

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.)

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

According to § 7 (2) in conjunction with § 10 (1) in conjunction with § 10 (2) of the "Special Conditions for awarding the FIBAA Quality Seal for Programmes", the study programme is accredited with one condition.

Period of Accreditation: February 26th 2016 until September 30th 2022

Condition:

The HEI presents a legally binding study and exam regulation. (see Chapter 3.2)

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

**The condition is fulfilled.
FIBAA Accreditation and Certification Committee on November 26th, 2021.**

The FIBAA Quality Seal is awarded.



Assessment Report

Higher Education Institution (HEI):

European School of Management and Technology
(ESMT), Berlin

Master study programme:

Master's in Management

Qualification awarded on completion:

Master of Science

General Information on the study programme

Brief description of the study programme:

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.

Type of study programme:

Master programme

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

24 months, 120 CP

Mode of study:

Full-time

Didactic approach:

Study programme with obligatory class attendance

Double/Joint Degree programme:

no

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

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

Programme cycle starts in:

End of September

Initial start of the programme:

9 September 2014

Type of accreditation:

Accreditation

Procedure

A contract for the accreditation of the Master's in Management was made between FIBAA and European School of Management and Technology on April 1st 2015. 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. The same cluster included an appraisal of Executive Master of Business Administration (EMBA). 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 study programme Master's in Management (M.Sc.) offered by the European School of Management and Technology (ESMT), Berlin 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 programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid at the time of opening of the procedure, and with the Bologna declaration.

The panel members identified need for improvement regarding the study and exam regulation. They recommend the accreditation on condition of meeting the following requirement:

Condition:

The HEI presents a legally binding study and exam regulation. (see Chapter 3.2)

Proof of meeting this requirement/these requirements is to be supplied by 26 November 2016.

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

- International orientation of the study programme design (see Chapter 1.2),
- Positioning of the study programme in the educational market (see Chapter 1.3),
- Positioning of the study programme within the HEI's overall strategic concept (see Chapter 1.3),
- Integration of theory and practice (see Chapter 3.1),
- Course materials (see Chapter 3.3),
- International contents and intercultural aspects (see Chapter 3.4),
- Internationality of the student body (see Chapter 3.4),
- Foreign language contents (see Chapter 3.4),
- Academic qualification of faculty (see Chapter 4.1),
- Student support by the faculty (see Chapter 4.1),
- Programme Director (see Chapter 4.2),
- Process organisation and administrative support for students and faculty (see Chapter 4.2),
- Cooperation with business enterprises and other organisations (see Chapter 4.3),
- Quantity, quality, media and IT equipment of teaching and group rooms (see Chapter 4.4),
- Programme description (see Chapter 5.3),
- Information on activities during the academic year (see Chapter 5.3),

This criterion is rated excellent:

- Internationality of faculty(see Chapter 3.4),

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

Information

Information on the Institution

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

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

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

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk-Criterion)

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

Appraisal:

The HEI defines the qualification objectives of the programme MIM. They are convincingly presented and in relation to the target group of students with backgrounds in analytical subjects. Social aspects of the discipline are considered as a whole. Also, the requirements of academic abilities are fulfilled in the view of the panel. The intended subject-specific and extra-curricular qualification objectives and skills ensure a comprehensive employability in accordance with the targeted professional field. In addition, the training of social skills promotes clearly the development of an individual student's personality.

	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)

Internationality in the MIM programme is also not an exception but the norm. This is true not only for the class (34 students with 19 nationalities, with 87 percent international), but also for the programme content. ESMT follows a general approach to internationality, which is reflected in all programmes with English as teaching language and operational language. The academic staff teaching on the MIM is similarly international, reflecting the overall demographic profile of the school. The overall percentage of international faculty on this programme is at 70 percent. Across the MIM curriculum, as on all other ESMT programmes, participants are exposed to international cases and examples

English is an official language in communication between the ESMT staff (faculty, programme managers, IT-Support, Information Centre, and other support services) and the students, supporting that graduates can work internationally.

Appraisal:

One focus of the programme at hand is to enable the students to work and to communicate in an international context and to competently handle international tasks. Curricular contents as case studies, the international origin of the academic staff and the student group comply with these objectives. The international focus is clearly shown in terms of contents as well as skills. As these international objectives have an embossing effect on the programme the concept is to be judged above average.

	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

The study programme competes with several Master's programmes across different disciplines from Economics to Business Engineering at top German public universities schools such as the TU München, TU Berlin and Humboldt University. More traditional competitors of ESMT in the business school pre-experience market are international programmes such as Imperial College London who offer non-consecutive Master's programmes in business at pre-experience level to bachelor's graduates with a technical background.

The school targets highly quantitative, highly analytical applicants, and offers an international experience with a stronger applied component (through projects and internships) than its competitors, as stated by the HEI. ESMT rounds this out with compulsory language training to complete the transition from a technical background to an analytical role in management with the professional competence to begin a career in Germany.

Before the start of MIM, a thorough market analysis was conducted. It became clear that most other MIM programmes were targeting graduates from bachelor's programmes in business, and very few were offering transition programmes for those from an analytical or technology background who see their future in management. ESMT conducted extensive research on what organizations need in new employees, how new graduates find jobs, and what students need to achieve their goals. The companies gave input on what skill sets, how much practical experience and which methodological backgrounds are needed to increase the chances for students to be hired shortly after graduation. For this type of master's programme, the German market lacks graduates who not only are proficient in management but who also possess strong analytical skills.

The current strategy of ESMT is driven by its mission of developing entrepreneurial leaders with a focus on innovation and technology and a concentration on European values, while at the same time producing high-quality international research. It is based around developing faculty capabilities to position the school among the very top international business schools and continuing to support and improve the flagship programmes of the school.

Moreover, the future aim of the HEI is to move towards a more balanced portfolio with a target to increase degree programme revenues. By increasing the size of existing programmes moderately, the school can concentrate on improving selectivity and yield, and launch new niche programmes to serve relevant markets at the intersection of management, entrepreneurship, and technology. This strategy allows degree programmes to build scale while improving the quality of participants and graduates.

In addition to regular management reviews and presentations of plans to governance boards, there are a number of periodic internal and external review processes that provide evidence as to the progress that is being made toward achieving strategic objectives.

Appraisal:

The reasons given for the positioning in the educational market of this study programme are plausible. Moreover, ESMT has examined the educational market. By monitoring competing institutions and their programmes the HEI has developed a study concept which considerably distinguishes the MIM from other similar formats. By examining the educational market and identifying and analysing competitors, ESMT developed and established its own unique profile.

The arguments in support of the further career of graduates on the basis of the stated qualification objectives and participants' interests and characteristics are convincingly presented. The future fields of employment for graduates are plausibly set forth.

The study programme is part of the university's overall strategic concept and its qualification goals correspond to a high extend. The HEI has a strategic concept which is specifically focused. The study programme's qualification goals correspond to the central objectives of the HEI's strategical orientation and measurements. They are frequently developed and are sustainably implemented.

		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

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.

Applicants ideally have no more than maximum of eighteen months previous working experience (ideally no more than 18 months). The school may make occasional exceptions, where students with more experience, as long as they will be sufficiently challenged in the programme and are not yet a fit from an experience perspective for the MBA programme. The average working experience of the first MIM cohort is 7 months, with an average age of 23 years.

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.

With regard to counselling for prospective students the HEI has an admissions team of three professionals assisted by two students. The team is mandated to be a one-stop shop for applicants to all degree programmes with the following portfolio of services:

- *counselling on which study programme fits to CV profile (career development counselling)*
- *easy online application system, where students can always view the status of their application*
- *campus tours on offer every day on request, with pre-admissions personal consulting with the admissions team and/or programme directors*
- *webinars by programme directed to a global audience who are in the particular programme pipeline*
- *open house (on campus events to invite prospective students)*
- *class visits (every potential applicant is invited to visit a class of the relevant programme)*
- *email (24 hour turnaround) and phone support (prompt answers to questions), information on funding, scholarships, loans, alumni and networking events*
- *visa support (including intervention via international embassy network)*
- *support on issues relating to health insurance support for non-German students*
- *registration at Bürgeramt: Each admitted student to a full-time programme has access to a pre-programme networking platform in which questions around moving to Berlin are addressed by current students and alumni. This is probably the most significant source of housing support that incoming students receive.*

Appraisal:

The admission requirements as presented are published by the HEI in the Rules of Admission. They are defined and comprehensible. The requirements of the Land Berlin are considered.

As students and administrative staff have confirmed during the on-site visit, personal dialogue between applicants and ESMT is provided by defined office hours as well as by telephone and via e-mail. The admission team reacts quickly, i.e. within 24 hours. Thus, the HEI is constantly available for prospective students and reacts quickly to incoming enquiries. The counselling options are based on the target group's needs. As more of 50 percent of students are of foreign origin, the communication of the admission team via e-mail and telephone and the webinars, visa support and registration support for the Bürgeramt mirrors a flexible approach on the needs of applicants.

The selection procedure is transparent and ensures that qualified students for the programme are admitted. By clearly defining a score of points in international common test formats, English language requirements and how to prove them are clear. Thus, the HEI ensures that the students enrolled are able to successfully complete the study programme as all courses are held in English.

The admission procedure is described, explained in a logical and transparent manner, documented and accessible for applicants. The admission decision is based on transparent criteria and is communicated in writing.

		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

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 ESMT teaching philosophy places great value in not only passing on theoretical knowledge, but illustrating it with practical, real-life and up-to-date examples. All courses (where appropriate) use case studies to analyse a problem and apply the theory studied. Students will also often have to come up with their own ideas to illustrate a strategy or theory, for example by analysing a merger between The Body Shop and L'Oréal and presenting the results to the class. The Marketing Management class also uses the BrandPro simulation to let students experience first-hand how to develop sound strategies for two brands over 5 simulated years, and get ahead of two virtual competitors. In courses such as Organizational Behavior and Decision Theory, the professor will ask students to fill in surveys and will use the students' data to explain relevant theories in practice. There is one major business simulation for the MIM programme, the business game "Marga", which emphasizes integration at the functional level (marketing-operations-finance). This is played by the MIM's in their fourth module, after they have acquired the necessary theoretical knowledge in modules one and two.

All degree programmes have a significant project element. In the MIM programme, it is primarily the internship element which fulfils this role. The internships are designed to give a clear practical orientation to the programme and to prepare graduates for entry into challenging roles upon graduation. The MIM programme also includes a two-month team-based social impact project, this needs to have a clear social impact.

The HEI states that interdisciplinary integration and project work are given a prominent role in the MIM. The variety of different student backgrounds results in very different approaches to problem-solving. This diversity is valuable in group work and class discussions. Additionally, ESMT allows students, wherever possible, to take up to two additional courses from other specializations to encourage interdisciplinary thinking and give students the opportunity to explore other fields than their own.

Ethics courses in the MIM programme are not offered per se; instead, work ethic and business ethics considerations are embedded in various courses as well as skills development components. Already in the first week students are introduced to ethics and responsible leadership in a team environment during a two-day long outdoor training ("Building High Performance Teams) which, through frequent interim discussions and reflections, develops an understanding of key behavioural expectations, including being

responsible for self and others based on solid ethical norms. During the preparations for the MIM social impact projects, students go through a variety of sessions which address responsible leadership and ethical behaviour in professional settings.

In integrated sessions on Effective and Responsible Leadership, students not only discuss guidelines for ethically responsible leadership, but are also confronted with concrete cases of ethical dilemmas, they discuss in small groups but also on a “hot seat” in the plenary, sharpening their sensitivity for ethically difficult situations in their future professional roles.

The MIM programme is a quantitative and application-driven programme, which ensures that students acquire methodological competences and are enabled to do scientific work. This is supported with a full course on Research Methods in Module 4, consisting of a four hour general introduction to research methods and approximately twenty hours of introducing students to various research fields of ESMT faculty, including an open forum for discussion and questions. Accompanying is a half day workshop on academic writing. These courses greatly support students in writing their scientific Master’s Thesis. Aside from a specific Research Methods course, participants in the ESMT MIM programme receive input for potential future research and academic work in several different ways. At the core, even the more explicitly practice-oriented courses (Marketing Management, Organizational Behavior, Simulations etc.) draw upon latest research of ESMT faculty as well as research publications. Those interested can find additional sources in the form of optional readings.

To continually assess and evaluate learning achievements, a variety of methods are used. Examinations in the Master in Management Programme typically employ the following methods:

- Written exam
- Presentations
- Active participation in course discussion
- “Take-home” assignment
- Group assignment
- Internship report

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).

Appraisal:

The curriculum with its core subjects and the electives very clearly reflects the qualification objectives. The modules in their contents are balanced, logically connected and oriented towards the learning outcomes which are intended. Moreover, the choice of electives enable the students to acquire additional competences and skills according to their individual interests and aims.

The programme's content with its broad focus on the different fields of management is reflected in the programme description. Furthermore, the Master degree corresponds to the academic level of the programme.

Theoretical questions in the modules are generally explained by means of practical examples as case studies are common to the programme. Furthermore, the HEI has fully applied its objective to teach by using skills and knowledge in praxis by several means in the modules. Thus, within the curriculum theory and practice are systematically linked and develop the students' qualification profile to a high extend.

The programme is interdisciplinary in itself as it covers subjects of different disciplines and thus promotes interdisciplinary thinking by every module. The programme also contains ethical implications.

The panel positively acknowledges that methodological competences and scientific practice are thoroughly trained. Students acquire basic methodological competences and are enabled to do scientific work on master's level.

The exams defined are suited to ascertain the intended learning outcomes in format and content. The requirements are in accordance with the desired master level. Furthermore, the exams are characterised by a suitable variety of test formats. Even though there often is more than one exam per module, the HEI has given a reasonable explanation for this exception from the rule.

In the final thesis, which is evaluated based on the published rules of the examination regulations, students give proof of their ability to do scientific work and of the achievement of the study programme's qualification objectives.

	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)	120
Workload per CP	25
Number of modules	6
Time required for processing the final thesis and awarded CP	18 weeks, 27 CP
Number of contact hours	1724

The MIM is a 24-month programme which con starting in 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.

Module descriptions contain data about the module number, the name of module, duration of module, if it is an obligatory or an elective module, the courses of the module, the frequency of module offer, prerequisites, the applicability of module for other modules and study programmes, person responsible for 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, extent of examinations, admission to examinations, the examination committee, examination methods, re-examination, grading of examination performance and appeals procedure. 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 foreseen 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. Students provide feedback for each course, during and after the course, to give the programme office the chance to react promptly.

ESMT takes a flexible approach with all its students and does not discriminate in any way on the basis of gender, race, sexual or religious orientation. Any student regardless of whether they are domestic, international, from a migration background, from academic or non-academic background may run into difficulties in their programme. Support structures are in place for every student, regardless of their background.

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.

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 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 and the information defined in the ECTS Users' Guide.

There is a study and exam regulation which contains all necessary rules and procedures. The recognition of degrees and periods of study at other HEIs is regulated in accordance with the Lisbon Recognition Convention; the recognition of periods of practical work is also clearly defined. The final grade is supplied with a relative grade. The study and exam regulation is not yet legally binding.

Therefore, the panel recommends the accreditation under the following **condition**:

The HEI presents a legally binding study and exam regulation.

The feasibility of the study programme's workload is ensured 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. When reviewing the workload, the HEI also takes into account evaluation findings, including student feedback and the programme's success rate.

The HEI ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards throughout the programme and examinations. Students in special circumstances, such as single parents, foreign students, students with a migration background and/or from so-called non-academic backgrounds, 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)				condition	
3.2.3* Feasibility of study workload (Asterisk Criterion)			X		
3.2.4 Equality of opportunity			X		

3.3 Didactical concept

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.

Many professors will invite guest lecturers to their courses, some from the corporate world, some from academia, depending on the topic and the intended learning outcomes. Approximately 5 to 10 guest speakers will be invited as part of the formal curriculum. MIM students also have the chance to attend MasterClasses (usually corporate speakers), along with a number of Open Lectures offered by ESMT. The open lectures showcases speakers, who through their achievements and expertise are recognized leaders in their fields. The lectures cover a wide spectrum of fields ranging from business, economics, politics, and philosophy to the arts.

ESMT rarely uses lecturing tutors at all. The student-faculty ratio is extremely favourable, and faculty members are accessible to all students directly. In the case of a couple of faculty who may have research assistants, these may give supplementary tutorials or be involved in marking assignments.

Appraisal:

The didactical concept of the study programme is described, plausible and oriented not only at the attainment of major qualification objectives but as well at shaping student's skills of working in group's and doing scientific work independently by themselves.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required master level. The materials meet the needs of the learning student. Moreover, they are up to date, always electronically accessible for students via the e-learning platform and encourage students to engage in further studies. The course materials guides and instructs students to solve problems from various scientific perspectives. By working on the materials, students are enabled to develop various own theory-based problem solving strategy.

Guest lecturers are invited regularly and contribute to the students' qualification process with their special experience. They bring special experience to teaching from the realms of business, politics and research which contributes to the students' development of skills.

Lecturing tutors are not a significant part of the programme's didactical concept.

	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					n.r.

3.4 Internationality

Topics relevant to managing in an international context are embedded throughout all degree programmes of the school. There is no specific course in International Business, as these topics are covered elsewhere. ESMT graduates are prepared to work in any region of the world, although the majority chooses to pursue opportunities in Germany. Across the MIM curriculum, as on all other ESMT programmes, participants are exposed to international cases and examples.

International experience is expected of candidates in ESMT degree programmes. Almost all candidates will have worked and/or studied abroad before coming to ESMT. For the MIM programme, many candidates will have international internship experience and/or will have studied in a country other than their home country, but as a minimum, candidates must demonstrate experience in dealing with other cultures to gain admission to the programme. When the MIM programme was launched on the market, ESMT expected a relatively equal split between German and non-German participants, but the initial class launched with 85 percent international participants. Specifically for this programme, ESMT intends to focus more intensely on attracting more German participants, as several of the top companies with whom ESMT is partnering have specifically requested fluency in German as a priority for graduates.

65 percent of the core faculty are non-German nationals with 16 countries represented, as there are lecturers from Hungary, Rumania, Poland, France, Germany, the Netherlands, India, Russia, China, USA, Greece, Sweden, Canada, Ecuador, the UK and Ireland. Affiliate and visiting professors add to the internationalization of the faculty community. 66 percent of the guest lecturers involved in teaching degree programmes are non-German nationals representing seven countries. 79 percent of the core faculty received their PhDs outside of

their home countries, and 92 percent of the core faculty had international experience from either studying or working abroad.

English is the language of instruction for the MIM programme and students also have to learn German during the programme, or an alternative language should they be fluent in German. Language lessons are a set part of the curriculum and taught twice a week on set days.

Appraisal:

International contents are solid part of the curriculum. Students are thus clearly prepared for working in an international environment. Practical examples are always used to enable students to act in an intercultural environment.

The acquisition of intercultural competences and skills are at the core of the programme's learning objectives and are strongly promoted especially in the international modules. By these modules and practical examples students are enabled to work in an intercultural environment. Participants study in an entire international surrounding, as participants and the faculty are of international origin. Thus intercultural competences are at the core of the programme.

A high percentage of the students come from various language areas and cultural backgrounds especially within the European Union as there are students, for example, from Germany, France, the UK, but as well from the US and from China. International Aspects of the main themes of the programme are part of the discussions in class constantly.

The CVs of the teaching staff as well as discussion with lecturers on-site have shown that all lecturers have experience in teaching abroad and working in an international context. A high percentage of them are of foreign origin. The internationality of teachers promote the acquisition of international knowledge in the field of business administration but intercultural competences as well. The international experience of the teaching staff is an entirely fundamental element forming the profile of the study programme. It is clearly explicitly by the HEI. All aspects considered it can be assessed as excellent.

As it is expected from an international programme, all courses are held in English and all course materials are presented to the students in English as well. Additionally, the students are expected to learn a second language as well. This is supposed to have a positive effect on the graduates' employability.

	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)

The MIM programme places great value in developing soft skills, including communication, public-speaking, working in teams and conflict management. Skills workshops take place during all teaching modules. Skills courses go beyond theory and encourage development of more effective behaviours, promoting personal change. The main objective is to develop a broader repertoire of key competencies to excel during internships and to succeed in the first professional positions after graduation. The skills workshops give the opportunity to experiment with new communication skills in a safe environment, emphasizing the importance of delivering effective presentations, writing, and negotiation skills.

Students will train their presentation skills in high-level stress situation (“Dynamic Presentations”, “Conflict Communications”, “Negotiations” and “Public Speaking”), while also developing their team skills (“Building high-performance teams”, “Managing Conflict in Teams” and “Effective and Responsible Leadership”). Additionally, the programme is designed to deepen student’s project management skills (“Leading Projects”, “Calculating Risks” and “Stakeholder Mapping”). These skills workshops take place during module 4, where students explore one academic field in more depth.

Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the module descriptions. This is supported by means of suitable didactical and methodological measures.

The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured.

		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)

The MIM programme was designed with considerable help from corporate partners via the Degree Programmes Advisory Council (DPAC) of the school. In addition to regular consultation with representatives from three companies in particular, namely Siemens, McKinsey, and Daimler, the latter seconded a staff member to ESMT for three months to conduct further research with German and international companies to determine what programme within the area of competence of ESMT would have most resonance with the market. As a result of corporates indicating that internships are the key to successful recruitment at pre-experience master’s level, the MIM has two long internships of between four and six months each designed into the programme.

During the skills development workshops, students will develop personal, managerial, and interpersonal capabilities to assist in their early career. The ESMT Career Services plays a very active part in the MIM curriculum throughout the programme. In all on-campus modules, class sessions are held on various topics (CV writing, interviewing etc.), extended by individual consulting slots, especially during the internship.

Appraisal:

The promotion of employability given by the orientation of the programme on the central skills needed for a leader on the field of business administration, which are learned by the use of practical cases, examples and during the internships, runs as a common thread through all modules of the programme.

	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 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.

The faculty consists of academic and managerial faculty members. The charter of the ESMT defines in § 10 that full-time professors fulfil the same qualifications as are required for corresponding academic activities at state universities. Appointments follow the recruitment guidelines drawn up by the Academic Committee. A faculty-member must have a Master or equivalent degree and usually holds a PhD or an equivalent doctoral degree in a domain relevant to business. A member of the academic faculty demonstrates an exceptional record in research and teaching. Evaluation of research involves primarily scholarly publications in leading journals as well as external references from top-ranked international scholars in the relevant area.

The scholarly qualities are not only reflected in their positions on scientific committees and memberships in associations, but also in their publishing activities for reputable international journals as the following table shows:

Type of publication	2010	2011	2012	2013	2014	2015 (forthcoming)	Totals
Peer-reviewed articles	16	17	13	22	22	34	124
Total A+/A ranked articles ¹	3	7	2	8	10	13	43
A+ ranked articles	2	5	0	3	5	8	23
A ranked articles	1	2	2	5	5	5	20
Financial Times ranked articles	4	7	3	4	8	11	37
Books	6	11	3	5	0	3	28

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 programmes focused on teaching.

There are numerous links between the teaching staff and the corporate world. These include refereeing, serving on boards, editing leading academic journals, evaluating the faculty at other institutions, participating in external conferences, seminars, and workshops, creating links with academic and managerial societies and associations as well as acquiring media exposure.

To ensure a systematic approach to course and curriculum development, ESMT has also developed a set of the following processes:

- The Teaching and Learning Committee with faculty members is dedicated to ensuring that the programmes' learning goals are well-defined and that there is an appropriate system of assurance of learning in place.
- Faculty meetings: the ESMT faculty holds a meeting on every first Tuesday of the month where programmes and their curricula, teaching experiences and further issues are regularly discussed.
- The Thesis grading harmonization process for thesis supervisors is an event where assessment and grading of theses are discussed; the faculty's approach to thesis assessment is debated and aligned to ensure that all passing theses meet the requirements.
- If necessary, Faculty Task Forces are engaged, to solve specific problems of the programme, for example to develop a proposal for improving the thesis research process of students.

Students can approach the faculty and staff anytime in person while on campus or by email or phone. Academic questions, advice on career development or any other matter can be discussed at any time. The faculty is available during the students' breaks, as well as is the staff, so that any issue can be addressed in a timely manner. To discuss a question in greater detail, an appointment will be made to allow sufficient time and setting. Furthermore, the programme office organizes a number of social events which allow for informal chats between students and the faculty.

Appraisal:

The structure and number of the teaching staff correspond with the programme's requirements and objectives and ensure that the students reach the intended qualification objectives. The faculty is to more than 80 percent comprised of full-time lecturers employed on a regular basis and part-time, adjunct lecturers. The panel had insight in the CVs and came to the conclusion that the professional and academic background of the faculty not only guarantees that both the academic standards and the requirements of professional practice concerning the field of business administration are satisfied, but also that the faculty's academic qualification is outstanding. This is underlined especially by scientific publications, which are to a high extend published in reputable journals.

The staff's academic, pedagogical and didactical qualifications are in line with their tasks. ESMT verifies the qualifications of the faculty members by means of several established procedures as there are student ratings and feedback of colleagues. The panel is convinced that specific measures for the further qualification of the faculty members are implemented.

Large parts of the faculty have sound practical business experience by which the requirement of the programme to integrate theory and practice is fully ensured.

Besides various committees, faculty meetings of all those teaching in the programme take place regularly. Thus, it is ensured that contents and learning outcomes of the programme are regularly tuned towards the overall qualification objectives.

As affirmed by students of the university during the on-site visit, the counselling of students by the teaching staff is intensive. It is not only offered on a regular basis, the lecturing staff is moreover available for students outside the specified office hours at any time, even during the breaks. The students interviewed by the panel clearly stated that they are pleased and very content with the well organised and versed support.

	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)					n.r.

4.2 Programme management

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 programmes 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. Career services and Alumni relations are integrated functions across programmes, providing differentiated services to different groups of students and graduates. 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.

Deans and staff have close contact to the students and the faculty. Townhall meetings are a forum, where deans, staff and students discuss the further development of the study programmes.

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:

The dean of degree programmes coordinates the activities of students and the teaching staff. It is therefore fully ensured that the programme runs smoothly. The dean even perceives a key position to promote the systematic development of the study programme in a manner which includes the staff and especially the students by regarding quite closely the needs of both groups.

The members of the faculty and students are supported by the administration during the entire study programme. Administrative staff to support and assist the deans and lecturers is available and opportunities for continuous professional development of the administration staff are assured. Decision-making processes, authority, and responsibilities are clearly defined and ensure that the programme is managed well. The opportunities of electronic service-support are used. According to the interviews with the lecturing staff and students, the panel is convinced that the administrative staff acts as a service provider. The administrative staff is not only always available, but also guides the whole process of studying and teaching from a background position.

		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 organisation and administrative support for students and faculty		X			

4.3 Cooperation and partnerships

From 2016, students will benefit from the membership of ESMT in the Global network of Advanced Management (GNAM). This network fosters substantive ties among the world's leading business schools from both economically mature and emerging economies. GNAM includes 28 business schools and provides international opportunities in the areas of student exchange, case development, and the sharing of best practices particularly in the area of learning technologies. Other schools in the network include Yale University, INSEAD, IMD, University of Cape Town, Hitotsubashi University, Fudan University, Technion - Israel Institute of Technology, among others.

Concerning cooperation with business enterprises, it has to be stated that ESMT was founded by 25 leading global companies and institutions and is therefore connected to corporations.

The HEI systematically involves corporates in all aspects of programme design and delivery. Moreover, companies are members of the Sustainable Business Roundtable, and provide support by establishing new centres. Some of ESMT's chairs are funded by corporations. The HEI deepens its corporate links by integrating practice and bringing the contemporary experiences of practitioners into its programmes.

Additionally, the HEI seeks advice from external partners through its Board of Trustees, Supervisory Board, International Advisory Council, Corporate Clients Council and Degree Program Advisory Council. By the international corporate experience brought to these boards and councils, ESMT develops its strategies for international corporate engagement.

ESMT events such as Master Classes, Open Lectures and the Annual Forum provide corporate, political, and academic leaders with possibilities for discussions on current global business issues.

Appraisal:

The scope and nature of the cooperation with two other academic institutions and several business enterprises relevant for the programme are plausibly presented and documented. The cooperation is documented with respect to the involvement of corporations in the governance of ESMT.

The cooperation with business enterprises is in some cases documented as well. In most cases, they follow verbal agreements. The cooperation is actively pursued by the course director. There are regular joint meetings of those who are involved in the study programme in responsible positions, in order to discuss the further development of the programme. Such cooperation has a formative impact on the contents of the programme and on the profile of the graduates. By means of specific measures (e.g. internships), 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 organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)		X			

4.4 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 Centre 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 Centre, with eighteen research and seven computer work stations is located in the main campus building.

For preparation and research studies, degree students use dedicated workspaces. Throughout their programme, students are accommodated in fully equipped study rooms. The three lecture theatres as well as the larger teaching rooms, such as the Competence Centre, Garden View, Forum, and Bookshop, are equipped with the full range of modern technology devices such as projectors, screens, computers, DVD players, and sound systems. In each study room computer equipment (laptops, printers, WLAN internet connection) as well as conference facilities (whiteboards, flipcharts, telephones) are standard. In all other facilities audio, sound, and computer equipment can be provided by the in-house media and IT service. There is also a special room for video and telephone conferences. On each floor of the ESMT Learning Centre students have access to modern printers and copy machines.

As a central contact for questions pertaining to infrastructure, hardware, and software availability, the IT help desk is available for students, faculty, and staff, Monday through Friday between 8:00 a.m. and 6:00 p.m. and on weekends, in particular during events.

ESMT fully supports a “Bring Your Own Device” strategy for students. Therefore, all information platforms (intranet, course management system, information databases, IT website, web printing) are consequently implemented as web-based applications or cloud services. These services can be accessed off campus or onsite without any limitations, regardless of the service hours of the IT department.

The ESMT e-learning platform (Moodle) is used by the faculty (supported by programme managers and faculty assistants) and students. It provides course-relevant documents and is actively used during the programmes for communication of submission due dates and uploading deliverables by the students.

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”.

Since 2005, ESMT has been building up its Library and Information Centre (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 makes available for its patrons a number of research databases (such as Amadeus, Business Source Premier, JSTOR), e-libraries and a selection of other relevant web resources and reference links. It also gives access to a vast number of print and electronic periodicals and provides inter-library loan and document delivery 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.

Appraisal:

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programme, even taking into account the resource needs of other study programmes. 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. A sufficient number of group rooms is available.

The teaching rooms and labs are equipped with state-of-the-art technology. For special contents of the curriculum, the HEI possesses appropriate rooms which possess the specific technical components needed.

The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. The literature expressly required for the study programme is available in the library and also kept up to date.

		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		

4.5 Additional services

Career advising at ESMT is carried out through the ESMT Career Services office, which cooperates with degree programme students and ESMT alumni to develop relationships with companies and strengthen existing corporate partnerships. The Career Services office offers students skills development workshops and on- and off-campus recruitment events.

ESMT Careers Services encompass both general support activities for generating employment offers and an individual coaching and mentoring service for all degree programme candidates. Individually tailored career solutions are achieved through contact between the careers specialists, the student, and faculty experts. Together they assess students' career motivations, identify students' strengths, weaknesses, and preferences, focus on appropriate industry sectors and companies and help the students to make informed decisions on career options.

In addition, the office organizes company events to give corporate representatives the opportunity to present themselves and enter the ESMT network. Bayer, Gallup, Homburg & Partner, Deutsche Post DHL, Bombardier, Berlin Chamber of Commerce and GE are examples of such companies.

Students are expected to be very involved in their own career development. This starts with student self-assessment and research into the job market and progresses as students define their job search strategy and make applications.

Graduates and students of the ESMT degree programmes, past participants of Exed programmes, and the faculty have identified the need for an association for the purposes of promoting mutually beneficial development activities. The association is known as the ESMT Alumni Network. The Alumni Network ensures that the ESMT experience does not end on the last programme day. It conducts activities that meet the professional development needs of members, represents alumni interests to the school, provides a mechanism for members to maintain contact with each other and with current students and strengthens ESMT within the business and university communities as an institution of learning excellence and academic distinction. The ESMT Alumni Network is governed by the Alumni Council in close cooperation with the management of the school.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. The HEI provides sufficient resources.

An alumni organisation has been set up and supports the network building of the graduates.

	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 study programme plays a key role in delivering the mission of the school and contributing to its revenue. The programme receives an annual operating budget through the CFO sufficient to run all aspects of the programme.

The degree programme as a whole runs as a profit centre 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 Erftstadt 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:

The study programme is funded for the entire accreditation period so that students will definitely be able to complete their studies.

		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

ESMT has an established procedure for revising and renewing existing curricula. Curricula are reviewed on an annual basis, with a more comprehensive review scheduled on a four to five-year basis.

The starting point for the curriculum review is the evidence collected by the programme office team aimed at assessing achievement of the learning objectives of the programme. This evidence takes the form of admissions data, course results, feedback from the Learning Goal Assessment Team (LGATs), and stakeholder feedback. This stakeholder feedback is particularly important and encompasses:

- student feedback on both individual courses (faculty, sequencing, expectations management) and the programme as a whole;
- feedback from corporate stakeholders, project sponsors, recruiters, alumni, faculty;
- feedback from individual faculty members collected over time;
- any other feedback that has been documented since the last major review.

The results of the retrospective analysis are discussed with the dean of faculty, the Admissions and Examinations Committee (AEC), and individual faculty members who have been involved with the programme to gather their input into designing a revised curriculum based on updated learning goals. The concepts that emerge from these meetings are summarized and presented to the faculty at a monthly faculty meeting. Input is again taken from the faculty, with follow-up meetings arranged if appropriate.

Following further conceptual analysis by the dean of degree programmes and operational and market analysis by the associate dean of degree programmes, a final proposal is brought to the Teaching and Learning Committee (TLC), which proceeds in the same way as with a new programme launch, described above.

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.

Depending on which measures were taken, the involved members update each other accordingly. Via the faculty lead, programme director and dean of programmes, the management is also informed at the appropriate levels. All evaluations are documented via Qualtrics (software) and on the server of the school.

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.

ESMT staff has visited most of the companies who have taken interns from the first cohort to discuss the skill levels and attitude of ESMT MIM interns and to solicit suggestions for programme improvements. Overall, the level of satisfaction with the ESMT interns has been extremely high, with every company indicating willingness to rehire interns from the next cohort. As the study programme has just started in 2014, there have been no further external evaluations since then.

All programme documentation (curriculum, exam rules and study book) is published on the E-Learning platform before the programme starts and is also handed to the students on their first day of orientation. The curriculum lists all courses in the respective modules with their course dates, along with credit points and contact hours, faculty and their affiliation. The exam rules explain in great detail which forms of examination exist, procedures and rules for all exams and retakes. The study book describes in great detail the structure and content of the programme, admission requirements, appeal procedures, and how ESMT expects students to provide feedback to the school. Referring to this, it is also explained how student representatives are elected.

ESMT maintains strong relationships to the media, its academic network and the general public, providing extensive information about research published at ESMT. This promotion of academic content can take many forms, including the ESMT R&D Annual Report. Press releases focusing on academic output are also distributed regularly, also through the academic service *idw*, a leading source of research news in Germany.

Research output of the ESMT faculty builds the foundation for newsletters, ESMT Update articles and publications on the ESMT Knowledge website (<https://knowledge.esmt.org/>). The ESMT Update is published twice a year. It has a print circulation of 1,000 and an electronic

circulation of more than 12,000. ESMT continually promotes research and thought leadership with events. In 2014, ESMT held 60 research seminars and 13 various conferences, roundtables, workshops, and Open Lectures, a series of lectures featuring a wide array of topics and speakers that is open to the general public.

Appraisal:

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes, has been set up. It takes into account the evaluation results and the analysis on student workload, success rate and graduate employment. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure. The outcomes are communicated to the students and taken into account for further programme development.

Quality control by the faculty is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

The study programme's content, curriculum and examination scheme have been suitably documented and published. The documentation offered in the intranet is described in detail, not only with formal regulations, but with complete syllabi. This documentation is constantly updated and easily accessible, which ensures a high level of transparency.

The HEI regularly publishes current news and information – both quantitative and qualitative – about the study programme. Additionally, press relations and network communication are 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: European School of Management and Technology (ESMT), Berlin

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

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1	Objectives					
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			
2	Admission					
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					
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)				Condition	
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		
4. Academic environment and framework conditions					
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		
5 Quality assurance and documentation					
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			