

Decision of the FIBAA Accreditation Committee for Programmes



96th Meeting on 2 October, 2015

Project Number: 14/102

Higher Education Institution: FH Joanneum

Study Programme: International Industrial Management (DI)

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 three conditions.

Period of Accreditation: October 2nd, 2015 until October 1st, 2020

The accreditation period is provisionally extended to: October 1st, 2021

Conditions:

Condition 1 (see chapter 2):

FHJ transparently defines the required language proficiency level resp. the required results in concrete language tests within the admission requirements.

The condition is fulfilled.

FIBAA-Accreditation-Commission at February 26th, 2016.

Condition 2 (see chapter 3.2):

The HEI revises the module descriptions in terms of information on the year of study, the name of the lecturer(s), recommended optional programme components, the language of instruction, work placement(s), and outcome-orientation of the learning outcomes according to the requirements of the ECTS User’s Guide.

The condition is fulfilled.

FIBAA-Accreditation-Commission at February 26th, 2016.

Condition 3 (see chapter 3.2):

The HEI revises its study and examination regulations as follows:

- The HEI regulates the recognition of degrees and periods of study at other HEIs in accordance with the Lisbon Recognition Convention.
- The HEI supplies the final grade with either a relative grade or an ECTS grading table.

The condition is fulfilled.

FIBAA-Accreditation-Commission at February 26th, 2016.

According to § 8 of the “Special Conditions for awarding the FIBAA Quality Seal for Programmes”, the FIBAA Premium Seal is awarded after proof of meeting the conditions



**FOUNDATION FOR INTERNATIONAL
BUSINESS ADMINISTRATION ACCREDITATION**

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

Assessment Report

Higher Education Institution (HEI):

FH Joanneum
University of Applied Sciences, Kapfenberg

Master study programme:

International Industrial Management

Qualification awarded on completion:

Diplomingenieur (DI)

General Information on the study programme

Brief description of the study programme:

The Master programme aims at educating (international) industrial managers for industry-wide cross-divisional functions academically, connecting business management, engineering, and information technology for overall optimisation tasks.

Type of study programme:

Master programme

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

Four semesters – 120 ECTS points

Mode of study:

Full-time

Didactic approach:

Study programme with obligatory class attendance

Double/Joint Degree programme:

Optional

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

20 students per year

Programme cycle starts in:

Winter semester

Initial start of the programme:

2011

Type of accreditation:

Initial accreditation

Procedure

A contract for the initial accreditation of the programme International Industrial Management (DI) was made between FIBAA and FH Joanneum on November 7th, 2014. On April 1st, 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. Reinhard Bachmann

University of London
Professor for International Management

Prof. Duina Frunzaverde

University “Eftimie Murgu”, Resita, Romania
Rector

Prof. Dr. Uwe Koch

University of Applied Sciences Lübeck
Professor for Transport and Logistics

Prof. Dr. Robert Pichler

University of Applied Sciences Wiener Neustadt
Programme Director “Business Consultancy International” (B.A./M.A.)

Karl-Peter Abt

Management Consultant, Stanton Chase International

Damien Jeske

University of Bayreuth
Student of Business Administration (B.Sc.)

FIBAA project manager:
Sabine Noe

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 from May 6th to May 8th, 2015 at the HEI's premises in Graz. The same cluster included an appraisal of the study programmes “International Business” (B.A.) and “Business in Emerging Markets” (M.A.). 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 August 31st 2015. The statement on the report was given up on September 15th, 2015, it has been taken into account in the report on hand.

Summary

The programme International Industrial Management (DI) offered by FH Joanneum fulfils with few exceptions 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 October 2nd, 2015 and finishing on October 1st, 2020, under conditions. 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 following aspects. They recommend the accreditation on condition of meeting the following requirements:

Condition 1 (see chapter 2):

FHJ transparently defines the required language proficiency level resp. the required results in concrete language tests within the admission requirements.

Condition 2 (see chapter 3.2):

The HEI revises the module descriptions in terms of information on the year of study, the name of the lecturer(s), recommended optional programme components, the language of instruction, work placement(s), and outcome-orientation of the learning outcomes according to the requirements of the ECTS User's Guide.

Condition 3 (see chapter 3.2):

The HEI revises its study and examination regulations as follows:

- The HEI regulates the recognition of degrees and periods of study at other HEIs in accordance with the Lisbon Recognition Convention.
- The HEI supplies the final grade with either a relative grade or an ECTS grading table.

Proof of meeting these requirements is to be supplied by July 2nd, 2016.

The panel is convinced of the programme. In order to improve the programme even more and in order to address FH Joanneum's high quality standards, the panel members identified areas where the programme could be developed even further:

- FHJ might consider the English language content to be 100% (see chapter 1.2).
- FHJ could examine the educational market beyond Austria as well in order to shape its unique selling points in a more international competitive way (see chapter 1.3).
- In order to match the programme even better with the Department's strategy, FHJ might put an even stronger focus on internationality (for example in terms of language content) and might extend its double degree options (see chapter 1.3).
- In order to implement the programme's objectives even better in the curriculum, FHJ might consider offering more electives that should be selected to match the departmental strategy (as the existing curriculum already does) (see chapter 3.1).
- FHJ might establish Cross-Faculty Teaching, that is study groups from different programmes (for example business programmes and industrial/technical programmes) working on a project together (the business students work on the

marketing plan and the industrial students work on the technical implementation) (see chapter 3.1).

- FHJ could anchor ethical aspects even stronger in the curriculum, for example through the establishment of service learning units where the students are able to increasingly identify and reflect ethical aspects (see chapter 3.1).
- In order to have the course materials even more innovative, FHJ could review the used materials in terms of interactive formats and newest didactical concepts (see chapter 3.3).
- FHJ might even increase the acquisition of multidisciplinary competencies and skills in order to make them key elements of the curriculum (see chapter 3.5).
- The faculty members might cooperate even more in cooperative projects together in order to enhance the internal cooperation (see chapter 4.1).
- In order to further enhance these additional services even more, FHJ could plan and offer career counselling and alumni activities regularly on a long-term basis and actively promote these activities more, for example through respective marketing activities (see chapter 4.5).
- The HEI could integrate students even more into the quality processes (see chapter 5.1).
- In order to enhance the instruments of quality assurance even further, FHJ might translate the evaluation results into a published list of measures, which should be implemented, reviewed, adapted and documented systematically and regularly (see chapter 5.2).

The measures that the HEI takes in order to implement the recommendation of the panel members are to be considered during the re-accreditation.

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

- Objectives of the study programme (see chapter 1.1).
- International orientation of the study programme design (see chapter 1.2).
- Positioning of the study programme on the job market for graduates (see chapter 1.3.).
- Counselling for prospective students (see chapter 2.2).
- Selection procedure (see chapter 2.3).
- Transparency and documentation of admission procedure and decision (see chapter 2.6).
- Integration of theory and practice (see chapter 3.1).
- Equality of opportunity (see chapter 3.2).
- Logic and plausibility of the didactical concept (see chapter 3.3).
- Guest lecturers (see chapter 3.3).
- International contents and intercultural aspects (see chapter 3.4).
- Skills for employment (see chapter 3.6).
- Pedagogical/didactical qualification of faculty (see chapter 4.1).
- Practical business experience 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).
- Access to literature (see chapter 4.4).
- Programme description (see chapter 5.3).
- Information on activities during the academic year (see chapter 5.3).

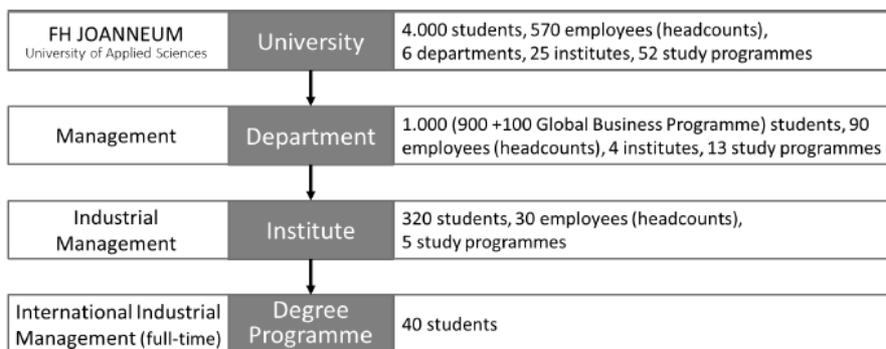
For the overall assessment of the programme, please refer to the quality profile at the end of this report.

Information

Information on the Institution

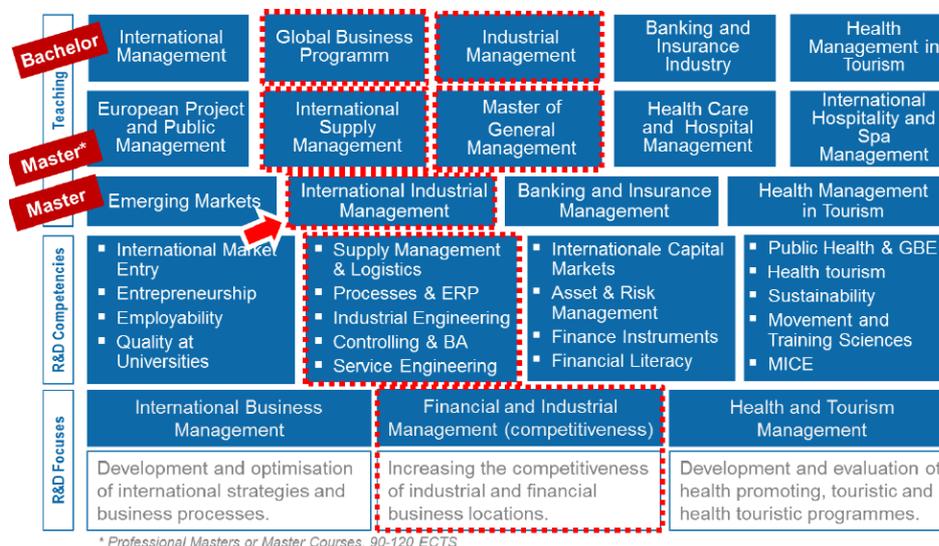
FH Joanneum University of Applied Sciences (FHJ) is a non-profit organization with the mandate of its owner, the federal province of Styria, to provide high quality education in high demand subject areas, to carry out applied research and development, to supply highly qualified staff and promote knowledge transfer in order to strengthen the region as a business location. In order to meet these targets, FHJ runs 52 study programmes at 25 institutes clustered in six departments for about 4,000 students and 570 employees at three campuses in the federal province of Styria (Graz, Bad Gleichenberg, Kapfenberg). The International Industrial Management programme is located in Kapfenberg.

The Master programme International Industrial Management is part of the Institute of Industrial Management. The Institute of Industrial Management belongs to the Department of Management at FHJ.



According to FHJ, the Master programme is well embedded in the Department of Management and the Institute of Industrial Management, since the institute's lecturing and research focus has always been on managerial subjects that are on the point of intersections between business management, engineering and IT (that are: process management, supply chain management, project management, quality management et cetera).

Furthermore, FHJ illustrates its overall programme portfolio in the following graph (the programmes of the Institute of Industrial Management are indicated in red dotted frames):



Further development of the programme, statistical data and evaluation results

The HEI provides summarised statistical data for the programme on capacity, applicants, first year students, percentage of regular foreign students, percentage of foreign students, student success rate and average final grade.

The Master programme was launched in 2011 as response to the ongoing Bologna-Process at that time. The former four-year diploma programmes were converted into three-year Bachelor's degrees for industrial engineering and management in 2008, which were then topped up with the new Master programme. Acceptance studies conducted with alumni and industry, and extensive input from the programme development team consisting of more than 20 experts from universities and industry led to two decisions: Firstly, to focus the new programme on strategic management, process management and trans-disciplinary project management ("industrial research projects"). Secondly, to focus on internationalisation and supply chain management with an emphasis on technical procurement and technical sales. This decision was in response to the high export rate of Austrian industry and the increasing importance of global sourcing.

Appraisal

According to the statistical data provided by FH Joanneum, there seems to be a constant demand for the Master programme. The application rates show quite steady numbers. Despite in 2012, the programme ran at almost full capacity. In its comment on the report, FH Joanneum provided the most actual numbers of applicants from 2015, which confirm the high application rates and the demand for the programme even more. The panel appreciates the obviously grown percentage of foreign students as they demonstrate that the cooperation agreements with the partner universities are actively practised. The average final grade and the high student success rate are indicators of the very well-functioning support system for students (see chapter 4.1). In its comment on the report, FH Joanneum stated the average duration of study, which seems to support the feasibility of the student workload.

FHJ demonstrates that it takes careful note of job market demands and further develops its programme with the help of alumni and industry inputs. The panel especially appreciates this as it is reflected in the positioning of the programme in the education market as well.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk-Criterion)

The Master programme aims at educating (international) industrial managers for industry-wide cross-divisional functions academically, connecting business management, engineering, and information technology for overall optimisation tasks. The programme aims at training the students' academic proficiency through courses such as "International Marketing and Market Research" and the "Industrial Research Project". Because the programme provides a general management education in industrial engineering and management, its graduates are able to understand and supervise the entire range of industrial and company-specific value-added processes. Alumni find jobs in all industries and almost all corporate functions, especially in procurement, pre-production, production, sales, logistics, controlling, and information management et cetera.

Moreover, the programme also aims to educate students for positions with responsibility in leadership, management and human resources. To enhance international employability, communication skills were given particular attention with the inclusion of soft skills and foreign languages to the curriculum (ca. 50% of the programme's courses are held in English and students may spend one or two semesters abroad). Courses like "Social Competences and Teamwork" and "Leadership and Conflict Management" address the development of the students' personalities. According to FHJ, the learning outcomes of the programme correspond to level 7 of the National Qualification Framework. FHJ constantly reviews its objectives by means of feedback mechanisms (from industry and alumni), coordination workshops with the teaching staff and evaluations.

Appraisal:

The panel formed the view that FHJ presented the Master programme's objectives convincingly. Without no doubt, the programme aims at the student's academic proficiency by means of courses on International Marketing and Marketing Research, for example. Moreover, the students are supposed to be qualified for professional activities in order to work in cross-divisional functions at the interface of business management and engineering. FH Joanneum addresses the students' development of personality as a clear objective by means of courses on soft skills and foreign languages. The panel is convinced that the programme's objectives correspond to Master level qualification and that they take fully account of level 7 of the National Qualification Framework. With no doubt, FHJ regularly involves alumni and industry partners in order to further develop the programme (see chapter 0). FHJ constantly reviews the programme objectives in an above-average manner.

		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)

The Department of Management and the programme International Industrial Management in particular consider international activities to be of major importance for the quality of university education. According to FHJ, the Master programme is a strategically and internationally focused degree course. The international orientation of the study programme design can be seen through the inclusion of foreign languages (Advanced English plus a voluntary choice of a second foreign language, Spanish or Russian). In addition, more than 50% of the programme's courses are taught in English and students may spend one semester abroad. Furthermore, there is an optional Double Degree cooperation with the University of Udine/Italy. Guest lecturers with international experience are regularly invited to add a global business perspective to certain subjects. Overall, the programme has 12 partnership agreements with universities all over the world. The intensive cooperation between the Master programme and the strategic partner universities not only leads to regular student mobility but to numerous research and teaching mobility exchanges between the respective universities. Several professors from partner universities teach at FHJ. Furthermore, FHJ places emphasis on the international orientation of the curriculum's content as well (see chapter 3.1).

Appraisal:

With the international orientation of the curriculum's content that the panel assessed through the module descriptions and the interviews on-site, the programme design clearly takes into account the required international aspects with respect to the graduates' employability. Moreover, the panel formed the view that the programme design makes a priority in internationality in teaching and through the double degree option and by the fact that the curriculum is taught 50% in English. Not only do the students have the option to spend one or two semesters abroad and to get a double degree, but via research and teaching mobility between FHJ and its partner universities, the students benefit from internationally very experienced lecturers. Therefore, the panel assesses the overall international orientation of the Master programme design as above average. In order to acquire an even more superior level of internationality, FHJ might consider the English language content to be 100%. In its comment on the report, FHJ explained the foreign language content of 50% with a number of Austrian students that still have potential in their foreign language competences. In order to provide enough English to be ready for international customers on the one hand and in order not to lose a reasonable number of Austrian students on the other hand, FHJ decided the programme's foreign language content to be 50%.

	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

FHJ states that there are several tertiary education programmes in Austria, which overlap. The Industrial Management Programme with its focus on technical procurement and technological sales as well as the foreign languages, however, is not directly comparable with the other programmes. According to FHJ, there are similarities with existing study programmes with a focus on logistics, manufacturing and procurement. However, it must be noted that these programmes are not in direct competition with FHJ's programme as they

emphasize logistics, technical sales or technology management as their main points, whereas the programme at hand sees these aspects as part of a holistic education in industrial engineering and management.

According to FHJ, the Master programme at hand has the following profile:

- Industrial Management programme with both technical procurement and technical sales as interfaces to corporate supply chain optimisation.
- High professional level in Enterprise Resource Planning, Process Management, Controlling and Supply Chain Management.
- Industrial Research Project with (inter-)national industrial companies including leadership training on the job.
- International orientation through 50% of the lectures held in English and the other 50% in German. In addition, students can spend one or two semester abroad.
- Double Degree Option with Università degli studi di Udine.
- Full-time programme with 4 semesters and 120 ECTS points, leads to Diplomingenieur.
- FHJ does not charge tuition fees for EU citizens (students from non-EU countries are required to pay a cost contribution of 727€ per semester).

In terms of the positioning of the programme in the job market for graduates, FHJ states that graduates can find work as industrial engineers in production, and trade and services, regardless of the sector. They also can work in interdisciplinary positions, which require an ability to combine and adapt technical and business thought processes, as well as in the following fields, inter alia:

- Technical and strategic procurement (or even head of such a department).
- (International) management positions in logistics and materials handling.
- (Technical) Sales/Marketing (or even head of such a department).
- Pre-production and production management.
- Project and process management.
- Logistics and Supply Chain Controlling.
- Consulting with emphasis on procurement and sales in supply chain management.

When the programme was developed, FHJ conducted an extensive needs and acceptance analysis of the relevant employment markets for the graduates. Many of the companies surveyed in this analysis assessed the graduate's career and job opportunities as good to excellent, mainly due to the programme's practical orientation, its broad education, its offer of social skills lectures and the two foreign languages. Up to now, 34 students have successfully completed the programme. The first graduates entered the labour market in summer 2013. FHJ brings several examples of alumni careers. The graduates, for example, work as Project Manager in the USA, Deputy Head of Department or as Assistant to the Board.

The Master programme is in line with the HEIs and especially the Department of Management's overall strategic concept. The Department considers international activities and the connection of theory and practice to be of major importance for the quality of university education. Practical projects as well as language skills and international lecturers are therefore integrated to the Master programme's curriculum. Therefore, the Master students work on industrially relevant problem-solving assignments as part of either project work or case studies in small groups.

Appraisal:

The panel formed the view that FHJ has given plausible reasons for the programme's positioning in the educational market. Moreover, FHJ compared its programme to similar programmes in Austria and presented its profile considering the competitors in an adequate manner. In order to position the programme in the educational market in an outstanding manner and in order to even better meet its own international strategy, FHJ could examine the educational market beyond Austria as well in order to shape its unique selling points in a more international competitive way. In its comment on the report, FHJ stated that it already has started to define target markets for that and is going to join education fairs in these regions. The panel appreciates this approach. In terms of the programme's positioning in the job market for graduates, FHJ not only convincingly presents the arguments in support of graduate employability based on the qualification objectives, but also substantiates these arguments through the graduate's fields of employment and thoroughly examined career paths that prove that the envisaged fields of employment match the actual fields. Furthermore, the panel follows FHJ's statement on the matching of the programme with both FH Joanneum's and the Department of Management's strategic concept. The Department's focus on international activities and on the connection of theory and practice is clearly being reflected in the programme's curriculum. In order to match the programme even better with the Department's strategy, FHJ might put an even stronger focus on internationality (for example in terms of language content) and might extend its double degree options. In its comment on the report, FHJ stated that it is already in the process of finalising a double degree with a university in South Korea. Moreover, FHJ is planning another double degree option with a university in Mexico. The panel highly appreciates FHJ's efforts in this direction and is very positive about its outcome.

		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

According to FH Joanneum, the national admission requirements for the programme are taken from both the Austrian Law for Quality Standards in Higher Education and the Austrian Education Act for Universities of Applied Sciences as well as the Austrian accreditation regulation guideline. The admission requirements can be found online at FH Joanneum's homepage. They include:

- The successful completion of a bachelor degree programme of at least 180 ECTS credits.
- Completion of any industrial engineering bachelor or diploma programme in Austria or an equivalent university abroad.
- Proven record of at least the following core subject areas:
 - Business management subjects (14 ECTS)
 - Logistics and process management (8 ECTS)
 - Production engineering subjects and quality management (6 ECTS)
 - applied informatics (10 ECTS)
 - Engineering subjects (30 ECTS).

Face to face counselling takes places via information events, but also through course guidance by phone, e-mail replies, and course guidance interviews.

If the number of students exceeds the number of available places, FHJ conducts a selection procedure that consists of the following elements and weightings:

- Full application
(form of application: 5%, overall assessment of previous education: 15%, proof of professional experience or activity: 5%)
- A written assignment (subject-specific task: 40%)
- An interview with an admission committee (35%)
Candidates have to answer subject-specific questions, but they are not directly related to the skills tested in the written assignment. The interview gives the candidates the opportunity to show their motivation and talent for the chosen course of study, but also their communication skills in English. An admission board conducts the interviews and compiles a record of each interview, assessing all the criteria individually.

According to FHJ, the selection procedure is directly proportionate to the strategic goals of the study programme. Since the language of instruction is 50% English, it is essential that candidates possess a reasonable command of English. Candidates are to be admitted based on the results of the selection procedure and the number of available places. FHJ reviews the selection procedure periodically for its effectiveness and adapts it in accordance with the obtained results.

The admission procedure's results will be available a few weeks after the admission procedure. FHJ informs all applicants in writing and in addition, a list with the personal identifiers and a waiting list will be posted on the campus of the programme. The admission procedure is explained at FHJ's website and accessible to the public. The Master programme does not require professional experience.

Appraisal:

FHJ defined the programme's admission requirements in line with the Austrian national requirements stated above on the university's homepage.

However, FHJ does not transparently define the required English level for the programme. Therefore, the applicants have no indication on which level of English the study programme takes place and which certificate they may submit in order to prove the required level of English. Therefore, the panel recommends the accreditation under the following **condition**:

FHJ transparently defines the required language proficiency level resp. the required results in concrete language tests within the admission requirements.

Counselling for prospective students takes place. Prospective students can turn to the study programme heads by phone or e-mail in order to clarify specific questions or career perspectives. On-site, the students confirmed that FHJ's counselling services facilitated personal dialogue between applicants and FH Joanneum in the context of the admission procedure and constant availability.

In terms of the selection procedure, FHJ compiled a clear procedure with several steps (admission test, interview etc.) that are (despite the required language proficiency) transparently described on the FHJ homepage. Moreover, the selection procedure has a distinct ranking scheme with a clear key and is with no doubt oriented towards the programme's objectives. In the view of the panel, this procedure not only ensures that the programme gets qualified students, but it also guarantees that the programme's objectives are taken into account outstandingly. Where necessary, FHJ adapts the procedure depending on the procedure's effectiveness.

Because FH Joanneum informs all applicants in writing about the admission decision (including detailed information on the results) and publishes a list of all successful applicants (by means of personal identifiers) on the programme's website, the admission decision is with no doubt based on transparent criteria.

		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)				condition	
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 programme's qualification objectives are implemented through the following curriculum and contents:

International Industrial Mgmt.		Semester 1	Semester 2	Semester 3	Semester 4				
Management & Technology	International Industrial Management	Technology & process engineering 1 + 2 (Survey, Analyse, vertical, horizontal) Production Computing Factory planning Optimisation of Production	Accounting & Controlling Prod.Mgmt. & QM Logistics & Processmgmt. IT & Info-mgmt.	International Management Accounting Business Analytics (Operations Research, Simulation)	Intercultural Management* Quality Management* (EFQM, Six Sigma, QM in the Value Chain) Sustainable Development, Innovation & Risk Mgmt.* Case Studies Global Business* (W) Strategic Management and Production* Strategic IT-Management*	Global Economics & Ethics			
	Personal Development, Leadership Skill & Languages	Social Competences & Teamwork* Intercultural Communication 1* 2. Foreign language (optional) Scientific work	Selling Ideas & Change Management* Intercultural Communication 2* 2. Foreign language (optional) Seminar Industrial Research Project (Project Mgmt)	Leadership & Conflict Management* All lectures in English!	Law for Management Master Thesis Seminar Master Thesis				
Supply Chain Management	Technical Procurement	Methods & instruments in procurement Supplier Management Procurement Computing	Procurement Controlling Law & Procurement (National and International)	Case Studies Technical Procurement* (W) Supply Chain Management* (Design, Configuration) Negotiations 1* Strategies in Procurement*					
	Technical Sales	International Marketing und Market Research* Customer Relationship-Mangement	Sales Computing Sales Controlling Law & Sales (National and International)	Case Studies Technical Sales* (W) Business Planning* (KPIs, Project Evaluation) Negotiations 2* Strategies in Sales					
Lecturing hours per week		24	24	17	41	21	62	4	66

According to FHJ, the degree programme's curriculum intends to impart those competencies and skills that are necessary for successful industrial management operations according to the qualification profile in order to meet the requirements that are associated with the job profile of an international industrial manager. On the one hand, the competency and qualification profile includes relevant professional knowledge that enables the graduates to make informed decisions concerning business and engineering management in the servo-industrial sector (production and linked services). Firstly, the particular competencies that are dealt with in the module group Management are:

- Knowledge of essential General Management topics for Engineers
- Understanding Management Accounting
- Knowledge and application of International Marketing and Sales
- Knowledge and application of procurement
- Understanding Strategic Management for IT

Secondly, there are particular competencies that are central to the module group Technology and Engineering:

- Understanding Information Management
- Knowledge and Application of Production and Supply Chain Optimisation

- Understanding Technology Management

Moreover, the programme imparts skills that enable the graduates to act successfully in leadership functions (leadership, communication, negotiation and foreign skills). These skills are combined in the module group of Intercultural Communication, Social Skills and Leadership.

According to FHJ, the graduates receive the academic title “Diplomingenieur” (DI) based on the programme’s goals, the occupational fields of activity, the specific focus of the curriculum and the programme’s general profile. Because the programme’s target group (industry) is increasingly international and due to the fact that the programme meets the needs of industry to bridge the gap between engineering and business management and fosters students to be able to develop leadership and managerial responsibilities, FHJ named the programme “International Industrial Management”.

In terms of integration of theory and practice, FHJ claims that the primary objective is to offer students practice-oriented professional training at higher education level. FHJ demonstrates this integration through the modules itself, lecturers that are former executives, and during interdisciplinary project work, that takes place constantly in all semesters. Theoretical and practical contents in the programme are also linked through applied research projects (for example the “Industrial Research Project”). Moreover, the series of keynote speeches “Management in Practice” provides practical input and opportunities for discussions with executives from industry from Austria and abroad. In addition, the institute’s students have already successfully implemented 350 (practical) industrial projects with industry.

According to FHJ, the programme is oriented towards interdisciplinary thinking and transdisciplinary problem solving. This can be seen by a coordinated collaboration between subjects and disciplines, which leads to new approaches in problem solving by transferring and applying methods across disciplinary boundaries. According to FHJ, this requires additional qualifications such as foreign languages, intercultural management, business ethics, communication etc. Teachers come from various fields (economics, business, psychology), what also contributes to interdisciplinary thinking.

FHJ states, that after completion of the programme, the student should be able to demonstrate an ability to assess social and ethical consequences of managerial decisions and demonstrate awareness of ethical aspects of research and management practice. The lecture “Global Economics & Ethics” has been included to the curriculum to encourage students to reflect the ethical impact of business actions, to examine ethical differences in diverse cultural contexts and to discover ways to find acceptable compromises. Besides this course, moral and ethical issues are key components of all courses (for example, inter alia, in “Leadership and Conflict Management” or “Negotiations & Law”).

Methods and scientific practice are included in the curriculum through the course “scientific work” in the first semester, where the focus is directed towards qualitative and quantitative research methods. Students gain the ability to work with different methods and evaluation tools in order to be able to decide which method is appropriate for their thesis. The basics of how to structure and write a research paper is also repeated at the beginning of the course. In the course “Marketing Research Methods” further skills of quantitative and qualitative market research are taught. Moreover, every student is supported individually during the Master thesis. FHJ also offers a course called “Seminar for Master Thesis” (1 CP) in the fourth semester where the students clarify individual questions and discuss their research topics with the other students.

The examinations take place in accordance with FHJ's examination regulations. The performance in a course that is defined as lecture in the curriculum is normally assessed by a single written or oral examination. Project classes, seminars and project work are assessed by constant evaluation (at least two performance evaluations). In the last semester, the students have to submit their Master thesis by working on a topic that is scientifically relevant to the degree and by independently researching the topic according to academic standards, in an academically appropriate style. The Master Thesis' assessment follows a catalogue of criteria, which FHJ presents to the students in the first semester. The following Master examination consists of a public committee exam in front of a committee. The examination is partly be conducted in English. According to FHJ, the students are be adequately informed thereof in advance. The exam consists of the following elements:

- Presentation of the Master Thesis (in English)
- Defence examination of the Thesis (in English)
- Examination of the selected subject combination.

The students are informed about the assessment criteria.

Appraisal:

According to the panel, the programme's qualification objectives are well reflected in the programme's curriculum. The contents of the modules are logically connected and enable students to acquire the competencies and skills they need. In order to implement the programme's objectives even better in the curriculum, FHJ might consider offering more electives that should be selected to match the departmental strategy (as the existing curriculum already does).

In terms of the programme's name, the panel assesses the name "International Industrial Management" as comprehensible as it clearly reflects the curriculum's orientation. Furthermore, the panel assesses the degree awarded on completion of the programme (Diplomingenieur) as suitable as well. It also is in line with the Austrian Education Act for Universities of Applied Sciences.

Through extensive use of practical cases, FH Joanneum clearly explains theoretical questions by means of practical examples. Moreover, the panel concluded that theory and practice are systematically interrelated throughout the curriculum additionally by means of many guest lecturers and the Industrial Research Project. Therefore, theory and practical application complement each other in an above-average manner. According to the panel, the students acquire interdisciplinary thinking, especially through courses on international management and foreign languages in an appropriate manner. In order to qualify the students for interdisciplinary thinking in an outstanding manner, FHJ might establish Cross-Faculty Teaching, that is study groups from different programmes (for example business programmes and industrial/technical programmes) working on a project together (the business students work on the marketing plan and the industrial students work on the technical implementation). By means of the courses "Global Economics and Ethics" or "Leadership and Conflict Management", FHJ sufficiently includes ethical implications into the curriculum, but FHJ could anchor ethical aspects even stronger in the curriculum, for example through the establishment of service learning units where the students are able to increasingly identify and reflect ethical aspects.

FHJ puts emphasis on methodological competences and academic writing through respective modules named above as a clear thread running through the first semesters. The panel formed the view that the students are well equipped to conduct scientific work on Master level. On site, the panel gained access to samples of Master theses as well as examinations, case studies and project works. These samples proved that examination

requirements are in accordance with the desired Master level. Although every single lecture is being assessed (see also chapter 3.2.3), the exams are suited in format and content to ascertain the intended learning outcomes. Furthermore, FHJ uses a sufficient variety of test formats such as presentations, project works or home assignments. The sample Master theses that the panel examined clearly demonstrated that the students are able to conduct scientific work on the Master level and that the study programme's objectives are definitely achieved. Moreover, the theses evaluations, that were included in the samples, convinced the panel that FHJ uses coherently applied criteria and procedures in order to evaluate the Master theses.

	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	4 Semesters – 2 years
Number of Credit Points (CP)	120 ECTS points
Workload per CP	25
Number of modules	4
Time required for processing the final thesis and awarded CP	625 hours (25 CP) in the fourth semester
Number of contact hours	990 hours

Curriculum-Matrix "International Industrial Management full time"

1st Semester

Course Number	Course-Name	Course Typ	SWH	Number groups	ASWH	TH	Module	ECTS (CP)
TV1	Technology- & Process Assessment 1	ILV	2	1	2	30	TE3	2
TV2	Technology- & Process Assessment 2	ILV+	4	1	4	60	TE3	6
PDC	IT in Production (APS, MES)	ILV	2	2	3	45	TE3	2
AI	Applied IT & Information Management	ILV	2	2	3	45	MA1	2
KC	Cost Accounting & Controlling	ILV+	2	1	2	30	MA1	3
LP	Logistics & Process Management	ILV	2	1	2	30	MA1	2
PQ	Production Management & Quality Management	ILV+	2	1	2	30	MA1	3
CRM	Customer Relationship Management	ILV	2	1	2	30	MA3	2
IC1	Intercultural Communication 1	ILV	2	2	4	60	IS1	2
IMM	International Marketing & Market Research	ILV	2	1	2	30	MA3	2
MIB	Methods & Tools of Procurement/Supplier Management	ILV	3	1	3	45	MA4	3
PCC	IT in Procurement	ILV+	2	2	3	45	TE1	3
PO	Factory Planning & Production optimization	ILV	2	1	2	30	TE2	2
ST	Social Competences & Teamwork	SE	2	2	4	60	IS5	4
WA	Tools for Scientific Research	SE	1	1	1	15	WAP1	2
SPR1	2. Language 1 (V)	SE	2	3	6	90	IS1	4
Total (inclusive both elective Module and optional courses)			34		45	675		44
Total (taking account of one module, without optional courses)			24		30	450		30
LVS = Total SWH*course-weeks			360					

2nd Semester

Course Number	Course-Name	Course Typ	SWH	Number groups	ASWH	TH	Module	ECTS (CP)
BA	Business Analytics (Operations Research, Simulation)	ILV+	2	2	3	45	TE2	3
IC2	Intercultural Communication 2	ILV	2	2	4	60	IS1	2
IMA	International Management Accounting (incl. Procurement- and Sales Controlling)	ILV	4	2	5	75	MA2	4
IRP	Industrial Research Project	PR	-	-	-	-	WAP1	10
IRPS	Seminar Industrial Research Project (Project Management)	SE	2	1	2	30	WAP1	1
LP	Law & Procurement, Law & Sales (National, International)	ILV	3	1	3	45	IS4	3
SAC	IT in Sales	ILV+	2	2	3	45	TE1	3
SC	Selling Ideas & Change Management	SE	2	2	3	45	IS5	4
SPR2	2. Language 1 (V)	SE	2	3	6	90	IS1	4
Total (incl. optional courses)			19		29	435		34
Total (without optional courses)			17		23	345		30
LVS = Total SWH*course-weeks			285					

3rd Semester

Course Number	Course-Name	Course Typ	SWH	Number groups	ASWH	TH	Module	ECTS (CP)
BP	Business Planning (KPI's, Project Evaluation)	ILV+	2	1	2	30	MA2	3
ICM	Intercultural Management	SE	2	2	4	60	IS2	4
LC	Leadership & Conflict Management	SE	2	2	3	45	IS3	4
QM	Quality Management (EFQM, Six Sigma, QM in the Value Chain)	ILV	2	1	2	30	TE2	2
SCM	Supply Chain Management (Design, Configuration)	ILV+	2	1	2	30	TE2	3
SI	Sustainable Development, Innovation & Risk Management	ILV	2	1	2	30	TE2	2
SIM	Strategic IT-Management	VO	1	1	1	15	MA5	2
SMP	Strategic Management & Production, Procurement, Sales	ILV	4	1	4	60	MA5	4
VT	Negotiations	ILV	2	2	4	60	IS4	2
CS1	Case Studies Global Business (W)	SE	2	1	2	30	IS2	4
CS2	Case Studies Technical Procurement (W)	SE	2	1	2	30	MA4	4
CS3	Case Studies Technical Sales (W)	SE	2	1	2	30	TE2	4
Total (including all specialisations)			25		30	450		38
Total (by selection of one specification)			21		26	390		30
LVS = Total SWH*course-weeks			315					

4th Semester

Course Number	Course-Name	Course Typ	SWH	Number groups	ASWH	TH	Module	ECTS (CP)
DA	Master Thesis	-	-	-	-	-	WAP1	25
GEE	Global Economics & Ethics (VWL)	ILV	2	1	2	30	IS2	2
RFF	Law for Managers	SE	1	1	1	15	IS3	2
SDA	Seminar for Master Thesis	SE	1	15	15	225	WAP1	1
Total			4		18	270		30
LVS = Total SWH*course-weeks			60					

Total of all semesters (including all optional courses)			82		122	1830		146
Total of all semesters			66		97	1455		120
Total of all semesters			1020					

SWH – semester work hour, ASWH – average semester work hour, TH – teaching hours, ECTS (CP) – Credit points

The Master programme consists of the following four subordinate modules:

- Technology & Engineering (24%)
- Management (17%)
- Intercultural Communication, Social Skills & Leadership (25%)
- Tools for Scientific Research and Project work (34%).

Per semester, the students obtain 30 CP. In the 4th semester, the students write their Master thesis (25 CP).

The programme's module and course descriptions contain information on the module code, the module and course title, the study programme's name, the position in the curriculum, the level, the requirements, the contribution to subsequent modules, the suggested literature, the learning outcomes, the number of credit points, the teaching and learning methods, the examination procedure and the course contents.

In terms of the study and examination regulations, FH Joanneum states that the so-called "Fachhochschulstudiengesetz" (Austrian Education Act for Universities of Applied Sciences) is the legal basis for universities of applied studies. In addition to this, there are examination regulations called "Prüfungsordnung" that contains regulations on examinations and the Master Thesis. According to its own statement, FH Joanneum recognises study abroad periods completed within the framework of a higher education programme at partner universities via Learning Agreements. FH Joanneum does not provide for rules on the general recognition of degrees and periods of studies or the recognition of practical work. The Austrian Education Act for Universities of Applied Sciences states in section 3 § 12 that proven knowledge can be recognized if the acquired skills are equal to the scope and content of the course in question. Moreover, there are no regulations in terms of a relative grade or an ECTS grading table for the final grade.

According to FHJ, the programme's workload is evenly distributed (30 credits per semester) with a workload of 750 hours per semester. In order to maintain a manageable schedule, the first and second exam dates in all subjects are arranged between students and lecturers within the first classes. A full-time administration is available to the students for any queries

or issues they may have concerning the timetable and other deadlines. Additionally, the students can contact their lecturers personally within office hours, by email or telephone. The head of the programme offers an open door policy, which students can use for any issues related to their studies and/or personal matters. Normally, there is one examination per lecture.

In terms of equality of opportunity, the Office for Equality and Diversity is taking care of barrier-free application processes and study lives by modifying testing circumstances in cooperation with the head of study programme and disability networks but always with a focus on equitable conditions for all. The office is a contact point for all issues concerning gender, queer and diversity topics in general. Moreover, a lecture in gender and diversity theory is taking place every semester. Every student is invited to attend. In addition, one part of the FHJ statute is dedicated to equality and diversity dimensions. FHJ conducts “gender screening” in order to monitor the development of the quality of opportunity.

Appraisal:

The panel concluded that the programme’s four subordinate modules ensure a comprehensible programme structure that supports the smooth implementation of the curriculum and is in line with the defined learning outcomes. The programme consists of courses that are assembled to modules. All learning activities are based on student workload, whereas 25 hours of student workload correspond to one ECTS point. The time required for processing the Master thesis of 25 credits is one semester, which is in line with the workload, too.

The programme does have module descriptions that contain relevant information in English. However, the panel criticizes that not all information defined in the ECTS User’s Guide are included. Information on the year of study (if applicable), the name of the lecturer(s), recommended optional programme components, the language of instruction and work placement(s) are missing. Moreover, many learning outcomes are not described sufficiently in terms of outcome-orientation. For example, the module “Intercultural Communication” does not contain learning outcomes that are formulated student-centred and with active and concrete (taxonomy) verbs.

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

The HEI revises the module descriptions in terms of information on the year of study, the name of the lecturer(s), recommended optional programme components, the language of instruction, work placement(s), and outcome-orientation of the learning outcomes according to the requirements of the ECTS User’s Guide.

In its comment on the report, FHJ states that all module descriptions are going to be revised. The panel appreciates this, but will adhere to the condition unless the proof of revision is provided. FHJ has a legally binding study and examination regulation that contains rules on course examinations, the Master thesis and other forms of examinations. In addition, the Austrian Education Act for Universities of Applied Sciences acts as legal basis for general objectives, academic degrees etc. According to the panel, all Austrian requirements are taken into account.

However, FHJ has not regulated the recognition of periods of study at other HEIs in accordance with the Lisbon Recognition Convention. The Lisbon Recognition convention stipulates that degrees and periods of studies at other HEIs must be recognised without any limits unless there are substantial differences that are to be proven by the institution that is in charge for recognition (in this case FHJ). Moreover, the burden of proof lies with the HEI in

charge of recognition, too. Unlike this, FHJ's study and examination regulation does not contain such rule. Moreover, the Austrian Education Act for Universities of Applied Sciences regulates the recognition of periods of study according to the equivalence of skills and competencies, which clearly contradicts the specifications of non-substantial differences the Lisbon Recognition Convention stipulates. Furthermore, the Austrian Act does not contain rules on the burden of proof that needs to be with FHJ. Furthermore, FHJ does not supply the final grade with either a relative grade or an ECTS grading table. According to the ECTS User's Guide, HEIs need to provide (in a standard table form) the statistical distribution of the final grade resp. to determine the actual percentage of students, who receive each "local" grade within a homogenous reference group (usually a study programme). Therefore, the panel recommends the accreditation under the following **condition**:

The HEI revises its study and examination regulations as follows:

- The HEI regulates the recognition of degrees and periods of study at other HEIs in accordance with the Lisbon Recognition Convention.
- The HEI supplies the final grade with either a relative grade or an ECTS grading table.

In its comment on the report, FHJ states that the new release of the study and examination regulation will include a revised passage on the Lisbon Recognition Convention. The panel appreciates this, but will adhere to the condition unless the proof of revision is provided. The panel thoroughly assessed the curriculum design and the calculation of the workload. Due to the fact that it is evenly distributed to 30 credits per semester (while having 25 hours of student workload per credit point), the panel has no doubt that the workload is feasible and calculated comprehensibly. On-site, the students confirmed the well-functioning student services (see also chapter 4). Although FHJ uses at least one examination per single course unit, the panel formed the view that the overall number and frequency of the examinations are adequate. These findings were confirmed both by the students during the interviews on-site and by the programme's success rate of 83%-96% (see chapter 0). FHJ takes into account student feedback on the workload in order to adapt the workload, where necessary (for details, see chapter 5).

By means of the Office for Equality and Diversity, FHJ demonstrates the importance of gender equality and non-discrimination. The office also ensures affirmative actions concerning time and formal standards throughout the programme and examinations. It also serves as main point of contact for students in special circumstances. By monitoring these activities, FHJ ensures a periodical review of its measures in an outstanding manner.

	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)				condition	
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

According to FHJ, the programme's didactical approach addresses interdisciplinary expertise and solutions by bundling lecture into content-related modules. Therefore, the modules do

not consist purely of basic principles. This approach, as FHJ states, has the advantage of teaching theoretical knowledge in an interdisciplinary model. Furthermore, nearly all classes are held as lectures with integrated tutorials. Particular emphasis is placed upon project work and case studies, which are conducted both externally and internally in small groups or by individual students. A further element of practical approach lies in the mandatory practical projects, which are conducted in the second semester. The students have to work on and solve problems concerning Research and Development issues in real-life corporate scenarios. The didactical concepts focuses on foreign and second language acquisition as well as social and communication competencies. Furthermore, FHJ fosters learner independence through innovative forms of teaching and learning, in particular through e-learning. Therefore, FHJ complements traditional lectures, so that there is an ideal combination of class attendance and online sessions defined for each lecture. Online-sessions involve groups or individuals working on problem-based questions and assignments in courses, through peer writing, case studies and virtual seminars. FHJ also uses methods like problem-based learning, projects and simulation games, and learning through research and scientific work, too.

The course materials are made available to the students on the Moodle-platform. Lecturers in the programme use a variety of course materials, including videos, e-learning activities, books, journal articles, electronic resources and case studies. All courses in the programme are designed according to the learning outcomes. The lecturers meet on a regular basis to further develop the courses and discuss the course contents in order to avoid overlaps and redundancies.

Because an international study programme requires an intensive exchange with stakeholders in the target markets, the regular integration of guest lecturers forms a mandatory part of the didactical concept of this study programme. Through guest lectures, the international dimension and a permanent exchange of academia and practice is ensured.

There are no lecturing tutors in the Master programme.

Appraisal:

The panel found the described programme's didactical concept with its linked theory and practice and its integrated tutorials to be very convincing. Moreover, because the didactical concept puts great emphasis on the needs of the stakeholders, the didactical methods are derived from these objectives and oriented towards the learning outcomes in an outstanding way. By using lots of different teaching and learning methods, especially case studies and practical projects, the didactical concept is implemented ideally.

On-site, the panel has had access to different course materials. The materials were oriented towards the learning outcomes and corresponded to the intended Master level. Not only are they up-to-date and encourage the students to engage in further independent studies, but they are also available to the students on the Moodle-platform. In order to have the course materials even more innovative, FHJ could review the used materials in terms of interactive formats and newest didactical concepts.

Worthy of note are the guest lecturers. Because they form a mandatory part of the didactical concept of this study programme through classes or concrete series of lectures, their contribution forms a very visible and integral part of the study programme's didactical concept. Moreover, the guest lecturers come from a variety of occupations, even from international companies, so the students gain profound insights. Lecturing tutors are not envisaged and therefore are not relevant to the programme.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.3	Didactical concept				
3.3.1*		X			
3.3.2*			X		
3.3.3		X			
3.3.4					X

3.4 Internationality

According to FHJ, the implementation of the international orientation of the Master programme can be seen, inter alia, in the following aspects:

- The curriculum's strong international focus (courses like Intercultural Management, International Management Accounting, International Marketing etc.).
- All lectures in the third semester are held in English (overall 50% of the curriculum is taught in English).
- The programme has an optional Double Degree Agreement with Università de Udine, Italy.
- Students work with international companies as part of the course "Industrial Research Project".
- FHJ acquires international guest professors for some lectures.
- Within the Master's programme, there are also 12 partner universities.

In terms of internationality of the student body, FHJ states that the international student population has continuously grown since the start of the programme in 2011. According to FHJ, the internationality is promoted by regularly updating information on the website, by awareness building of this programme with the partner universities, by the selection of lectures held in English and by promoting teaching and staff mobility. About 25% of the cohort size consist of international students (for example from Czech Republic, Spain, Mexico, Latvia and Italy) that come to campus Kapfenberg for one or two semesters. Moreover, FHJ states that the faculty in the programme is internationally composed, too. Many faculty members either have an international academic degree and/or international work experience or come from abroad.

In terms of foreign language contents, the lectures in the first two semesters are offered in German. However, in order to support students in their English communication skills, the lectures Intercultural Communication I and II are intended to improve the students' English level. Material and literature are often in English, too. In the third semester, the lectures are exclusively taught in English.

Appraisal:

By means of the programme's curriculum that contains mostly international aspects and is 50% instructed in English language, the panel assesses the international contents as an integral part of the curriculum. Moreover, the use of international lecturers and case studies/projects, and the acquisition of both international and intercultural competencies and skills are at the core of the programme's learning objectives and are strongly promoted in an above-average manner.

The international composition of the student body meets the panel's expectations and clearly corresponds to the programme's concept. Because many faculty members either have an international academic degree, international work experience and/or come from abroad, the internationality of the faculty promotes the acquisition of international competencies and skills in an adequate way. As FHJ provides 50% of the programme's language of instruction as well as half of the course materials and literature in English, the proportion of foreign language courses and materials correspond with the qualification objectives. In order for FHJ to further improve the programme, it could consider the English language content to be 100% (also see chapter 1.2 for this recommendation).

	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)

In order to acquire multidisciplinary skills, FHJ covers communication skills, rhetorical skills, capability for cooperation and conflict resolution by courses like "Social competence and teamwork" in the first semester, "Selling ideas and change management" in the second semester or "Leadership and Conflict Management" in the third semester as well as "Intercultural Communication" I and II. In addition, the International Industrial Research Project puts emphasis on multidisciplinary competences through constant interaction with customer teams, presentations in project meetings and internal cooperation with teammates. Moreover, the students have to present their findings in front of a broad audience. The students acquire project management skills as they plan, define and manage the project and its team.

Appraisal:

Through many courses and project works, the students definitely acquire communication and public speaking skills as well as cooperation and conflict handling skills. Overall, the panel has no doubt that the programme's didactical concept (see also chapter 3.3) fosters the student's acquisition of further multidisciplinary competencies adequately. FHJ might even increase the acquisition of multidisciplinary competencies and skills in order to make them key elements of the curriculum.

	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)

According to FHJ's statement, the programme aims at educating students for positions in Management, Leadership and HR. Thus, the students acquire foreign language skills,

negotiation management skills, conflict management skills, international project management skills as well as intercultural communication skills (see chapter 3.5). The students also acquire skills for employment by means of project work with companies, case studies and the use of external lecturers that bring large experience from the professional field.

Appraisal:

The programme has a clear and systematic emphasis on the graduate's employability. By means of a focus on practical case studies, the use of lecturers from business, the Industrial Research project and last but not least the foreign language skills, the students are enabled to actively apply the acquired skills in new areas of work. This of course also corresponds and contributes to the programme's outstanding positioning of the programme in the job market (see chapter 1.3) and the above average integration of theory and practice (see chapter 3.1).

		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

In terms of structure and quantity of faculty, FHJ states that internal lecturers (13), who teach 24 courses, represent more than half of the teaching. They also secure academic standards. External lecturers (26) bring in the necessary additional knowledge and experience and teach 21 courses so that requirements of professional practice are fully satisfied. Lecturers with the following academic qualification give lectures:

- Higher Education Degree with either PhD or other evidence of capability to independently carry out scientific work.
- At least five years of professional experience in a professionally relevant; three years of which must have been outside academia.
- Pedagogical and didactic experience in adult and higher education or specific pedagogical or didactical training.

There are many trainings and further education courses at FHJ to help lecturers learn new didactic skills and assist them in optimising their courses. During annual, institutionalised appraisal interviews, the head of teaching and scientific research staff and members of staff mutually agree on a personal development plan. This includes both personal and subject-specific training courses, for example:

- Didactics in Higher Education: During a basic seminar, faculty learn about planning content, developing courses as well as didactics and methodology.
- Summer Business School: Seminars with different emphasis such as IT/Project Management, PR/Media or Soft Skills.
- Content and Language Integrated Training.

The pedagogical and didactical quality of teaching is firstly ensured by means of a special training programme (“Hochschuldidaktische Weiterbildung”). Secondly, the students consistently evaluate the quality of teaching. The evaluation’s outcome leads to structured quality assurance measured by the lecturers and the head of the degree programme. Regarding teaching skills, FHJ initiated a mandatory training programme on the teaching skills of faculty. The majority of the lecturers teaching in the Master’s programme has completed this training programme. The programme lasts for two semesters and equals 12 ECTS points. In addition, FHJ conducts Didactics Days and gives Teaching Awards for lecturers with the most innovative didactical concepts.

Practical work experience of faculty is a key component in FHJ’s recruiting process. Therefore, only such persons who have at least three years of qualified experience in the professional field will be recruited as full-time faculty members. When it comes to adjunct faculty, the selection is based on outstanding experience in the business field (and/or excellence in science, e.g. postdoctoral qualification, publications, teaching experience).

The faculty members cooperate by regular meetings (once a week). In these meetings, they discuss the quality of teaching, student projects, PR activities of the programme etc. The weekly personal meetings ensure a high level of personal contact among the lecturers, which facilitates interaction and collaboration. Because there is plenty of full-time faculty available for the students, they can approach the lecturers always when needed. According to FHJ, all faculty members have an open door policy for students. The head of the degree programme is always available, too. The lecturers answer E-mails within 24 hours and personal meetings are scheduled at the earliest convenience.

Appraisal:

According to the panel, the structure and quantity of the faculty correspond to the programme requirements and ensure that academic standards are being addressed but also that the requirements of professional practice are satisfied, which is an important distinguishing feature of FHJ. From having interviews with lecturers on-site as well as from the faculty's CVs, the panel concluded that the faculty's academic qualification is definitely in line with the programme's objectives. The panel appreciates that FHJ offers a variety of trainings and further education courses for their lecturers. In terms of the pedagogical and didactical qualification of the faculty, the panel assesses the faculty's qualification as outstanding due to the fact that FHJ puts great emphasis on the didactical and pedagogical quality of the programme's lectures, for example through mandatory training programmes on teaching skills, Didactics Days or the Teaching Award. This contributes to the panel's findings regarding the didactical concept (see chapter 3.3). The same applies to the practical business experience of the faculty. From the interviews with lecturers on-site and the CVs provided by FHJ, the panel formed the view that the faculty members have above-average business experience and successfully use them in their teaching activities, that clearly have impacts on the integration of theory and practice (chapter 3,1), and the student's employability (chapter 3.6).

The regular meetings of the faculty guarantee that the members cooperate with each other and that the programme runs smoothly. The faculty members might cooperate even more in cooperative projects together in order to enhance the internal cooperation. The students are fully content with the support they receive. On-site the panel received the impression that all faculty members are very dedicated. Moreover, the lecturers are available at a suitable time and outside the specified office hours as well. Therefore, the panel assesses the student support as worthy of note.

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

4.2 Programme management

According to FHJ, the main responsibilities of the head of study programme are:

- Admission of students
- Curriculum development

- Quality assurance in teaching (measures to be derived based on student and faculty feedback)
- Student counselling
- Internationalisation
- Selection of lecturers
- HR management and HR development
- Budgeting
- Teaching
- PR and Marketing
- Research and Development projects

The initiatives in further developing the programme include regular meetings and communication involving faculty, students and administrative staff.

According to FHJ, the administrative support is available to the students and faculty members for 40 hours per week. According to FHJ, the administrative support achieves a high level of service orientation by quick handling of requests and friendly assistance. Moreover, the faculty members and students are supported by the students' management system "aCTIons". It provides the administrative software needed to keep track of applicants, active students, courses, examinations, evaluations etc. Furthermore, the system also provides important documentation such as semester reports, degree certificates, transcript of records and examination protocols. According to FHJ, the administrative staff is offered the measures for further qualification from the "Hochschuldidaktisches Weiterbildungszentrum" as well.

Appraisal:

During the interviews with the programme management on-site, the panel was convinced that the programme director not only coordinates the activities of everyone involved and ensures that the programme runs smoothly, but successfully takes initiatives to promote the systematic development of the programme. The administrative support for students and faculty members is sufficiently available as well. In the further development of the Department, FHJ could expand the administrative support for students in a quantitative manner. By means of "aCTIon", the students are supported by electronic service support that supplements the personal one-to-one counselling. On-site, the administrative staff members confirmed that FHJ offers them opportunities for continuous professional development as described above. Overall, there is no doubt that the administrative staff act as service provider for students and faculty.

		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

The Department of Management (and therefore the study programme at hand) considers international activities of major importance. Therefore, mobility options are integrated in the programme. 96 of the overall 233 university partnerships are with the institutes of the Department of Management. Moreover, the Department of Management is very active in a great variety of international projects in diverse areas such as empirical capital market

research or workplace health management. The Department of Management is also a member of diverse international and national educational and research networks, including for example its Partnership in the Global Entrepreneurship Monitor or its partnership in the PILA Network (Intellectual Property Research Network of Universities, in particular Latin America). Lastly, the Department of Management has a high number of incoming adjunct faculty from abroad to make students aware of international aspects. The institute of International Industrial Management cooperates with international academic institutions and networks in order to foster internationalisation at home in the form of an international curriculum with international guest lecturers. Moreover, the institute is an active member of two international networks (Euclides Network and PRIME Networking Association). In addition, FHJ offers the possibility for the programme's students to accomplish a double degree at the University of Udine, Italy. The agreement is mainly based on the mutual recognition of a fixed number of credits as well as the mutual supervision of the Master thesis.

In terms of cooperation with business enterprises and other organisations, the Department of International Management is strongly connected with stakeholders in the region and at international level. On a regional level, the institute cooperates with key institutions in the area of logistics and supply chain management as well as international management through activities such as industry and subject-oriented networks with associations. Analogous to educational partnerships, industry partnerships presently operate mainly at institute level. Each institute maintains a very large number of partnerships that range from internship providers, cooperation partners for student projects and Research & Development Partners.

Appraisal:

FHJ nurtures cooperation with other HEIs and provides a corresponding cooperation agreement for the Double Degree. By means of various international projects with other HEIs, and by providing mobility options for students and faculty, these agreements have a clear impact on the programme and therefore on the student's competencies and skills.

In terms of cooperations with business enterprises, FHJ not only documents the agreements forming the basis of the cooperations, but actively promotes these cooperation by means of cooperations in projects, etc. On-site, the panel took the chance to conduct interviews with business partner representatives. These interviews confirmed the business partners' above-average impact and closeness to the Department of Management and its study programmes so the panel is convinced that the cooperation with business enterprises significantly contribute to the student's development of qualifications and skills.

		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

According to FHJ, each lecture hall and seminar room is equipped with a desktop computer and monitor. In order to support multimedia content, the PCs are connected with an external sound system (amplifiers and loudspeakers) and a projector. Prepared cables enable lecturers to connect their own notebooks to the projector and/or sound systems. Additionally, the monitors in the lecture halls support touch control and are prepared for the usage of a desktop document camera in order to present pictures and small objects on the projector. Two Laboratories are usable around the clock for all students, only the student's key card is necessary for entry. Additionally, a printer is installed in each laboratory. Students are also able to use their own devices and are supported by wireless LAN-Network access, regardless of the kind of device, time and location. Free power sockets and guidelines how to configure the access to WLAN facilitate the usage. All seminar rooms are accessible with an elevator.

At FHJ in Graz, there is a library that services all degree programmes that are located in Graz (as is the study programme at hand). Its opening hours are from Monday to Friday from 09:00 am to 08:00 pm, and Saturday from 08:30 am to 1:30 pm. The electronic resources are – as far as licensed – unlocked throughout the campus and accessible outside the campus via login. These are licensed databases (Emerald, SpringerLink, BSE, WISO, ScienceDirect, RDB, OECDilibrary, Statista), and 2,245 e-journals. The selection of the literature is made by the degree programmes on the basis of the current teaching requirements. The available literature is listed in the Online Catalogue within the Austrian library association, the database information system and the electronic journal library. In addition, there is a library in Kapfenberg as well with respective print and online literature and database access.

Appraisal:

During a round tour through the FHJ building, including the library, in Graz, the panel was convinced of the quantity, quality, media and IT facilities of the teaching rooms, which clearly meet the standards required for the programme and also meet the descriptions above. Through the elevator, all rooms are accessible barrier-free. FHJ also offers free W-LAN. In terms of access to the relevant literature, the panel formed the view that FHJ's library is well equipped, up to date and contains the relevant literature in print as well as in digital form. Moreover, the library is accessible during most of the time and the students have access to the databases from outside the campus, too. The panel appreciates that qualified library staff is there in order to support the students. Overall, the panel was convinced of the above-average library support for students.

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

4.4 Additional services

In terms of career counselling and placement service, FHJ states that the Master programme provides students with professional training in how to successfully apply for a job in extra-curricular activities, giving students a preparation for their start to a career. Moreover, the careers programme prepares students for assessment centres and job interviews.

The institute's alumni club proactively engages in a network of alumni, students, faculty members and corporate partners. This network facilitates mutual access to projects, internship placements and jobs. The focus is on professional and private networking among members, who have successfully connected in various different sectors across the globe. The alumni club's statement of intent include organising keynote speeches, excursions, activities and projects with fellow alumni and students, and mutual exchange of information. The organisation consists of about 500 members/350 graduates.

Appraisal:

Through professional trainings in extra-curricular activities, FHJ offers career counselling to its students in order to promote their employability. According to the panel, FHJ provides sufficient resources. The institute has an alumni club as well that clearly aims at developing an alumni network. The panel appreciates that the club's statement of intent included various activities, such as excursions or keynote speeches. In order to further enhance these additional services even more, FHJ could plan and offer career counselling and alumni activities regularly on a long-term basis and actively promote these activities more, for example through respective marketing activities.

		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)

FHJ provided several tables on financial figures in order to explain the financing of the study programme.

Appraisal:

The panel is convinced that the programme is funded for the entire accreditation period and beyond, so that students will definitely be able to finish 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

According to FHJ, the Department for Quality Development and Management (QEM) acts as an interface between quality management of academic and operational areas and thus covers the rather heterogeneous areas of science and administration. It also deals with issues and problems related to teaching processes and all aspects of evaluation. Moreover, FHJ appointed a Quality Officer and a Deputy Quality Officer. They were given the professional training enabling them to support the Working Group on Quality in the development of a management system and to ensure the flow of information back to the various degree programmes and departments. In the period from 2009 to 2011, the basis for a process-oriented system aligned to FH Joanneum's strategic goals was established in cooperation with the university's departments and degree programmes (including process map, process definitions, pillar model of the core competencies, mapping of the main processes etc.).

The quality system consists of a general system description, a description of various evaluation tools and a description of processes and routines, which will ensure the quality of the qualifications. Roles, responsibilities and contributions are highlighted and procedures for documentation, analysis, assessment and reporting of quality are included in the system as well. Responsibility for quality work is located at all levels of the university. The aim of analysis, assessment and reporting regarding the quality of education is to find any causes for failures in quality, to identify good quality and to provide a good basis for taking decisions, which are significant for the university's future development.

Furthermore, FHJ measures the content-related and didactical quality of the curricula periodically by means of the evaluation of the quality of teaching. Students evaluate the quality of teaching by filling in questionnaires at the end of each semester electronically. The workload is part of the questionnaire, too. Then, the aggregated data are forwarded to the lecturers. In addition to the standard course evaluations, regular feedback rounds are held every semester. Students may invoice their individual feedback and concerns as required.

The lecturers of the degree programme regularly give feedback on their courses, academic work, projects etc. in the course of the weekly institute meetings. Once a year, a coordination workshop with all lecturers and teaching staff of the Institute takes place. The focus of this event is on feedback and new information on the degree programmes, and the coordination within modules in order to avoid overlaps.

In terms of external evaluations, by 2007, FHJ set up a Teaching Board, which consists of the Rector as a chair, the Vice-Rector as vice-chair, and 16 elected members: 6 heads of degree programmes, 6 representatives of the teaching and research staff and 4 student representatives. The Teaching Board meets at least four times per academic year in plenary sessions and has established committees to deal with academic matters, such as examination rules and teaching evaluations. Furthermore, there are various different means of external evaluation by alumni, employers and other third parties:

- Feedback from development team members (industry, other HEIs, alumni) as part of the national re-accreditation process. The results are incorporated into the programme's design.
- Demand and acceptance analyses within regular re-accreditation processes.
- Feedback from companies involved in practical trainings and internships (in the form of a written questionnaire). The results are analysed and stored in database for future planning).
- Individual feedback from alumni.

The programme is described in detail on FH Joanneum's website, folders, and study guides. Moreover, FH Joanneum has brochures on the individual study programmes and the Master

programme at hand has its own Facebook page that features reports on current affairs, events of student life etc. Information events such as the open day “Student for a Day” or info evenings are of great importance, too. The programme regularly advertises in the local press and media in order to maintain a public presence. This is important in order to attract interest from companies and potential students/applicants. Apart from the classic advertisements and publication of events, FHJ publishes students and alumni portraits as well as an annual report.

Appraisal:

The panel is convinced that FHJ has a functioning quality assurance system implemented that is able to systematically monitor and develop the programme with respect to its contents, processes and outcomes. The system includes process descriptions and clear responsibilities that the panel found to be reasonable in order to guarantee quality enhancement. The panel recommends, however, that FHJ could integrate students even more into the quality processes.

FHJ also takes into account evaluation findings on workload, success rate (see also statistical data in chapter 0) and graduate employment (see also chapter 1.1). By means of the Teaching Board, faculty members and students are included adequately in the processes. An evaluation by students regarding the quality of teaching takes place at the end of every semester. On-site, the panel learnt that the students get to know the evaluation results by student spokespersons. There also is an evaluation by the faculty through weekly meetings and an annual workshop that the panel finds sufficient in order to have quality control by the faculty, too. The result are communicated to the lecturers during these meetings. External evaluations take place adequately by means of feedback from industry partners, alumni, and accreditation procedures. In order to enhance the instruments of quality assurance even further, FHJ might translate the evaluation results into a published list of measures, which should be implemented, reviewed, adapted and documented systematically and regularly.

Worthy of note is the programme description that, according to the panel, is above average. FHJ has documented and published the study programme’s content, curriculum and examination scheme suitably by means of its very detailed and up to date website as well as through detailed brochures, folders and study guides. The information is available both in print and digital form. FHJ also provides an annual report that contains detailed information.

	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: FH Joanneum, Graz

Master programme: International Industrial Management (DI)

		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)				condition	
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)				condition	

	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			