familiar with legal aspects of their businesses. Thus, ESMT came to the conclusion that the continuous curricular development efforts should be focused on legal aspects only in a broad sense, particularly with respect to compliance and governance (as opposed to, for example, commercial law). The course on Managing Business Integrity is the result of such effort

The peers recommend that there also should be ways for students to gain missing credits (in order to reach a total of 300 credits) in order to open the Executive MBA programme for students without a special qualification and aptitude.

The HEI revised the Rules for Admission. It now states: Applicants with an academic degree bearing less than 240 CPs are given the option to either seek recognition of missing credit points up to a maximum of 60 CPs through the Admissions and Examinations Committee or to acquire additional CPs prior to the commencement of their studies.

The peers recommend accrediting that the HEI takes into account the new resolution of the Standing Conference of the State Ministers of Education and the Arts from February 4th.

2010, which regulates that one module should amount 5 credits. Moreover, some elements of the exams should integratively cover more than one purpose.

The ESMT has already structured the EMBA curriculum into modules that carry a weight of at least 5 credits, as shown in the course list and the module descriptors.

Regarding the development of the programme, the HEI gives the following data:

| | 2010-2012 | 2011-2013 | 2012-2014 | 2013-2015 | 2014-2016 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|
| Number of enrolled students | 31 | 50 | 45 | 43 | 49 |
| Number of nationalities | 13 | 23 | 19 | 17 | 22 |
| Number of Germans in class | 16 | 26 | 24 | 24 | 23 |
| Number of females in class | 6 | 9 | 8 | 14 | 16 |
| Number of drop-outs during program | 1 | 3 | 4 | 0 | 0 |

Appraisal

EMBA:

The overall development of the programme can be considered positive. The number of applicants varies but demonstrates a steady demand for the programme. The number of enrolments is fluctuating, but keeps a quite consistent average. The panel is pleased to note the steadily high rate of female students. Worthy of note is also the remarkably high rate of foreign students that is always more than 50 percent. Not only does the HEI live up with its own claim of being internationally oriented but also demonstrates the attractiveness of the programme for international students. With a fluctuating quote of graduates between 92 and 100 percent, the success rate is high.

Programme Description and Appraisal in Detail

1 Objectives

MIM:

This study programme is a more technical programme designed to facilitate the transition of a recent graduate from a technical discipline to a managerial one via a skill-based analytical path. The program is therefore designed for students with backgrounds in analytical subjects such as finance, economics, science, mathematics, engineering, or similar — although students from all backgrounds with a proven ability in analytic problem-solving are welcome to apply.

The programme uses an interdisciplinary approach: students apply analytical theory to economic analysis, product development, and new technology management within the global marketplace. The programme combines fieldwork in global companies (compulsory internships, up to five months) with applied coursework and research on the latest business management theories.

The MIM learning outcomes have been devised initially on the basis of the specific requirements of the target group of students and potential employers. ESMT has included a number of specific learning objectives which are fundamental to the teaching philosophy of the school, such as social responsibility. These outcomes will be reviewed after the first cohort graduates through participant, faculty and alumni surveys, as well as an analysis of progression rates and other artefacts for which benchmarks for achievement have been established.

In addition to formal coursework, students in the MIM programme can participate in a wide range of extra-curricular activities that are aimed at enriching their learning experience, answer their need for self-fulfilment and self-development, and help build a collegial learning culture. Some of these activities have been institutionalized and are strongly supported by the school (e.g. Social Impact Club, Entrepreneurship Club, etc.); others are less formal and receive less support from ESMT, relying entirely on student volunteers, often across different programmes (e.g. MIM Start-Up Consulting Club).

The learning objectives for the study programme are as follows:

ESMT MIM graduates will demonstrate the ability to ...

- work with large complex quantitative data sets, deriving information and relevant conclusions
- apply appropriate body of knowledge, techniques and decision-making frameworks in major business disciplines such as economics, accounting, finance, marketing, operations, technology and innovation
- identify critical issues in complex situations to apply appropriate analytical tools
- modify existing tools and offer new solutions to complex problems or create new opportunities
- extend proficiency beyond geographical, cultural and organizational confines
- effectively work in an international team environment
- utilize interpersonal skills in collaborative projects
- clearly communicate analytic conclusions, and the rationale underpinning these, to specialist and nonspecialist audiences
- identify all relevant stakeholders and propose solutions that take into account multiple interests
- integrate long-term sustainable and ethical considerations into written and oral presentations

- show understanding of the importance of technology in delivering a more sustainable future for business
- be innovative in developing business solutions

EMBA:

The main objective of the Executive MBA programme is to educate leaders who are managerially professional, entrepreneurial, responsible, globally-minded and culturally-grounded. The central learning objectives are that graduates show proficiency in major business functions in global environments, display critical thinking and analytical ability for creativity, demonstrate leadership skills and communicate effectively, appreciate and demonstrate corporate social responsibility in their business. The programme enables participants to approach their duties in various professions systematically, scientifically based, responsibly and well-considered.

The programme offered has a general management perspective. It covers all fields of management, from leadership development, finance, marketing, operations, human resource management to strategy and many others. It aims to produce graduates with a potential to become “general managers”.

ESMT offers, according to its own statement, the Executive MBA programme to those who want to be ready to meet the needs of their organization and aspire to take charge. As a degree programme in general management that combines academic rigor with a focus on managerial action and leadership values, the Executive MBA contributes – according to HEI’s statement - significantly to the advancement of an executive career. The HEI Executive MBA is particularly application-oriented, as stated by the HEI. Its goal is to provide practical skills and abilities to address tomorrow’s managerial challenges in organizations anywhere in the world. Students are trained to become integrative leaders.

Competence goals are:

- The ability to work across departmental silos (cross-functional approach).
- The ability and the willingness to manage change & innovation (entrepreneurial approach).
- The ability to address the expectations of all stakeholders (holistic approach).

The cross-functional approach requires that the participants develop a thorough understanding of each field of management (accounting/finance, marketing, HR, R&D, etc.), but also of the necessary interaction between them. This is emphasised through numerous exercises and simulations where participants work in groups to solve cross-functional issues. The entrepreneurial approach implies that the participants are prepared to take responsibility for business initiatives (business creation, development, or transformation). Understanding the business environment and anticipating the changes at all levels, including the global context, is a necessary capability that the students are developing. From ESMT’s point of view, business leaders today must balance the distribution of benefits across all stakeholders if they are to establish a sustainable competitive advantage. This imperative is quite consistent with the values of European tradition that ESMT wishes to promote. Through numerous exercises, assignments and simulations the participants are confronted with the complexity of business situations with multiple stakeholders who sometimes have diverse expectations. All the participants have professional experience prior to joining the Executive MBA programmes, which makes it possible to mobilize the collective knowledge of the class and confront the participants’ perspectives on these matters (functional, entrepreneurial and stakeholder-related). The Executive MBA programme builds on these capabilities as they provide the participants with substantive knowledge, experiential skills, behavioural guidance and a broad understanding in complex situations

For both study programmes:

For students with learning disabilities, the programme office enables these students to write the exams in a separate room from their classmates and the Admissions Committee decides on any additional time the student may need. It is also an option to write exams on a laptop, should this be necessary and certified by supporting documentation.

ESMT also offers the option of a deferral, when necessary. This option would be discussed between the faculty lead and the students, and thereafter between the faculty lead and the dean of degree programmes. Should this situation arise, an individual study plan will be designed for the student, to enable him to fulfil the credit obligations in order to graduate.

Appraisal:

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

The concepts of the Higher Education Institution for gender justice and for the promotion of equal opportunities of students in special situations such as students having health impairments, students having children, foreign students, students with migration background and/or from so-called educationally disadvantaged classes are implemented at the level of the study programme.

| | Meets quality requirements | Does not meet quality requirements | n.r. |
|---------------|----------------------------|------------------------------------|------|
| 1. Objectives | X | | |

2 ADMISSION

MIM:

Requirements for MIM Admissions are as follows:

- Ideally no more than 18 months of postgraduate work experience
- A previous degree (at least a bachelor's degree equivalent).
- Proof of strong quantitative abilities, whether with a GMAT/GRE or significant mathematics courses during the bachelor studies.
- TOEFL scores (95 minimum) or equivalent proof of English fluency.
- Completed application, including essays and recommendations.
- Individual interview over Skype.

After submitting an application through the online system, applications for all programmes are reviewed by members of the admissions team, each of whom has more than five years of experience in working with applicants. Candidates are evaluated on the basis of the ability of the school to deliver on their expectations, their likelihood of successful programme completion, as well as their ability to add to the experience of other members of the relevant programme cohort.

Applications are reviewed by a member of the admissions team who will decide on the next steps:

- Clear-cut candidates are invited immediately to interview.
- Candidates who clearly do not meet the minimum criteria are rejected at this stage without further review.
- Borderline candidates are reviewed with the associate dean of degree programmes and a decision is made on whether to invite these candidates to interview.

The Admission and Examinations Committee takes a decision regarding admission after due consideration of all provided documentation and the interview. Due § 6 of the Rules for Admission all applicants receive a written enrolment offer or a letter of refusal.

EMBA:

As it is laid down in § 2 of the EMBA Rules for Admission applicants have to fulfil the following admission requirements:

They need at least a Bachelor's degree, or equivalent. Applicants with an academic degree bearing less than 240 CPs are given the option to either seek recognition of missing credit points up to a maximum of 60 CPs through EXMT's Admission and Examinations Committee or to acquire additional CPs at the commencement of their studies. The rules of recognition governing the recognition of additional CPs are described in appendix 1 of the EMBA Rules for Admission.

The respective procedure for the qualifying examination to be taken by professionally qualified candidates without a first academic degree is regulated by the Rules of the qualifying examination to be taken by professionals without a first academic degree. They are in line with § 10, number 9.6 of the Berliner Hochschulgesetz.

In addition, further qualifications are necessary:

- As a rule a relevant professional experience of 5-10 years, or in rare exceptions 3 years at the very minimum, and considerable managerial experience supported by relevant references.
- ESMT expects a score of 100 points in the TOEFL or 7.0 in the IELTS. A proof of a strong command of the English language can be demonstrated in the admission interview. In case of doubt an applicant might be asked to present a test such as TOEFL, IELTS, TOEIC or a similar one.
- A proof of an above-average GMAT or GRE score.

The further selection of candidates includes:

- A successful interview, specifically emphasizing the applicant's leadership potential, to be conducted with one of ESMT representatives appointed by the programme's director. The interviewer evaluates the interview with regard to a guideline.

Criteria for the evaluation are:

- Professional expertise (basic understanding of economic and legal matters, entrepreneurial thinking, ability to lead small teams (national and international), computer literacy),
 - Social competence (sufficiently developed communication and negotiation skills, coaching and counselling skills, ability to work in a team and to deal with conflicts),
 - methodological expertise (goal-oriented and targeted presentation techniques, planning skills),
 - system competence (basic understanding of the organizational structure of business, ability for self-organization).
- Motivation to succeed in MBA studies and a future managerial career as demonstrated in essays on given topics as well as by certificates of the professional experience, recommendation letters and references. They are evaluated on the basis of the criteria ESMT has defined regarding its future students.

These are: International outlook, intercultural competence, teamwork skills, commitment to succeed in a challenging academic programme alongside the job, interest in sustainable business and a commitment to responsible management.

The Admission and Examinations Committee takes a decision regarding admission after due consideration of all provided documentation and the interview. Due to § 6 of the Rules for Admission all applicants receive a written enrolment offer or a letter of refusal.

Appraisal:

The admission requirements are defined and comprehensible. The national requirements are presented and taken into account. The admission requirements ensure, that students are capable of taking courses in foreign languages and understanding the foreign literature.

The admission requirements ensure, that upon completion of their Master studies, graduates have achieved 300 ECTS points as a rule. A provision for the possible deviation in individual cases is made.

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

For EMBA: The required qualified professional experience is oriented towards the strategic goals of the study programme and takes into account the national and, if applicable, Länder-specific requirements.

| | | Meets quality requirements | Does not meet quality requirements | n.r. |
|-----|-----------------------------------|----------------------------|------------------------------------|------|
| 2.1 | Admission Requirements | X | | |
| 2.2 | Admission and Selection Procedure | X | | |

3 CONTENTS; STRUCTURE AND DIDACTICS

3.1 Implementation of content

MIM:

The following table gives an overview of the programmes contents:

| Masters in Management Program | | | | | | |
|-------------------------------|---|---------------|----------------|------------------|------------------------|--|
| Module No. | Title of Module / Submodule | Credit Points | Total | | | Method of teaching i.e. lecture course, seminar |
| | | | Hours in Class | Hours Self-Study | Contact hours per week | |
| M1 | Module 1 (01 September - 19 December) | 24 | 293 | 293 | 19 | |
| | Statistics | | 30 | 30 | | Lecture |
| | Decision Theory | | 30 | 30 | | Lecture |
| | Financial Accounting and Decision Making | | 30 | 30 | | Lecture |
| | Operations Management | | 30 | 30 | | Lecture |
| | Organizational Behavior | | 40 | 40 | | Lecture |
| | Business Economics | | 30 | 30 | | Lecture |
| | Skill development | | 28 | 28 | | Seminar |
| | Foreign Languages for International Business | | 75 | 75 | | Tutorial |
| M2 | Module 2 (4 January - 13 April) | 23 | 291 | 291 | 20 | |
| | Econometrics | | 30 | 30 | | Lecture |
| | Strategic Analysis | | 30 | 30 | | Lecture |
| | Introduction to Finance | | 30 | 30 | | Lecture |
| | Marketing Management | | 30 | 30 | | Lecture |
| | Marketing Analytics | | 30 | 30 | | Lecture |
| | Supply Chain Management | | 30 | 30 | | Lecture |
| | Sustainability Analysis | | 30 | 30 | | Lecture |
| | Skill development | | 16 | 16 | | Seminar |
| | Foreign Languages for International Business | | 65 | 65 | | Tutorial |
| M3 | Module 3 (minimum 12 weeks between 18 April - 2 October) | 16 | 0 | 624 | 0 | Internship |
| | Summer break (15 June-15 August) | | | | | |
| M4 | Module 4 (5 October -31 December) | 20 | 218 | 273 | 17 | |
| | Electives to take | | 50 | 100 | | |
| | Value Chain Analyst | | 50 | 100 | | Lecture |
| | <i>V1 Pricing and Revenue Management</i> | | 20 | 40 | | Lecture |
| | <i>V2 Sustainable Operations</i> | | 20 | 40 | | Lecture |
| | <i>V3 Advanced Analytics</i> | | 10 | 20 | | Lecture |
| | Technology and Innovation Consultant | | 50 | 100 | | Lecture |
| | <i>I1 Strategic Management of Technical Innovation</i> | | 20 | 40 | | Lecture |
| | <i>I2 The Human Factor of Innovation</i> | | 20 | 40 | | Lecture |
| | <i>I3 Digital Innovation and Entrepreneurship</i> | | 10 | 20 | | Lecture |
| | Financial Manager | | 50 | 100 | | Lecture |
| | <i>F1 International Finance and Risk Management</i> | | 20 | 40 | | Lecture |
| | <i>F2 Funding Investments</i> | | 20 | 40 | | Lecture |
| | <i>F3 Entrepreneurial Finance</i> | | 10 | 20 | | Lecture |
| | Business Simulation | | 20 | 20 | | Simulation |
| | Research Methods and Forum | | 50 | 75 | | Seminar |
| | Skill development | | 28 | 28 | | Seminar |
| | Foreign Languages for International Business | | 50 | 50 | | Tutorial |
| M5 | Module 5 (9 January - 27 February) | 10 | 0 | 250 | Off campus | Internship |
| | Social Impact Project | | 0 | 250 | | Project |
| M6 | Module 6 (27 February - 31 August) | 27 | 0 | 700 | Off campus | |
| | Summer break (30 June-31 August) | | | | | |
| | Master's Thesis | | 0 | 675 | | |
| | Skill development | | 0 | 25 | | |
| Sum | | 120 | 802 | 2431 | | |

The modular structure aims to offer a consistent progression from the management basics to getting practical experience (Internship and Social Impact Project), and to leadership skills (Skills Development Workshops), concluding with research skills in the context of a thesis. It is designed to teach students how to apply theoretical knowledge developed in undergraduate work in an applied business or management setting. The programme uses an integrative approach, with a combination of traditional coursework, internships and projects, career planning and skills workshops, and foreign language training - all to ensure that students have skills that top German and international companies repeatedly state they need and want in their organizations.

The six MIM modules are integrated within four main sections (semesters) and one applied internship. The first two modules (September to April) define the context of general management and economic analysis and ground the participants in the fundamental concepts of management across all functional areas. Courses are integrated into clusters that allow for

in-depth assignments and cross-functional thinking. During these courses, students become fluent in STATA, and advanced Excel methods, so that they are able to analyse large sets of market data within a business setting.

For the third module, students complete an internship in a company of their choice for up to five months, with a minimum length of thirteen weeks required to earn full credit for this component of the programme. Students are strongly encouraged to complete an internship of a full five months to allow in-depth project work and accept higher responsibilities in the organization. Students receive credits and a grade on a pass/fail basis for the internship after writing a report of the observed learning and applications, filling in the online survey and after submitting a review from the internship company.

The fourth and fifth modules allow participants to specialize through formal course work and to apply their knowledge in a social impact project, further developing their management and analysis skills. Specializations offered in module 4 include finance, value chain analysis and the management of innovation and technology. These specializations enable students to develop a tangible value proposition for companies recruiting after the programme. Additional specializations will be added as the programme grows.

Module 5 of the programme is a social impact project conducted in an international environment off-campus by MIM students as a group assignment. It will take place in an NGO or a non-profit organization, or in a social venture of a for-profit company in Germany or abroad. The international project focuses on tangible issues which can be solved by MIM students using their analytical ability and business training. Projects will involve issues such as global sustainability, entrepreneurship, innovation, technology management, business and societal governance, and leadership. It is the students' opportunity to give back and learn how to be a life-long engaged global citizen.

Finally, in module 6, students pursue independent research and write a Master's Thesis. Students may choose to do this from within a company, carrying out research with support from practitioners as well as from an ESMT faculty member. In this case, students have to demonstrate the ability to perform academic inquiry anchored in applied experience. Alternatively, particularly those who intend to pursue an academic career may opt for working on a thesis topic in close relation with a professor's own research agenda.

The MIM programme is a more technically analytical programme designed to facilitate the transition of a graduate from a technical discipline to a managerial one via a skill-based analytical path. Therefore, the most appropriate title for the programme is an M.Sc. In order to compete with other Master's in Management programmes, the go-to-market title for the programme was shortened to MIM.

The examinations evaluate the progress and mark the completion of studies by candidates for the Master in Management (MIM) degree. The examinations are meant to determine in particular whether the candidate:

- has acquired the necessary and comprehensive technical and academic knowledge;
- can recognize causal connections between different aspects of his profession and is able to apply adequate methods and knowledge to independently solve major problems occurring in professional environments;
- is able to recognize problems which have been selected from a particular examination field within a given time and with limited means, and can find ways to solve these problems by employing appropriate and recognized methods.

The purpose of the Master's Thesis is to demonstrate that the candidate can critically review, present and apply relevant literature. The candidate is, above all, expected to examine information, apply theories and frameworks, and use robust research methodology. The thesis research process can be conducted within three settings:

- Observed phenomena while working within a corporate environment (students working as an intern/ associate in a company)
- Problems observed during an individual consulting internship (students planning to work in consulting, either in a larger firm or on an independent basis)
- Academic queries directly related to publishable research, in close coordination with an ESMT Faculty member's research projects (students seeking admittance to a PhD career path).

EMBA:

The following table gives an overview of the programme's contents:

| EMBA Program | | | | | | | | | |
|--------------|---|---------------|----------------|------------------|--|---|--|------------|---|
| Module No. | Title of Module / Submodule | Credit Points | Total | | | | Method of teaching i.e. lecture course, seminar | Assessment | |
| | | | Hours in Class | Hours Self-Study | | credit point per course (electives; 25 hours=1 credit point) | | | Teaching hours per Week (based on15 weeks) |
| M1 | Foundations of General Management | 5 | | | | | | | |
| M1.1 | Introduction to general management | | 6 | 9 | | | Modular | Lecture | participation; written group assignment |
| M1.2 | Data analysis and forecasting | | 7,5 | 15 | | | Modular | Lecture | participation; written group assignment individual exam |
| M1.3 | Introduction to economic thinking | | 15 | 30 | | | Modular | Lecture | participation; written group assignment individual exam |
| M1.4 | Managerial analysis and decision making | | 15 | 30 | | | Modular | Lecture | participation; written group assignment individual exam |
| M2 | Management Functions | 7 | | | | | | | |
| M2.1 | Accounting and management control | | 15 | 30 | | | Modular | Lecture | participation; written group assignment in-class quiz; written individual assignment |
| M2.2 | Financial management and corporate finance | | 15 | 30 | | | Modular | Lecture | participation; written group assignment in-class quiz; individual exam |
| M2.3 | Operations | | 15 | 30 | | | Modular | Lecture | participation; written group assignment individual exam |
| M2.4 | Marketing management | | 15 | 30 | | | Modular | Lecture | participation; 2 written group assignments |
| M3 | People and Competition | 8 | | | | | | | |
| M3.1 | Organizational behavior | | 15 | 30 | | | Modular | Lecture | participation; in-class quiz; written individual assignment; written group assignment |
| M3.2 | Business and corporate strategy | | 22,5 | 45 | | | Modular | Lecture | participation; written group assignment written individual assignment |
| M3.3 | Individual leadership development itinerary | | 18 | 46 | | | Modular | Lecture | reflection paper, outdoor day, coaching sessions |
| M3.4 | Managing and developing people | | 7,5 | 20 | | | Modular | Lecture | participation; written group assignment |
| M4 | Global Business Immersion | 8 | | | | | | | |
| M4.1 | GNAM Global Week | | 40 | 40 | | | Modular | Seminar | tbc |
| M4.2 | International field seminar | | 100 | 25 | | | Modular | Seminar | webinar presentation; participation; written individual assignment |

| M5 Sustainable Business, Responsible Leadership | | 10 | | | | | | | |
|---|---|----|--------|------|------|-----|----------------|---------|--|
| M5.1 | Sustainable business | | 15 | 30 | | | Modular | Lecture | participation; written group assignment; written individual assignment |
| M5.2 | Entrepreneurship | | 15 | 30 | | | Modular | Lecture | participation; written group assignment; written individual assignment |
| M5.3 | Strategic leadership: innovation and execution | | 15 | 30 | | | Modular | Lecture | participation; in-class quiz; individual exam |
| M5.4 | Business ethics | | 7,5 | 15 | | | Modular | Lecture | participation; 2 written individual assignments |
| M5.5 | Fraud and corruption | | 7,5 | 15 | | | Modular | Lecture | participation; 2 written individual assignments |
| M5.6 | Individual leadership development itinerary | | 27 | 54 | | | Modular | Seminar | reflection paper, outdoor day, coaching sessions |
| M6 Electives | | 7 | | | | | | | |
| | | | 53 | 105 | | | Required hours | Lecture | |
| M6.1 | Innovation and new product development | | 7,5 | 15 | 22,5 | 0,9 | Modular | Lecture | participation; written group assignment; written individual assignment |
| M6.2 | Organizing for innovation | | 15 | 30 | 45 | 1,8 | Modular | Lecture | participation; written group assignment; in-class quiz |
| M6.3 | Evaluating policy impact | | 7,5 | 15 | 22,5 | 0,9 | Modular | Lecture | participation; written individual assignment |
| M6.4 | International financial markets | | 15 | 30 | 45 | 1,8 | Modular | Lecture | participation; written group assignment; individual exam |
| M6.5 | Business simulation INTOPIA | | 36 | 36 | 72 | 2,9 | Modular | Seminar | Simulation: participation; written groups assignment (business plans) |
| M6.6 | Compliance with Competition and Consumer Policies | | 7,5 | 15 | 22,5 | 0,9 | Modular | Lecture | participation; written individual assignment |
| M6.7 | Fraud detection and investigation | | 15 | 30 | 45 | 1,8 | Modular | Lecture | participation; written 2 individual assignments |
| M6.8 | Anti-fraud management and compliance | | 15 | 30 | 45 | 1,8 | Modular | Lecture | participation; written individual assignment |
| M6.9 | IT for leaders | | 7,5 | 15 | 22,5 | 0,9 | Modular | Lecture | participation; written group assignment; written individual assignment |
| M6.10 | Transformation of the energy system | | 7,5 | 15 | 22,5 | 0,9 | Modular | Lecture | participation; written individual assignment; individual exam |
| M6.11 | Bringing technology to market | | 7,5 | 15 | 22,5 | 0,9 | Modular | Lecture | participation |
| M6.12 | Corporate governance and integrity | | 7,5 | 15 | 22,5 | 0,9 | Modular | Lecture | participation |
| M7 | Master's Thesis | 15 | 20 | 430 | | | Modular | Seminar | |
| Sum | | 60 | 447 | 1115 | | | | | |
| Total program days | | | 66 | | | | | | |
| Hours contact per program day | | | 6,7727 | | | | | | |

The EMBA curriculum is structured in consecutive modules of larger study blocs that build upon each other. The curriculum is structured around the different dimensions of leadership:

- The first module lays the foundations for managerial work in business context by introducing participants to general management, economic thinking, and the generic managerial skills of decision making by the use of scientific methods.
- The second module supplies an overview of the functions of a business organization, as there are operations, marketing, accounting, management control, finance and financial management.
- In the third module, the focus lies on people at work: individuals, their motivation and incentives, teams and entire organizations are subject of discussion in the course on organizational behaviour, complemented with human resource management, leader-

ship theories and practice in a course on managing and developing people. Another part of the module concentrates on strategy in the working context, both at the level of an individual business within its industry and the entire firm with several businesses in its fold.

- The fourth module takes learning to an international context, both in terms of content and location, as it is delivered in the form of a “Global Week”, a uniquely designed learning module offered by several partners in the GNAM that is offered to students of participating schools at the same time. This module is continued later in the context of the IFS, essentially a course on strategic international management with taught sessions and field visits, where participants can engage in discussions with executives of local and foreign firms in the countries visited, hear from leaders in politics and NGOs, meet entrepreneurs, and in general can gain first-hand insights into global business and cross-cultural management.
- The fifth module concentrates on the following wholesome and ethical themes: Sustainable business and responsible leadership. The module also contains a dedicated course on sustainability, with a focus on the triple bottom line: people, planet, profit. Finally, the module is rounded with two further courses, one on business ethics in general, the other on fraud and corruption. The latter serves as an introduction to other courses on the subject matter, available as electives.
- An elective course portfolio makes up the sixth module, where participants are able to deepen their knowledge in the fields of technology management and innovation, managing business integrity etc.
- The Master Thesis is the seventh module which bases on an integrated process of conducting applied fieldwork. Participants can define a topic worth to be investigated and can gain access to data, give a critical review of the pertinent literature, analysis as required by the nature of the thesis (e.g., quantitative or qualitative).

Regarding the rationale of the programme's degree and name of the study programme, the HEI informs that the EMBA is a generalist post-graduate degree programme for working professionals, covering all the fields of management, from accounting, to finance, marketing, operations, human resource management, strategy and many others. Its main goal is to develop graduates with a potential to become so-called general managers. Thus, its name and degree is that of an Executive Master of Business Administration.

The HEI has a multi-channel assessment strategy which varies from course to course. Assessments include class participation, in-class quizzes, group assignments, individual assignments, simulation evaluations and written examinations. Most of the modules are examined by course and therefore by more than one assessment. The HEI explains that modules are in themselves interdisciplinary and that portfolio assessments are the only way to guarantee meaningful examinations. There is a special focus on take-home assignments. They are designed to accentuate contextualized and personalized tasks in contrast to a standardized working approach. In this approach, students are often required to work on assignments that they can directly relate to their own work.

The students are also required to hand in a Master's Thesis as part of their programme. In the Master's Thesis students address a business or management issue of broader relevance and review an area of management studies, synthesize the main theories and models, and discuss their applicability within and beyond the given context of practice.

The Master's Thesis is evaluated on the following criteria:

- value of the research question,
- quality of the research methodology,
- quality of the analysis,
- quality of the conclusion,
- effectiveness of written communication,
- compliance with formal requirements.

Appraisal:

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

The contents of the modules are well-balanced and logically connected. The intended learning outcomes correspond to the requirements of the Framework of Qualification for German Degrees.

For EMBA: The programme's contents take the professional experience of the students into account and builds on it.

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

The examinations and the final thesis serve the purpose of determining, whether the formulated qualification objectives have been accomplished. The examinations are module-related as well as knowledge and competence oriented. Every module, as a rule, concludes with an examination covering the entire module.

| | Meets quality requirements | Does not meet quality requirements | n.r. |
|--|----------------------------|------------------------------------|------|
| 3.1 Implementation of Content | | | |
| 3.1.1 Logic and Conceptual Coherence of the Curriculum | X | | |
| 3.1.2 Rationale for Degree and Programme Name | X | | |
| 3.1.3 Examinations and Final Thesis | X | | |

3.2 Strukturelle Umsetzung

| | |
|--|--|
| Projected study time | MIM: 24 months EMBA: 18 months |
| Number of Credit Points (CP) | MIM: 120 CP EMBA: 60 CP |
| Workload per CP | MIM: 25 EMBA: 30 |
| Number of modules | MIM: 6 EMBA: 7 |
| Modules awarded less than 5 CP including reasons for this | none |
| Time required for processing the final thesis and awarded CP | MIM: 18 weeks, 27 CP EMBA: 12 weeks - 450 h |

| | |
|---|---|
| | Regulated where in the exam regulations? |
| Recognition of credits achieved at other HEIs | MIM: § 4 (3) Exam Rules EMBA: §4 Exam Rules |
| Recognition of externally achieved credits | MIM: §4 Admission Rules EMBA: § 2 Admission Rules |
| Compensation of disadvantages of handicapped students | MIM: § 9 (2), § 10 Exam Rules EMBA: § 9 (2), § 10 Exam Rules |

| | |
|--------------------------------------|--|
| Student Workload per CP | MIM: §7 Study Book EMBA: § 5 (6) Study Book |
| Relative grade or ECTS grading table | §11 (9) |
| Awarding of Diploma Supplements | §11 (9) |

MIM:

The MIM is a 24-month programme which con starting in late September each year and is split into 6 modules, or course blocks. Each module corresponds to a certain amount of credit points, as outlined in the curriculum. All practical components (internship and social impact project) also have assigned credits.

EMBA:

The EMBA is an 18 month generalist business degree programme which holds 60 CP. It starts in October and finishes in spring of the 3rd year. The 477 contact hours are complemented by 1110 hours of self study. The programme is not structured in classical semesters but in blocs. Contact hours in form of lectures take place throughout the 18 months in eleven weeks of intensive teaching. Students organise the distribution of self study hours for themselves. The thesis is credited with 15 CP points and has to be written within 12 weeks.

For both study programmes:

Module descriptions contain data about the module number, the name of the module, duration of the module, if it is an obligatory or an elective module, the courses of the module, the frequency of the module offer, prerequisites, the applicability of the module for other modules and study programmes, the person responsible for the module, lecturers, language of teaching, number of credit points, workload in hours and its composition of contact hours and self study hours, methods and duration of examination, emphasis of the assessment component for the final grade, expected learning outcomes and competencies to be acquired, contents of the module, teaching and learning methods, special features and literature.

Study and exams are regulated in the Examination Rules. They contain regulations about the purpose of examinations, the academic degree, the extent of examinations, the admission to examinations, the examination committee, examination methods, re-examination, grading of examination performance and appeals procedure. According to § 11 the graduates receive a grade transcript after their graduation which lists all grades received during the complete programme. The Transcript is complemented with the ECTS grade along with the Diploma Supplement.

With regard to the feasibility of study workload, generally 1/3 of the workload is used for contact studies whereas 2/3 is intended for accompanying self-study.

Each student is carefully monitored by the programme office, and any academic issues are flagged to the programme director on completion of each module. The programme director reviews the academic progress of each student during and after each module. Assessment at ESMT is continuous, so any potential issues tend to surface very quickly. ESMT has a mentoring programme in place for all students. Given the continuous assessment nature of the programme, problems surface early and are tackled on a case-by-case basis. Most participants in EMBA programmes of ESMT have been absent from formal education for an extended period of time, so individual support is available at any time. Students provide feedback for each course, during and after the course, to give the programme office the chance to react promptly.

The faculty lead for each programme takes on a mentoring role for the students in the programme and designs individual study plans for those who may encounter difficulties in their programme. The high progression rates bear testimony to the success of the individual approach, which is made possible by the high staff-to-student ratio. All individual study plans

that involve alternative assessment arrangements must be approved by the AEC before being discussed with the student.

Appraisal:

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

The module descriptions contain all relevant information according to the Common Structural Guidelines of the Länder for the Accreditation for Bachelor and Master's Study Programmes.

The study programme, course of study and exam regulations are documented and published.

For MIM: The study time for full-time studies (Bachelor and Master) is five years (10 semesters).

Exam regulations for both study programmes exist, they were subjected to legal verification, but they are not yet legally binding. Therefore, the panel recommends the accreditation under the following **condition**:

The HEI presents a legally binding study and exam regulation.
(legal source: figure 2.5 of the General Rules of the German Accreditation Council)

The conditions for the programme are implemented therein, they are in compliance with the national and Länder specific requirements. The recognition of degrees and periods of study at other HEIs in accordance with the Lisbon Recognition Convention, as well as the recognition of externally achieved credits are regulated. Compensating disadvantages of handicapped students with regard to time-related and formal guidelines in the studies as well as in the final performance tests and those during the studies is ensured. The final grade is supplied with a relative grade.

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

| | Meets quality requirements | Does not meet quality requirements | n.r. |
|--|----------------------------|------------------------------------|------|
| 3.2 Strukturelle Umsetzung | | | |
| 3.2.1 Structural concept and modular structure | X | | |
| 3.2.2 Study and exam regulations | | Condition | |
| 3.2.3 Feasibility of study workload | X | | |

3.3 Didactical Concept

MIM:

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

- class discussion, typically case-based
- lectures

- course-based group work assignments
- role playing
- business simulations
- project work (separate from courses on subject matters)
- research (thesis work)

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

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

The Programme Office supports faculty in all aspects of the course. It provides all course materials, varying from obligatory readings (further readings are provided by the Learning Centre) to case studies, simulation games or other additional learning materials such as software add-ins or surveys. Wherever possible, course materials are provided on the E-Learning platform, so students can access them at all times. Materials are usually (unless otherwise stated for course content reasons) made available before the course start. All books are available in the library, either in print or as E-books. Course materials are updated on a regular basis, in accordance with the newest research. Professors are encouraged to attend trainings on didactical methods, continuously developing their teaching skills.

EMBA:

The learning processes at ESMT are located at the juncture between professional practice and the acquisition of powerful concepts and theory. The school reaches that goal by creating various learning contexts that include classroom learning, projects, international field work, individual mentoring, and work in small study groups:

Twice in the programme, students are invited to provide feedback to their peers in terms of their contribution to group work. From the HEI's point of view, this feedback is a good source of learning for students, acting essentially like a 360-degree survey. Peer coaching has proven to be a valuable source of individual skill development. In addition, the faculty is encouraged to facilitate the interaction between students during class discussion, staging for instance a mini-role-play in a case study discussion.

The study programme makes use of a large variety of teaching material, such as case studies, academic articles or book abstracts, text books, data bases, simulation software, country analyses, investment analyses, annual reports or videos. The variety of the teaching and course material offers different approaches to solving a problem. Thus, students have to develop their own problem-solving approach. Oftentimes, there is no "one single best answer" to a problem in an assignment; instead, participants are expected to be able to identify relevant information and develop alternative solutions.

In addition ESMT offers an eLearning platform. Via the eLearning platform the students are able to access course information (syllabi), print out cases and readings, upload assignments, interact with their group or class in forums or chat sessions and work on shared documents via wikis.

Appraisal:

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

| | | Meets quality requirements | Does not meet quality requirements | n.r. |
|-----|--------------------|----------------------------|------------------------------------|------|
| 3.3 | Didactical Concept | X | | |

4 ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS

4.1 Staff

As of September 1, 2015, ESMT has 28 full-time faculty members from 17 nations. Eighteen percent of the faculty are female, 71 percent are non-German. 93 percent of ESMT faculty members hold a doctoral degree.

In addition to the full-time faculty members, the school has three emeriti professors, one affiliate professor and two distinguished affiliate professors. They support the school in various ways, for example by teaching and research mentorship to junior faculty members

Additionally, ESMT utilizes an external faculty to offer courses and compensate for the absence of capacity in areas currently undergoing recruitment. Approximately 30 external faculty members are involved in teaching. In summa more than 80 percent of lectures are given by lecturers which are fully employed by ESMT. Most of the teaching staff has business experience to ensure a link to the praxis. All lecturers are experienced teachers.

Didactical qualification of the faculty is measured by student ratings and evaluations. Furthermore, instructional effectiveness is also assessed through seeking peer feedback from the professor's colleagues and from the programme director and the dean, in particular from colleagues who have spent time in class with the professor. There is a regular offer of workshops to send the faculty on training programs focused on teaching.

ESMT runs a double director system for its Degree Programmes. The academic responsibility for Degree Programmes, faculty coordination and development, curricular innovation, innovation in teaching and learning, as well as the management and all academic matters relating to the degree programs are handled by the dean of degree programmes. The dean of degree programmes is assisted by the Faculty Leads in academic matters of specific programmes.

The associate dean of degree programmes is responsible for the value chain of activities from marketing through admissions, to programme delivery and operations as well as career services. The dean and the associate dean are members of the Executive Management Committee and drive change in the programme curriculum and overall programme portfolio.

For each function, there is a team of staff: Marketing and sales, as well as admissions are functions that are integrated for all programmes. Programme delivery is managed and organised by a dedicated team for each programme. The day-to-day programme management is carried out by a programme manager and a programme coordinator. There is a programme management office for the programme. This office coordinates across a range of activities. The entire programmes team meets every second Wednesday. Much of the programme office activity is accessed by students in electronic form, for example via Moodle.

The team has a budget each year for continuous professional development involving for example technical training on software. In fact, most of the training opportunities take the form of conferences with peers and experts where industry trends and best practices are discussed.

Appraisal:

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

The programme director coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly. The organisation of studies ensures the implementation of the study programme concept.

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

| | | Meets quality requirements | Does not meet quality requirements | n.r. |
|-------|--|----------------------------|------------------------------------|------|
| 4.1 | Staff | | | |
| 4.1.1 | Faculty | X | | |
| 4.1.2 | Programme Director and organisation of studies | X | | |
| 4.1.3 | Administrative Staff | X | | |

4.2 Cooperation and partnerships (if relevant)

Not relevant for the accreditation

| | | Meets quality requirements | Does not meet quality requirements | n.r. |
|-----|--|----------------------------|------------------------------------|------|
| 4.2 | Cooperation and partnerships (if relevant) | | | X |

4.3 Facilities and equipment

ESMT is a campus-based school in a central city location. The school occupies a historically unique address, which was previously the seat of the State Council of the former German Democratic Republic. This building was made available to ESMT on the basis of a long-term lease by the German Federal Government and the Senate of Berlin.

The Learning Center incorporates what was a former state banquet hall (the Auditorium Maximum), two-tiered lecture theatres, four teaching rooms, thirty-three study rooms (each with sufficient working area for up to eight students), two seminar rooms, a lounge with surf terminals, and three rooms equipped with video conference equipment. In six further rooms, video conference equipment is available upon request. A library/reading hall, the ESMT Learning Information Center, with eighteen research and seven computer work stations is located in the main campus building.

Since 2005, ESMT has been building up its Library and Information Center (LIC), which now serves as the entry point to relevant, up-to-date business and management resources to

support the learning, teaching and research activities of ESMT participants, faculty and staff. This is achieved by offering access to electronic resources throughout the campus and through a number of information services. The LIC offers training for users on specific databases or on how best to perform research to find relevant literature, write theses or prepare for courses.

The LIC currently subscribes to more than 70 print journals, magazines and newspapers in the library, among others the Academy of Management Journal, California Management Review, European Management Journal, Harvard Business Review, Journal of Business to Business Marketing, Strategic Management Journal. Additionally, more than 20,000 online journals are licensed via several journal hosts, including Emerald, ScienceDirect and Wiley-Blackwell and accessible via the ESMT intranet. A major part of the resources and services on offer from the LIC are available online.

Cooperation with other university libraries in Berlin and elsewhere has been established which allows ESMT MBA participants to access a large pool of information resources, far beyond the own resources of ESMT. ESMT recently joined the German Research Network (DFN), which provides high-speed internet connection between universities and is seamlessly integrated into other research and education networks in Europe, with a global connection to the rest of the world. Based on membership in this network, ESMT will continue to provide further standardized IT services such as "eduroam".

Appraisal:

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

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

| | | Meets quality requirements | Does not meet quality requirements | n.r. |
|-------|--------------------------|----------------------------|------------------------------------|------|
| 4.3 | Facilities and equipment | | | |
| 4.3.1 | Teaching rooms | X | | |
| 4.3.2 | Access to literature | X | | |

4.4 Financing of the programme (relevant for private HEIs)

The degree programme as a whole runs as a profit center in the school and is expected to contribute margin to cover administration and general expenses of the school.

Since its founding, ESMT has been funded by German companies in diverse manners. This funding has been implemented by placing considerable assets into the ESMT Foundation as well as through free and uncommitted donations and the establishment of chairs and scholarships to the school itself (ESMT GmbH).

As a private business school, ESMT operates independently of any subsidies from the state. Therefore, its expenditures must be covered by other means, which in the case of ESMT consist of the following regular sources of income:

- tuition fees for degree programmes and Exed
- annual income provided by the endowment of the ESMT Foundation
- donations (uncommitted or earmarked) and chairs
- research grants or requests for contract research

- other sources: The school also runs a hotel at its second campus, in Ertstadt near Cologne (North Rhine-Westphalia), and rents out occasionally some of the function rooms at the Berlin campus. It also earns licensing fees from its former consulting subsidiary.

As a non-profit organization, ESMT neither intends to, nor is legally allowed to, make significant permanent profits. The clear goal then is to work with a solid financial basis and to reinvest profits into the development of the school. Following this strategy, the school has managed to make small profits for the last five years and intends to continue to do so. There is no question that students will be able to complete their studies for the duration of the accreditation period.

Appraisal:

Appropriate financial support of the programme exists, it ensures that students can complete their studies.

| | | Meets quality requirements | Does not meet quality requirements | n.r. |
|-----|----------------------------|----------------------------|------------------------------------|------|
| 4.4 | Financing of the programme | X | | |

5 QUALITY ASSURANCE AND FURTHER DEVELOPMENT

As a standard, students are asked to evaluate each course as well as the study programme in general. The evaluation is done in form of a standardized, anonymous online survey. Students get access to the survey at the end of each course, as well as three times during their studies on general programme matters. If a written exam is taken, students are asked to evaluate a course before the exam date to avoid biased feedback results.

Once the Program Office has evaluated the responses, the feedback (numerical outcome and verbal comments) is sent to the respective faculty, the faculty lead, the dean of degree programmes and the department of Faculty Resources (eventually, dean of faculty). Whenever necessary, appropriate measures for improvement are discussed amongst that group, always in coordination with the faculty responsible for the course. The students are informed for example in a town hall meeting or also via the class representative on which considerations and actions have been taken upon their feedback. At the very beginning of each study programme, students get a detailed explanation on how ESMT collects feedback and what happens to it.

Faculty members bear responsibility for the development of the courses that they deliver in accordance with the course prescription and programme learning goals. Faculty members participate in programme reviews and assist in the development of the curriculum and course changes proposed by the relevant degree programme as well as measures of achievement of programme learning goals.

For EMBA:

ESMT has a key account management system in which employer feedback can be integrated into the EMBA. ESMT regularly conducts surveys on promotion and retention of sponsored candidates. In addition, company feedback is sought through a feedback form on the students' Applied Field Work for their Master's Thesis which they typically do in the context of their own company. Here, it is a requirement to submit a "feedback from corporate sponsor". In general, ESMT conducts a six-month after survey of programme graduates (alumni).

Appraisal:

Results of quality management internal to the Higher Education Institution are taken into consideration in the further developments of the study programme. It takes into account the evaluation results and the analysis on student workload, success rate, and graduate employment.

| | | Meets quality requirements | Does not meet quality requirements | n.r. |
|----|---|----------------------------|------------------------------------|------|
| 5. | Quality assurance and further development | X | | |

Quality Profile

HEI: European School of Management and Technology (ESMT), Berlin

Master programme:

Executive Master of Business Administration (EMBA)

Master's in Management (MIM)

Beurteilungskriterien

Bewertungsstufen

| | | Meets quality requirements | Does not meet quality requirements | n.r. |
|-----------|--|----------------------------|------------------------------------|------|
| 1. | Objectives | X | | |
| 2. | Admission | | | |
| 2.1 | Admission requirements | X | | |
| 2.2 | Admission and selection process | X | | |
| 3. | Contents, structure and didactics | | | |
| 3.1 | Implementation of content | | | |
| 3.1.1 | Logic and conceptual coherence of the curriculum | X | | |
| 3.1.2 | Rationale for degree and programme name | X | | |
| 3.1.3 | Examinations and finale thesis | X | | |
| 3.2 | Structural implementation | | | |
| 3.2.1 | Structural concept and modular structure | X | | |
| 3.2.2 | Study and exam regulations | | Condition | |
| 3.2.3 | Feasibility of study workload | X | | |
| 3.3 | Didactics | X | | |
| 4. | Academic environment and frame-work conditions | | | |
| 4.1 | Staff | | | |
| 4.1.1 | Faculty | X | | |
| 4.1.2 | Programme Director and organisation of studies | X | | |
| 4.1.3 | Administration staff | X | | |
| 4.2 | Cooperation and partnerships (if relevant) | | | X |
| 4.3 | Facilities and Equipment | | | |
| 4.3.1 | Teaching rooms | X | | |
| 4.3.2 | Access to literature | X | | |
| 4.4 | Financing of the programme (relevant for private HEIs) | X | | |
| 5. | Quality assurance and further development | X | | |