

Assessment Report

Higher Education Institution (HEI):

University of Economics, Prague

Master programme:

Business Administration

Qualification awarded on completion:

Master of Business Administration (MBA)

Brief description of the study programme:

The programme provides managers with theoretical and practical knowledge and skills they need for their personal and professional development in their job or their own business. This includes understanding of corporate economic concepts and tools of strategic corporate management through financial, economic, marketing, legal and information-technology management in the international (European) market environment. Furthermore, the University wants to introduce the students to the basic management theories and methods of effective management and the current scientific foundation, which should help them to deal with problems they may encounter during their work as managers.

Date of opening of the procedure:

December 14th, 2012

Date of filing the self-documentation:

August 16th, 2013

Date of the site visit:

November 26th/27th, 2013

Type of accreditation:

Re-accreditation

Type of Programme:

further education

Intended length of programme:

5 semesters

Mode of study:

part-time

Initial Start of the programme:

winter semester 2009/10

Student intake:

10 -15

Programme cycle starts in:

winter semester

Speed (planned number of parallel years):

One

Number of ECTS point assigned to programme:

90

Hours (workload) per ECTS point:

25

For re-accreditation:

Statistical data is to be found on page 7

Date of the Meeting of FIBAA-Accreditation Commission:

March 20th/21st, 2014

Resolution:

The re-accreditation of the programme is under four conditions and is valid for seven years.

Duration of Accreditation / retention period:

March 21st, 2014 until the end of winter semester 2020/21

Conditions:

1. In the diploma supplement a relative grading has to be implemented.
2. Clear, transparent and reliable rules of
 - credit transfer from other programmes in conformity with the Lisbon Convention and
 - an entitlement to compensation for disabled students in terms of time and form of examinationsare to be implemented in the examination regulations (see chapter 3.1).
3. The questionnaire for course evaluation has to provide a question whether the actual workload of the whole course corresponds with, is lower or higher than the estimated workload (see chapter 3.1).
4. The uniform compliance with the scientific standards in the study programme has to be secured. To fulfill the condition the HEI could review the document "How Do I Successfully Write a Paper (Term Paper, Business Paper, Master Thesis)?" and describe its implementation in the programme (see chapter 3.2).

**The conditions are fulfilled.
FIBAA-Accreditation-Commission at January 29th, 2015.**

Project Manager:

Ass. jur. Lars Weber

Panel members:**Prof. Dr. Albert Löhr**

International Institute Zittau (TU Dresden)
Rector

Prof. Dr. Robert Pichler

University of Applied Sciences Vienna
Institute for Financial Management
Head of Programme MBA

Dr. Hermann Klinger

Educational Engineering, Esslingen

Nadja Kolibacz

Berlin School of Economics and Law
Student of International Business Management (B.A.)

Summary

The panel's assessment takes into account the self-assessment, the results of the on-site visit and the statement of the HEI to the assessment report dated March 5th, 2014.

The MBA programme Business Administration of the University of Economics, Prague fulfils with five exceptions the FIBAA quality requirements for Master programmes. These include also the fulfilment of the European MBA-Guidelines. The programme can be re-accredited by the Foundation for International Business Administration Accreditation (FIBAA) under four conditions. It is in accordance with the European Qualifications Framework in their applicable version valid at the time of opening of the procedure. It has a modular structure, has been assigned ECTS points and leads to the academic degree of 'Master of Business Administration'. The degree is awarded by the higher education institution.

The panel members identify need for action regarding the modularisation, the examination regulations, the student workload and the methodological competence. Therefore they recommend the accreditation on condition of meeting the following requirements:

1. In the diploma supplement a relative grading has to be implemented.
2. Clear, transparent and reliable rules of
 - credit transfer from other programmes in conformity with the Lisbon Convention and
 - an entitlement to compensation for disabled students in terms of time and form of examinationsare to be implemented in the examination regulations (see chapter 3.1).
3. The questionnaire for course evaluation has to provide a question whether the actual workload of the whole course corresponds with, is lower or higher than the estimated workload (see chapter 3.1).
4. The uniform compliance with the scientific standards in the study programme has to be secured. To fulfill the condition the HEI could review the document "How Do I Successfully Write a Paper (Term Paper, Business Paper, Master Thesis)?" and describe its implementation in the programme (see chapter 3.2).

Proof of meeting these requirements is to be supplied by December 21st, 2014.

The further not fulfilled quality requirements (Internationality of Students Community, see chapter 3.3 and Advisory Body, see chapter 4.2) are not asterisk criteria, so that further conditions are not necessary and the measures the HEI takes to solve the identified problems are to be considered in the context of the re-accreditation.

The panel members furthermore identify development potential for the programme as follows:

- The promotion strategy of the programme should be reviewed (see chapter 1.2),
- The course "Project Management" should be renamed (see chapter 3.2) and
- The documentation of the continuous monitoring of the quality of the programme content and the outcomes should be improved (see chapter 5).

The measures the HEI eventually takes in order to implement the recommendations of the panel members are to be considered in the context of the re-accreditation.

Furthermore a set of criteria exists, which exceed the quality requirements:

- Admission Requirements (chapter 2),
- Selection Procedure (chapter 2),
- Ensuring Foreign Language Competence (chapter 2),
- Transparency of Admission Decision (chapter 2),

- Integration of Theory and Practice (see chapter 3.2),
- Skills of Employment / Employability (see chapter 3.6) and
- Quantity, Quality and Media and IT Facilities of Teaching Rooms (see chapter 4.4).

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

Institutions Details

The University of Economics in Prague (Vysoká škola ekonomická, VŠE) was founded in 1953. It is the largest university in the field of economics, business and information technologies in the Czech Republic. At the University there are currently studying approximately 20,000 students at six faculties:

- Faculty of Finance and Accounting,
- Faculty of International Relations,
- Faculty of Business Administration,
- Faculty of Informatics and Statistics,
- Faculty of Economics and
- Faculty of Management.

VŠE provides a wide range of economics and other degree programmes at the bachelor's, master's and doctoral level. The International School of Business and Management (ISBM) is a special institute at the Faculty of Business Administration for the purpose of further education.

The ISBM has the mission to educate future professionals and managers that are able to successfully manage businesses or non-profit organisations in a global environment. Besides, the Master programme "Business Administration" the ISBM offers, among others, a certified two-semester training programme for participants from business practice and special management courses or industry-specific seminars for businesses, non-profit and public institutions.

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

The study programme is offered by the HEI since 2009 and was accredited in the same year by FIBAA for five years under two conditions. The quality of accompanying course materials had to be proved and the quality assurance and development of programme content, processes and outcomes had to be demonstrated. Both conditions were fulfilled within the prescribed time.

The University took among others the following measures to develop the programme:

- Because of a lack of demand specialisation options will not be offered anymore. The module "Entrepreneurship and Business" is now compulsory.
- Internationality of students was improved by one student from Slovakia and two students from the former Soviet republics.
- The University started to cooperate with WOIS Innovation Institute, Coburg in teaching the module "Information Management". Also ISBM agreed on mutual support in MBA programmes and student and teachers exchange with ZHAW University, Zurich and University of Liechtenstein.
- Practitioners have been integrated more strongly in teaching the modules of the programme.
- In 2013 ISBM became member of CMBAS (Czech Association of MBA Schools in the Czech Republic). Based on the evaluation process of this institution ISBM became a full member of the Institute, which aims to monitor and promote European quality MBA programmes in the Czech Republic.

The following table shows statistical data of the MBA programme:

| Year | Applied | Accepted | Interrupted | Finished | Grade | Nationality | Length of study |
|------|---------|----------|-------------|----------|-------|-------------|-----------------|
| 2009 | 19 | 10 | 2 | 6 | 2 | CZ, RU | 3-3,5 |
| 2010 | | | | | | | |
| 2011 | 30 | 12/8 | 8 | | | CZ, SK | 2,5 |
| 2012 | 15 | 5 | 1 | 4 | | | |
| 2013 | 20 | 8 | 0 | 2 | | CZ,RU | |

Regarding the low enrolment numbers in the last few years the HEI points out that the financial crisis negatively affected not only the Czech industry but also the education sector. Even students that are interested in studying an MBA programme often are no longer supported by their companies.

Appraisal

The panel considers the development of the programme as reasonable. The difficult economic situation of many companies in the Czech Republic in the last few years is reflected in the low enrolment numbers. Further information on the promotion strategy of the programme is provided in chapter 1.2. The panel appreciates the new cooperation with foreign HEI and the participation of the programme management in the Czech association of MBA schools. Because of the lack of student's interest in most of the specialisation options the panel assesses the decision to offer the module "Entrepreneurship and Business" as a mandatory module as reasonable.

Description and appraisal in Detail

1. Strategy and Objectives

1.1 Logic and transparency of programme objectives (Asterisk Criterion)

Aim of the programme is to provide managers with theoretical and practical knowledge and skills they need for their personal and professional development in their job or their own business. Basic objectives of the programme are:

- understanding of corporate economic concepts and tools of strategic corporate management (or any other institution with personnel) through financial, economic, marketing, legal and information-technology management in the international (European) market environment.
- recognition (knowledge) and the ability to use (skills) basic and special management systems in the human, financial, planning and strategic management.
- arrangement of basic management theories and methods of effective management, as well as the reflection ability of management style and decision-making in the development of full management skills with consideration of ethical aspects.
- analysis of basic business methods in order to develop business ideas and entrepreneurship.

Furthermore, the University wants to introduce students to the current scientific basis, which should help them to deal with problems they may encounter during their work as managers.

The University monitors the further development its graduates through evaluations after finishing the programme and regular communication and invitations to school events or informal meetings.

Appraisal:

The objectives of the programme are explained in an intelligible manner and set out consistently in relation to the occupational area of management. They are based on subject-specific and generic learning outcomes which are in line with the academic state of the art and the level of the qualification to be awarded on completion.

The panel also comes to the conclusion that the areas empowerment, employability, academic ability and personality/personal development are taken into account by the objectives of the programme.

The University analyses the findings of alumni tracking studies. The findings of the studies are considered within the developing process of the programme.

| Quality Ratings | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | not relevant |
|-----------------|--|-------------|------------------------------|----------------------------|------------------------------------|--------------|
| 1. | STRATEGY AND OBJECTIVES | | | | | |
| 1.1* | Logic and Transparency of Programme Objectives | | | X | | |

1.2 Positioning of the programme

International management MBA programmes are known and offered by many schools and private educational institutions in the Czech Republic. The quality and trends in MBA education programmes in the Czech Republic are regularly discussed on a professional level in the daily and professional press due to the fact that the quality varies a lot. As the University states, this is caused by the fact that an MBA title is not included in the Higher Education Act of the Czech Republic. Legally, therefore, there are no quality standards and criteria of teaching an MBA programme in the Czech Republic (length, assumptions, language, level of education, examinations, etc.).

Regarding the positioning of the programme ISBM refers to the state of VŠE. The University of Economics in Prague is one of the leading and largest HEI in the Czech Republic. VŠE is included in the Financial Times and has been rated in the project Eduniversal Ranking as one of the best (2nd place) "business school" in Central and Eastern Europe. The Faculty of Business Administration pursues its position as a leading research institute in the field of management and economics. The MBA programme by ISBM claims the same high quality standards and refers its attractiveness to it.

The promotion of the programme is rather difficult due to various low-quality MBA programmes. The HEI clarifies that these programmes use all kinds of sales promotion measures and are omnipresent in the higher education market, particularly in the area of MBA programs. ISBM does not seek comparison with these programmes. The promotion strategy relies on the high awareness level of VŠE and its public relation; the programme uses the internet appearance as the prime communication tool.

In the strategy of the VŠE the ISBM complements, extends and updates the study and educational programmes so that graduates get best starting positions in the labour market, while business and society can benefit from their professional and scientific potential. Regarding its mission, the MBA programme prepares skilled workers for middle and senior management positions in economics, business, marketing, personnel and other departments of business and non-profit organisations and public institutions and government.

The placement of the graduates on the job market is determined by the fact that all students already work in good positions. The main objective of the programme is to increase the chances its students to take the next step in their already started careers.

Strengths of the programme include:

- the development of academic life,
- linking professional education with personal development of future managers,
- offering students insights into "best practices" of successful companies operating in the Czech Republic and in Central Europe.

Furthermore, the MBA programme represents the openness of VŠE regarding internationalisation, mobility of students and teachers, co-operation with practice and lifelong learning.

Appraisal:

The panel was put into the picture about the difficult situation of MBA programmes in the Czech Republic. The HEI analysed its competition in the MBA market and explained the situation of the ISBM programme in an intelligible manner. The panel came to the conclusion that the programme can compete on the educational market because of ISBMs self-imposed quality standards. These standards appear as the reason why students choose to study the MBA programme of ISBM. This was confirmed by both students and alumni during an interview on-site. With regard to the low numbers of students and alumni (see chapter "Further

development of the programme”) the panel recommends to review the promotion strategy to ensure that the number of applicants and students is always high enough to safeguard program cost recovery of the current and the start of the next cohort.

Regarding the placement of the graduates on the job market the panel agrees with the HEI that the students increase their attractiveness to employers through studying the programme. By reference to a list of the graduates and their actual positions in companies and organisations the panel acknowledges the programs good positioning as warranted.

The way in which the programme is incorporated into the HEI’s overall strategy is described on the basis of the profile and competence goals of the programme. The connection of theory and practice in the programme corresponds to the aim of ISBM. The classical MBA programme enriches the portfolio of the University of Economics without question.

| Quality Ratings | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | not relevant |
|-----------------|---|-------------|------------------------------|----------------------------|------------------------------------|--------------|
| 1. | STRATEGY AND OBJECTIVES | | | | | |
| 1.2 | Positioning of Programme | | | | | |
| 1.2.1 | Positioning of the Programme on Education Market | | | X | | |
| 1.2.2 | Positioning of the Programme on Job Market (Employability of Graduates) | | | X | | |
| 1.2.3 | Positioning within HEI's overall Strategy | | | X | | |

1.3 International orientation of the programme (Asterisk Criterion)

According to the HEI the MBA programme is an explicitly internationally orientated programme. Internationalisation of the programme is shown by several factors:

- an international scope of teaching, monitoring international trends in various fields,
- the selection of international literature and case studies (Harvard Business School),
- an international group of lecturers (Czech, German, Swiss),
- organised international tours to selected enterprises,
- English language training and
- the opportunity to complete a selected module at a partner school abroad (e.g., ZHAW Zurich, WOIS Innovation Institute Coburg or Institute for Financial Service at the University of Liechtenstein).

Appraisal:

The programme objectives and strategy are geared to ensuring internationality in teaching and graduate employability. This can be seen in international components of certain modules, the international orientation of the teaching staff, the options to gain experience abroad and modules taught in English.

| Quality Ratings | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | not relevant |
|-----------------|--|-------------|------------------------------|----------------------------|------------------------------------|--------------|
| 1.3* | International Dimension of the Programme | | | X | | |

1.4 Gender equality and equality of opportunity

The Faculty of Business Administration as a part of the University has committed itself to the fulfilment of the "Principle of the responsibility of management of educational organisations". This document is an obligation that must be fulfilled by all faculty members (that includes academic staff and students) and is beyond the scope of current legislation, values, principles and desirable behaviours in the implementation of all (internal and external) activities of faculty:

Equal opportunities and the right for privacy:

- The Faculty provides equal educational and employment opportunities to all its students, teachers and other employees in accordance with their classification, regardless of their nationality, race, sexual orientation, religion or cultural differences, giving them the space to ensure that they can equally study or work at the university.
- The faculty is protecting privacy and personal data of its members and does not provide confidential information without their permission.

Openness:

- The Faculty considers the educational, scientific and other work by the faculty as an integral contribution to the development of human knowledge and culture, defending the freedom of thought, research, exchanging ideas and information.
- The Faculty does not prevent dialogues and discussions between teachers, students, the business community, government, media other stakeholders on critical issues related to their output, but also on global sustainable development (if it can offer qualified opinion); their activity supports the sustainable development of the society and is ready to forge meaningful partnerships with external entities.

Objectivity:

- All activities of the faculty must be in adherence with the principles of objectivity, fairness and impartiality, for this purpose shall be used in legislative, where there are clear pre-given criteria for decision-making and evaluation, which must be then consistently applied.

Transparency:

- In all cases (unless restricted by legislation, such as the protection of personal data), relevant information should be presented on the activities of the faculty and its key decisions; for this purpose faculty uses its information sources (ISIS, faculty web, webs of each departments).

Shared values:

- To strengthen activities that are adding benefits to faculty as well as creating value for society.

Appraisal:

The panel members came to the conclusion that gender equality and the implementation of general bans on discrimination are promoted by the Faculty. The aim of the principle is to create a learning and working environment that ensures equal opportunities for all students and employees of the Faculty. Within the principle one finds formulated social and ethical values regarding relations to fellow students, faculty and staff as well as compliance with established policies and procedures of the institution.

| Quality Ratings | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | not relevant |
|-----------------|---|-------------|------------------------------|----------------------------|------------------------------------|--------------|
| 1.4 | Gender equality and equality of opportunity | | | X | | |

2. ADMISSION (ADMISSION PROCESS AND PROCEDURE)

Prerequisites for admission to the MBA programme are:

- university degree (at least Bachelor), supported by a certified copy of a diploma, a certificate of the results of examinations, and thesis defence,
- at least two years of working experience after graduation, proof of employment,
- proof of English language knowledge, at least B2 (TOEFL, GMAT or other comparable test),
- two recommendations (e.g. employer, university professor) and
- a written application (electronic), a cover letter and a CV.

After the verification of the above mentioned documents and in case that all documents are accepted, the applicant is invited to an interview with the admission committee. The committee has set precise criteria for the final decision about acceptance or rejection. In the oral interview the applicant should show the:

- ability to explain their reasons and motivations for studying the MBA programme,
- ability to present and evaluate their existing managerial career or self-employment experience,
- ability to explain and justify their personal study plan offered by modules,
- ability to explain how they plan to transfer the obtained skills and knowledge in their job and
- ability to explain their personal expectations and possibilities after graduating from the MBA programme.

Members of the admission committee evaluate the mutually agreed percentage point and evaluate candidates according to the documents, written and oral expression. Because the actual GMAT exam already measures verbal, mathematical and analytical thinking and writing skills of the students, the interview of applicants who have taken the GMAT is weighted lower than for applicants who took the TOEFL exam:

| Criterion | Value | Points |
|---|--------------|------------|
| Working experience | 10% | 10 |
| Cover letter | 10% | 10 |
| Recommendation | 10% | 10 |
| Study results | 10% | 10 |
| GMAT score / TOEFL score | 30% / 15% | 30 / 15 |
| Interview (GMAT) / Interview (TOEFL) | 30% / 45% | 30 / 45 |
| Total | 100% | 100 |

The result of the GMAT must be at least 680 points. The result at TOEFL must be at least 550 points (paper based), 213 points (computer based) or 79 points (Internet based). The scores must not be older than three years. If the candidate has passed such examination, ISBM in cooperation with the Department of Foreign Languages, Faculty of International Relations, has prepared its own test on a comparable level. The test consists of three parts - listening, grammar and content and takes 1 hour.

Regarding the professional experience the evaluation awards one point per additional year. Since the maximum score is 10, eight additional years can be included as part of the evalua-

tion. In case that the number of applicants exceeds maximum admission, applicants' scores and their ranking determine the admission to the programme.

The conditions of admission are declared in the Examination Rules of the programme and published at the University's website. In case of refusals of applicants the committee's decision is communicated in writing and contains detailed information about the results of the admission process (achieved points in the different criteria).

Appraisal:

The admission requirements are well defined and transparent. By enrolling students with the best score regarding the determined criteria, the admission requirements ensure that qualified students are admitted. The required professional experience of two years is adequate for an MBA programme. Furthermore the University awards work experience of more than two years with higher scores for the admission decision. Standardised language tests with the requirement of a minimum score (differing per exam) ensure that the students enrolled are able to actively participate in the classes with English as the target language. The selection procedure contains an interview which covers prescribed abilities that the applicants need to show. The criteria with particular weightage allows the applicants to clearly show their strengths. It also enables the admission committee to compare the applicants and to select the most promising students. Overall the admission requirements are in line with the strategic programme objectives and documented for and accessible to internal and external communities. The admission decision is based on transparent criteria and is communicated in writing. In addition, the admission decision contains detailed information regarding the results of the admission procedure. Altogether the panel considers the admission requirements and procedures as above-average.

| Quality Ratings | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | not relevant |
|-----------------|---|-------------|------------------------------|----------------------------|------------------------------------|--------------|
| 2. | ADMISSION (REQUIREMENTS AND PROCEDURE) AND OBJECTIVES | | | | | |
| 2.1* | Admission Requirements | | X | | | |
| 2.2 | Selection Procedure (if available) | | X | | | |
| 2.3 | Professional Experience (* for Master Programmes of the "further Education" Type) | | | X | | |
| 2.4* | Ensuring Foreign Language Competence | | X | | | |
| 2.5* | Transparency of Admission Procedure | | | X | | |
| 2.6* | Transparency of Admission Decision | | X | | | |

3. Implementation

3.1 Structure

The MBA programme provides a five semester part-time education with a total of 90 ECTS-Points. The semesters carry credit point loads of 14, 22, 16 and 20 ECTS-Points respectively. The Master Thesis is written in the fifth semester during four months and comprehends 18

ECTS-Points. Each credit is based on a notional 25 hours of student study time. Most modules have 6 ECTS. Exceptions include two modules (8 and 4 ECTS), a term paper (4 ECTS) and a business project (8 ECTS)..

All ten modules are compulsory. A zero-credit bearing language conversation course is voluntary. All courses last one semester.

Module assessments include written tests (60, 90 or 120 minutes), seminar papers, project papers, case studies or presentations. Six modules are concluded by a cross-module examination. Four modules are completed with a mix of two different exam forms (e.g. written test and seminar paper) to assess different competencies.

The faculty and ISBM have been operating for several years in the context of European integration (Bologna Agreement) on the basis of ECTS-Points. The faculty itself is also a holder of the "ECTS Label" and the "Diploma Supplement Label" of the European Commission to confirm that it correctly implements the system in their workplaces. Due to the integration of ECTS-Points, the MBA programme offers also international comparison and compatibility, if someone decides to study a module at a partner school abroad, or someone from abroad at ISBM in Prague.

At the site visit the HEI presented two documents for each module. One document ("Conditions for completing module X [number and name of the module]") contained information among others about the courses of the module, the time schedule, the examination and the evaluation criteria. A second document ("List of course contents [number and name of the module]") contained information about the aim of the module, the content of the included courses and recommendations of literature. The number of ECTS-points of each module was shown in the curriculum. The names of lecturers of the modules were published in the programme description on the website of the MBA programme. With the statement of VŠE the University presented revised module descriptions. These module descriptions contain all above mentioned information of the modules.

Requirements for the duration and structure, admission requirements and -procedure, the master thesis as well as assessment system in general are described in the Examination Regulations of ISBM for the MBA programme. ISBM claims that the institute is ready to prepare special individual study and examination plans for disabled students.

ISBM claims that the programme is designed in a way that students can successful complete their studies besides working full-time. The amount of student's workload throughout the programme fluctuates between 12 to 24 hours a week. The study workload includes all kinds of classroom and extracurricular (independent) activities. The following measures support the students in mastering the workload requiremens:

- Lectures are scheduled on Fridays and Saturdays twice a month so that the students have always two weeks to repeat previous lectures and to prepare for the next one using given instruction or literature.
- In case of absence from a module or permitted partial absence, the module can be repeated or done by self-study or in collaboration with the instructor.
- Examinations takes place in regular intervals so that the students have time to prepare.
- In order to prepare for tests or seminar works, students have access to the seminar notes, printed materials, recommended literature and the possibility of personal counselling with the instructor.
- In case of unsuccessful completion of a module, students have the opportunity to re-take the test twice. Test results are announced immediately after evaluation and explained. Students can complain about their results.

- All courses are evaluated regularly to obtain feedback about the quality of the teaching and to recognise and overcome possible difficulties for students in the programme.

ISBM points out that the admission requirements (e.g. personal interview, two recommendations from professors or employers) guarantee the enrolment of students who are highly motivated and can handle the double pressure of working and studying at the same time.

Appraisal:

The structure of the programme with its compulsory modules helps the students to acquire the skills related to the objectives of the MBA programme. ECTS elements, especially the principle of modularisation and the ECTS-System have been implemented in the programme. The two documents for each module contain much information for the students. Additional documents were handed over to the panel with more detailed information, like the composition of the workload during contact and self-study time.

The exemplary diploma supplement that was presented to the panel does not contain a relative grading and therefore does not comply with the ECTS. The panel recommends the accreditation under the **condition** that in the diploma supplement a relative grading has to be implemented.

The module descriptions that have been presented with the statement of VŠE contain all necessary information for students. The panel points out that VŠE now has to ensure that students receive the Czech versions of the revised module descriptions.

Regarding the module examination the majority of modules conclude with a cross-module examination. Exceptions from that rule are explained by the HEI with testing different competencies.

Examination regulations exist and regulate the structural requirements for the programme. Regarding the module examination in the programme the panel misses reliable rules for an entitlement to compensation for disabilities for disabled students in terms of time and form of the exams.

The option of study periods at other HEIs basically without any loss of time is envisaged in relation to the mode of study, mainly via cooperation with other HEI. However, the process as well as criteria of credit transfer from programmes offered by the same or another institution, as laid down in the Lisbon Convention, was not made sufficiently clear to the reviewers. With respect to the Lisbon Convention, which was ratified by the Czech Republic in December 2000, rules for the recognition of credits achieved at other higher education institutions or externally achieved credits have to be laid down within the study programme concept. Consequently, the panel advises the accreditation under the **condition** that the HEI implements

- reliable and adequate rules of credit transfer from other programmes in conformity with the Lisbon Convention within the study regulations and
- reliable rules of an entitlement to compensation for disabilities for disabled students in terms of time and form of examinations.

During the second semester the students have the highest weekly workload of 24 hours besides their fulltime work commitments. In the other semesters the workload is lower. Students and alumni who were interviewed during the site visit confirmed the workload as manageable throughout the whole programme. The same applies to the organisation of exams in the programme. In addition, the well organised admission procedure contributes that the students are able to complete their studies successfully. Altogether the panel comes to the conclusion that the student workload seems feasible. Yet it appears problematic that the HEI

evaluates all courses but the question regarding the workload only considers the workload of the teaching time. The self-study time is not included. The panel recommends the accreditation under the **condition**, that the HEI provides a question in the course evaluation questionnaire that provides information about the estimated and the actual workload of the whole course (teaching time, self-study time, examination).

| Quality Ratings | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | not relevant |
|-----------------|---|-------------|------------------------------|----------------------------|------------------------------------|--------------|
| 3. | PROGRAMME DESIGN | | | | | |
| 3.1 | Structure | | | | | |
| 3.1.1 | Structure of the Programme (Core Subjects / or Specialisations (Compulsory Electives) / optional Electives/ practical Components) | | | X | | |
| 3.1.2* | Application of the "European Credit Transfer and Accumulation System (ECTS)" and the Modularisation | | | | condition | |
| 3.1.3* | Study and Examination Regulations | | | | condition | |
| 3.1.4* | Student workload | | | | condition | |

3.2 Content

The module structure is shown in the following illustration:

| Curriculum overview: ISBM/VŠE in Prague | | | | | | | | | | FIBAA | |
|--|--|---------------------------|----|----|----|----|------------------------|-----------------------|---|---|-------------------------|
| 1. Semester | | | | | | | | | | | |
| Modul Nr. | Modul | Credit Points in Semester | | | | | Workload | | Veranstaltungsform z.B. Vorlesung, Seminar | Prüfungsleistung des Moduls (Dauer in Min) sowie Prüfungsform | Gewicht für Gesamt note |
| | | 1. | 2. | 3. | 4. | 5. | Stunden Präsenzstudium | Stunden Selbststudium | | | |
| M1 | Modul 1 - Management Basics | 6 | | | | | 37,5 | 112,5 | | | 1/13 |
| M 1.1 | Studieneinheit 1 - Management Basics | 2 | | | | | 12,5 | 37,5 | V/U | Homework, Presentation, Test (60 min) | |
| M 1.2 | Studieneinheit 2 - Operations Management | 2 | | | | | 12,5 | 37,5 | S/Ü | | |
| M 1.3 | Studieneinheit 3 - Multinational Management | 2 | | | | | 12,5 | 37,5 | V/S | | |
| M2 | Modul 2 - HR Management | 8 | | | | | 50 | 150 | | | 1/13 |
| M 2.1 | Studieneinheit 1 - HR Management | 2 | | | | | 12,5 | 37,5 | S/Ü | Homework - Seminarpaper, Defence | |
| M 2.2 | Studieneinheit 2 - Management Skills | 2 | | | | | 12,5 | 37,5 | S/Ü | | |
| M 2.3 | Studieneinheit 3 - Managerial Psychology and Sociology | 2 | | | | | 12,5 | 37,5 | V/S/U | | |
| M 2.4 | Studieneinheit 4 - Intercultural Management | 2 | | | | | 12,5 | 37,5 | V/S | | |
| 2. Semester | | | | | | | | | | | |
| M3 | Modul 3 - Framework of Economics | 6 | | | | | 37,5 | 112,5 | | | 1/13 |
| M 3.1 | Studieneinheit 1 - Economics | 2 | | | | | 12,5 | 37,5 | S/Ü | Homework, Seminarpaper, Test (60 min) | |
| M 3.2 | Studieneinheit 2 - World Economy Trends | 2 | | | | | 12,5 | 37,5 | V | | |
| M 3.3 | Studieneinheit 3 - Applied Statistics | 2 | | | | | 12,5 | 37,5 | V/S | | |
| M4 | Modul 4 - Corporate Governance, Legal Framework (English) | 6 | | | | | 37,5 | 112,5 | | | 1/13 |
| M 4.1 | Studieneinheit 1 - Legal Environment | 2 | | | | | 12,5 | 37,5 | S | Test (120 min) Homework - Seminarpaper | |
| M 4.2 | Studieneinheit 2 - Corporate Governance | 2 | | | | | 12,5 | 37,5 | S | | |
| M 4.3 | Studieneinheit 3 - Business Ethics | 2 | | | | | 12,5 | 37,5 | S/Ü | | |
| M5 | Modul 5 - Marketing | 6 | | | | | 37,5 | 112,5 | | | 1/13 |
| M 5.1 | Studieneinheit 1 - Marketing Management | 4 | | | | | 25 | 75 | S/Ü | Test (120 min) | |
| M 5.2 | Studieneinheit 2 - Consumer Behavior | 2 | | | | | 12,5 | 37,5 | S | | |
| Term paper | | 4 | | | | | 5 | 95 | | Homework engl., defence | 1/13 |

| 3. Semester | | | | | | | | | | | |
|-------------------------|---|--|--|----|----|----|------|-------|-------|-------------------------------|------|
| M6 | Modul 6 - Accounting, Taxation, Auditing (English) | | | 6 | | | 37,5 | 112,5 | | 1/13 | |
| M 6.1 | Studieneinheit 1 - Financial Accounting | | | 2 | | | 12,5 | 37,5 | V/S | Test (90 min.) | |
| M 6.2 | Studieneinheit 2 - Taxation and Auditing | | | 2 | | | 12,5 | 37,5 | V/S | | |
| M 6.3 | Studieneinheit 3 - Applied Accounting for Management | | | 2 | | | 12,5 | 37,5 | S/Ü | | |
| M7 | Modul 7 - Financial Management | | | 6 | | | 37,5 | 112,5 | | 1/13 | |
| M 7.1 | Studieneinheit 1 - Managerial Finance | | | 2 | | | 12,5 | 37,5 | V/S | Case study, Test (90 min.) | |
| M 7.2 | Studieneinheit 2 - Financial Modeling in Business Practice | | | 2 | | | 12,5 | 37,5 | V/S/U | | |
| M 7.3 | Studieneinheit 3 - Finance and International Financing | | | 2 | | | 12,5 | 37,5 | V | | |
| M8 | Modul 8 - Information Management | | | 4 | | | 25 | 75 | | 1/13 | |
| M 8.1 | Studieneinheit 1 - Information Systems | | | 2 | | | 12,5 | 37,5 | S/Ü | Homework of project paper | |
| M 8.2 | Studieneinheit 2 - IT Management | | | 2 | | | 12,5 | 37,5 | V | | |
| Business Project | | | | 8 | | | 5 | 195 | | Homework engl., defence | 2/13 |
| 4. Semester | | | | | | | | | | | |
| M9 | Modul 9 - Entrepreneurship and Business | | | 6 | | | 37,5 | 112,5 | | 1/13 | |
| M 2.1 | Studieneinheit 1 - Nature of Business | | | 2 | | | 12,5 | 37,5 | V/Ü/S | Homework of Seminarpapers | |
| M 2.2 | Studieneinheit 2 - Personal Characteristics of Entrepreneurs | | | 2 | | | 12,5 | 37,5 | S | | |
| M 2.3 | Studieneinheit 3 - Founding and Growth of Company Investment | | | 2 | | | 12,5 | 37,5 | S | | |
| M10 | Modul 10 - Strategic Management | | | 6 | | | 37,5 | 112,5 | | 1/13 | |
| M 3.1 | Studieneinheit 1 - Strategic and Risk Management | | | 2 | | | 12,5 | 37,5 | S/Ü | Homework - Seminar papers | |
| M 3.2 | Studieneinheit 2 - Project Management | | | 2 | | | 12,5 | 37,5 | V | | |
| M 3.3 | Studieneinheit 3 - Change Management and Innovations Philosophy | | | 2 | | | 12,5 | 37,5 | S | Presentation | |
| 5. Semester | | | | | | | | | | | |
| K | Business English Conversation (voluntary) | | | | | | | | Ü | | |
| BA | Master-Thesis | | | | | 18 | 10 | 440 | | Homework engl., defence | 3/13 |
| Summe | | | | 14 | 22 | 16 | 20 | 18 | 395 | 1855 | |

According to ISBM the curriculum corresponds to the standard selection of economics and managerial focus at European universities. The concept of modules form a closed complex of fundamental areas in which the manager is operating and where he needs to focus.

Basic modules cover the necessary skills for effective work in the management of today's enterprises and institutions. According to the focus of their job or professional interests, students may choose other module specialisations

The final graduate degree corresponds with those of practice-oriented master's programme, which runs through lifelong management training. The programme combines insights of general and international management. Therefore the HEI considers the programme description and the qualification title "Master of Business Administration" as appropriate.

Each subject in the programme has its theoretical basis, which originates from current professional discussion, which is documented in the literature. Also, each subject has its own professional guarantor, who is responsible for its corresponding current practical applicability. Theory and practice are linked in the curriculum via the following aspects:

- practical examples during training,
- practical application in students project presentations with regard to companies and institutions in which they are currently working,
- case studies presented by each lecturer, which combine theory and practice of contemporary corporate environment,
- business papers, which are practice-oriented projects, to address specific practical tasks in the company and
- the master thesis which is the final and ultimate linking of theoretical and practical studies.

According to VŠE, interdisciplinary connections are evident in the programme and correlate with the daily management practice. Examples of these connections are:

- teaching economics and financial management is directly tied to the commercial code and the tax system,
- HR management is linked to the business strategy and the use of IT systems,

- corporate governance is linked not only to the legislation of the country, but also with its political and social stability indicators,
- accounting and taxes are bound to the value system of national accounts and business and tax legislation, economic philosophy and ethics,
- financial planning is also linked to the corporate strategy and vision,
- economic models of marketing are strongly depending on the psychology and sociology of customers, and
- management processes are bound to HR management and international business in intercultural relation.

The students improve their methodological competence through deepening their knowledge of methodological principles in the formulation of a topic, the default analysis, research the problem itself and the final evaluation of alternatives and justification of choice for application. During their studies they are instructed to work with literature, using quotations and references. They are confronted with rational, scientific, empirically verifiable and understandable requirements of research in essays, term papers, business projects and the master thesis.

The aim of the final exam is to determine the proficiency level of the graduate to perform professional tasks and the compliance with the requirements of educational standards. Through a variety of assessments, tests and examinations the students are tested on whether or not they achieved the required learning outcomes of the programme.

Appraisal:

The curriculum correlates with the programme objectives of theoretical and practical knowledge and skills for management tasks. There is a balanced mixture of modules in terms of content and they are arranged in a logical sequence. They are aligned with the qualification and competence goals. The programme particularly corresponds to the outcome-based approach.

The panel states that the name of the course “Project Management” in module “Strategic Management” is misleading. The title creates the impression that learning outcomes of the course are the basics of classical project management which are more operational rather than strategic in nature. Such a course should be offered at the beginning rather than at the end of an MBA program. The panel learned that the course actually covers systematic long-term planning and therefore recommends to rename the course according to its actual orientation.

With regard to content, the programme is in line with the requirements of the European MBA Guidelines. Set against the management background, the programme description and the qualification title are in line with the focus of the programme content.

For the panel the link between theory and practice is an emphasis of the programme. Theoretical instruction and components related to practical application are clearly employed in combination to develop the students’ skills. The programme’s content also promotes interdisciplinary thinking.

The panel has seen a variety of assessments, e.g.: written tests, papers and master theses. Assessment techniques comply with the subject matter to be tested. Regarding the master theses the panel came to the conclusion that the academic level varies a lot. Even if some theses showed that graduates have good methodological competence, some of the theses did not fulfil the formal requirements for academic work. Techniques of academic work (e.g. citation, work with sources) was not well-handled in some theses. It seems not systematically ensured that all students are sufficiently familiar with academic standards at the end of their

studies. The panel learned that the University provides the students with information about scientific standards with a document called “How Do I Successfully Write a Paper (Term Paper, Business Paper, Master Thesis)?”. To make such a document available to all students seems very useful but the panel considers the document as improvable. For example students should be approached more intensively with citation methods. The panel advises the accreditation under the **condition**, that the HEI secures the uniform compliance with the scientific standards in the study programme.

To fulfill the condition the HEI could review the document “How Do I Successfully Write a Paper (Term Paper, Business Paper, Master Thesis)?” and describe its implementation in the programme.

The panel studied a number of tests and found these to be sufficiently substantive and adequate to check the achievement of the particular intended course competencies. In the view of the panel, the methods of the programme assessment generally correspond with the learning outcomes of the respective courses.

| Quality Ratings | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | not relevant |
|-----------------|--|-------------|------------------------------|----------------------------|------------------------------------|--------------|
| 3. | PROGRAMME DESIGN | | | | | |
| 3.2 | Content | | | | | |
| 3.2.1* | Logic and conceptual Coherence of Programme / Curriculum | | | X | | |
| 3.2.2* | Rationale for the Qualification Title | | | X | | |
| 3.2.3* | Reasons given for programme description | | | X | | |
| 3.2.4* | Integration of Theory and Practice | | X | | | |
| 3.2.5 | Interdisciplinarity | | | X | | |
| 3.2.6* | Methodological Competence and Academic Work | | | | condition | |
| 3.2.7* | Performance in Examinations and Thesis | | | X | | |

3.3 Internationality

The international focus of the programme reflects in various international and intercultural aspects. This includes among others:

- international Trade Law in the EU,
- the Corporate Governance in the EU, mergers and acquisitions,
- European tax law,
- international management,
- intercultural management,
- international marketing,
- trends in the world economy,
- international finance,
- international association of IT, strategy, risk management, chase management and project management and

- part of the documents and articles that students are required to read during the programme are in English.

The current students in the programme are from Czech Republic, Slovakia and former states of the Soviet Union. Faculty of the programme are composed of local VŠE lecturers or external experts from the Czech Republic and Germany. Most lecturers in the study programme at hand have a rich international experience either on an educational level or via practical experience. Foreign lecturers teach the following modules/disciplines:

- module “Corporate Governance, Legal Framework” (2 lecturers from Germany),
- discipline “IT management” (2 lecturers Germany),
- module “HR Management” – Intercultural management (1 Lecturer from Germany) and
- discipline “Business English Conversation” (1 lecturer from the USA).

The following modules/disciplines are taught in English:

- Module “Corporate Governance”, Legal framework” (4 teaching days, English written exam),
- Module “Strategic Management” (3 teaching days – English written seminar paper),
- Discipline “Multinational Management” (2 teaching days),
- Discipline “Intercultural Management” (1 teaching day),
- Discipline “World Economy Trends” (2 teaching days),
- Discipline “Business English Conversation” (voluntary),
- Two English written seminar works (Term Paper and Business Project) and the final Master Thesis (all with an oral defence in English).

The accompanying learning materials and the recommended literature of the above mentioned modules are in English as well.

Appraisal:

The amount of international content is clearly shown in the curriculum. The panel came to the conclusion that the international orientation of the programme equips graduates with the skills they need to perform the tasks required in an international and intercultural environment. Internationality in the programme is supported by the international teaching/working background of the lecturers who incorporate their experiences into the courses. To invite lecturers especially from Germany to teach in the programme is understandable due to the close relation between the Czech and the German economies.

The number of international students is very small. This results from the part-time character of the programme which is addressed to professionals who work in Prague and the surrounding areas. Another obstacle for international students may be the teaching in Czech language.

The courses taught in English (contact hours, accompanying materials) as well as English materials used in modules with international content are sufficient to foster the employability of graduates on a continuous basis. The intended communicative competence for the vocational field of managers complements the achievable skills of the international content of the programme.

| Quality Ratings | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | not relevant |
|-----------------|---|-------------|------------------------------|----------------------------|------------------------------------|--------------|
| 3. | PROGRAMME DESIGN | | | | | |
| 3.3 | Internationality | | | | | |
| 3.3.1* | International and intercultural aspects | | | X | | |
| 3.3.2 | Internationality of Student Community | | | | X | |
| 3.3.3 | Internationality of Teaching Community | | | X | | |
| 3.3.4 | Foreign language content | | | X | | |

3.4 Additional acquisition of knowledge and skills

The content of the curriculum is aimed to cover the entire width of the field of economics and management in both its professional and above professional level. There are several additional competencies that go beyond a narrow sectoral approach and border. The following aspects are part of the programme objectives and reflect in different modules:

- Economics as a discipline is not only pursuing profit maximisation, but the creation of social values, sustainable social responsibility with regard to the needs of society and the protection of nature (environmental concerns).
- Economics as a social science takes into account the behaviour of managers, employees, partners and customers, and their mutual interpersonal relationships.
- The aim of management is to create long-term value for business and society, and environmental conditions, to control and create healthy conditions for a free and open market and competition and also to follow ethical principles of thinking and practice.
- The concept of personnel management, personnel psychology and sociology, must recognise that personal and interpersonal problems or unethical behaviour is as dangerous for a firm as professional misconduct.

Communication skills and rhetoric as part of management education is supported in the programme in several ways:

- In each module there is active conversation between teacher and students; also the students have to work in teams on a regular basis.
- In many disciplines students are asked to present their solutions, to a task and lead a debate about it.
- The module “HR Management” focuses on corporate communication and conflict resolution with practical exercises.
- To improve spoken language skills, students receive assistance with their seminar work and the final defence of the project work and master thesis.
- The theoretical grounding in managerial practice is specifically checked in several presentations of projects, tasks, solutions, workshops and labour dispute simulations.

Appraisal:

As the panel states, the development of generic skills such as social aspects, sustainability, or responsible handling of colleagues and employees are provided in the programme on a consistent basis. Among others, the course “Business Ethics” is included in the curriculum.

Also, in a number of modules, students are required to present the results of their studies and practice teamwork, whereby the ability to publicly communicate is convincingly fostered. Communication skills and public-speaking skills as well as team-work and conflict resolution are strongly nurtured by means of knowledge and skills development in the programme and students practice the techniques individually in several activities.

| Quality Ratings | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | not relevant |
|-----------------|---|-------------|------------------------------|----------------------------|------------------------------------|--------------|
| 3. | PROGRAMME DESIGN | | | | | |
| 3.4 | Additional Acquisition of Knowledge and Skills | | | | | |
| 3.4.1* | Acquisition of application and / or re-research-oriented skills (only for Master programmes in Germany) | | | | | X |
| 3.4.2* | Generic Skills | | | X | | |
| 3.4.3* | Communication skills and public speaking skills / team-work and conflict handling | | | X | | |

3.5 Teaching Methodology

The alignment of modules builds a frame for the teaching methodology. The programme opens with the module “Management Basics” which is interpreted by the basic philosophy of general management and other specific forms, methods, instruments and approaches to management. The following modules begin with a basic insight into the micro and macroeconomics and statistical tools, which students can use in other modules and seminar works. A similar function of introduction to the world of management like the first module has the last module “Strategic Management” with its rather summarizing perspective.

The concept of education diversity features the right composition of teachers, alternating forms of lectures with discussions and case studies. During the studies, students are encouraged to get actively involved in a challenging assignment to find concrete solutions for companies’ tasks and problems. Practical projects are specifically included in a seminar work (Business Project) and the master thesis.

Guarantors for each module have developed descriptions of the module which contain its aim, the basic literature and applied teaching methods. Each instructor submits the requirements and recommendations on primary scientific literature and prepares seminar materials for their respective discipline. The students receive the materials in printed and electronic versions. All documents are also automatically available in an electronic data file and made available to students.

The documents are developed in a structured and meaningful form in a combination of text and graphic elements - mostly in the form of PowerPoint presentations, which serve as a guide and basis for further personal notes of instruction. It is important that the documents were structured by topics included basic introduction of the field, introduction, main part and

final points with application possibilities. These particular emphases, examples and particulars, together with recommended literature or professional articles serve as an important basis for the examination of the module.

Besides regular lecturers also practitioners are invited as guest speakers to teach in the programme on specific practical topics. Student assistants are not involved in teaching.

Appraisal:

The logic of the teaching methodology is adequate to lead students to the final qualifications; it is described and explained in a comprehensive and transparent manner. A diverse range of methods is used in the programme and tailored to the specific modules. Case studies and business projects are used as part of the curriculum and are aimed at developing the students' skills.

The accompanying course materials aligned to the Learning Outcomes are of the required quantity and quality and are available to the students. They are user-friendly and encourage the students to engage in further independent study.

In addition to the regular study programme, guest lecturers teach on a regular basis in the programme. According to presented documents these guest lecturers come from a variety of occupations and bring special experience to teaching, which improve the employability of students through greater insight into professional practices in detail.

| Quality Ratings | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | not relevant |
|-----------------|---|-------------|------------------------------|----------------------------|------------------------------------|--------------|
| 3. | PROGRAMME DESIGN | | | | | |
| 3.5 | Teaching Methodology | | | | | |
| 3.5.1* | Logic and Transparency of Teaching and Learning Methodology | | | X | | |
| 3.5.2 | Accompanying course materials | | | X | | |
| 3.5.3 | Guest Lecturers | | | X | | |
| 3.5.4 | Student Assistants involved in Teaching | | | | | X |

3.6 Skills for employment / Employability (Asterisk Criterion)

Students come to the programme as graduates (various types) and also have a certain practical experience from work. Being back to a HEI allows the students to see a wider context, to gain insight and possible suggestions for their own application. They already know many things, but the MBA programme shows them a deeper and broader context with different ramifications in real life and work of the company. In this context they may use a range of ideas, knowledge and new skills to better manage challenging elements of their work.

The most tangible benefit for students is in linking theory and current practice on the examples in the classroom, but also on their own examples, which must be demonstrated in the test case study, self-presentation and discussion. Many impulses remain purely as their personal added value. They realise whether what they are doing is reasonable or not, and why. During the studies they even come up with new resolutions to work differently and better.

The programme helps to develop professional skills, but also to develop personality, the ability to discuss, to argue and defend their views and to share their experiences with others in the class. In terms of personal development, studying helps especially in a higher professional and personal perspective, insight and skills gap, seen in a wider context, to understand the depth of the problem.

Appraisal:

The students in the MBA programme already work and have shown their employability for several years. The programme's aim is to increase the student's skills of their respective professional field. To reach this aim the programme has an emphasis in combining theoretical knowledge with practical application. The composition of students with different work backgrounds facilitates the mutually beneficial exchange possibilities and additionally effects the achievement of the learning outcomes. This all promotes the ability to take the broader view and to use the skills acquired actively in new areas of work and develop them further. The good results of the programme can be seen in the findings of alumni tracking studies which show the good positions of graduates from the programme.

| Quality Ratings | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | not relevant |
|-----------------|---------------------------------------|-------------|------------------------------|----------------------------|------------------------------------|--------------|
| 3. | PROGRAMME DESIGN | | | | | |
| 3.6* | Skills for Employment / Employability | | X | | | |

4. Academic Environment and framework conditions

4.1 Teaching staff

Each module is provided with a sufficient number of suitable lecturers. Currently there are 33 lecturers involved in the programme. The selection of teachers is determined by the selected criteria:

- expertise,
- appropriate personal profile and adequate skills to teach a postgraduate management course,
- international experience, knowledge of at least one foreign language and
- professional experience.

Lecturers are chosen also on the basis of their scientific qualifications. The qualification conditions include:

- university degree (level Mgr., Or Ing. - mostly specialists),
- academic level Ph.D. (formerly C.Sc. = Candidate of Science),
- academic level doc. (in the Czech Republic it is an academic degree based on the habilitation procedure) or
- academic level of prof. (in the Czech Republic it has the habilitation procedure).

The scientific expertise and qualification of the lecturers in the MBA programme are not based only on formal scientific degrees, but also by their personality. This includes:

- a healthy teacher's personality - open, optimistic, positive, constructive,
- ability to communicate, lecture, discuss, establish a partnership with students,
- conflict management – to be able to handle tension and misunderstanding or disciplinary offences,

- updating the theory to current managerial practice – working with case studies,
- ability to respond to the actual needs of various students and
- pedagogical skills:
 - ability to teach clearly, objectively and in an interesting fashion,
 - know how to prepare interesting and readable documents and
 - be able to explain complex content clearly with using examples.

Each lecturer is selected, in addition to other criteria above, also by their practical experience and the ability to apply their knowledge to real business situations in which students are or situations that are typical for their field. They also usually supervise student and doctoral theses, or evaluate a number of practical case studies.

Different pedagogical training programmes carried out at the University and outside allow the teaching staff to improve their teaching skills and methods.

The concept of the programme envisages for every module one lecturer as a guarantor. The guarantors hold meetings once a year with all lecturers who are involved in teaching the modules to discuss the module and to avoid overlapping in teaching. All lecturers regularly receive information on development of the programme from the programme management. In addition, the programme management meets with the lecturers at least once a year in person and informs them about changes of the contents of the modules and the aims of the curriculum. The joint talks also include the composition of class, the student activities, the discipline in attendance and the academic performance.

In the process of training, students have the opportunity to regularly receive consultation by lecturers. All lecturers are available by mail and in person. There are also regular meetings with selected teachers to discuss seminar work (term paper, business project) or Master Theses. The lecturers also support in terms of organisation and provision of course materials and act as the first contact in case of processing delays and difficulties.

Appraisal:

The structure and number of teaching staff correspond with the programme requirements. A list of all involved lecturers shows the availability of the required capacity to implement the programme. Appointment requirements regarding the academic qualifications are determined by the HEI. According to the CVs the practical experience of the teaching staff is in line with the requirements of the programme for teaching. Besides, a high number of lecturers have long-year experience in teaching. The staff's pedagogical/didactical qualifications are in line with their tasks and have been verified. As the panel has come to know, there is a regular offer to the lecturers to take part in further educational and pedagogical trainings (e.g. multi-media-based teaching, English courses in Prague or abroad).

Internal collaboration and coordination to agree on the modules and overall is ensured. The department regularly hosts joint events, in which all of the HEI's teaching staff participates.

As affirmed by students and alumni during the on-site visit, the counselling of students by teaching staff is well. Student support and coaching are an integral part of the services provided by the teaching staff and are offered on a regular basis. E-mails are answered fairly quickly. Where necessary, the students are given support with academic and related issues.

| Quality Ratings | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | not relevant |
|-----------------|---|-------------|------------------------------|----------------------------|------------------------------------|--------------|
| 4. | ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS | | | | | |
| 4.1 | Teaching Staff | | | | | |
| 4.1.1* | Structure and Number of Teaching Staff in Relation to Curricular Requirements | | | X | | |
| 4.1.2* | Teaching Staff's Academic Qualifications | | | X | | |
| 4.1.3* | Teaching Staff's Pedagogical / Teaching Qualifications | | | X | | |
| 4.1.4 | Practical Business Experience of the Teaching Staff | | | X | | |
| 4.1.5* | Internal Cooperation | | | X | | |
| 4.1.6* | Provision of Student Support / Coaching by Teaching Staff | | | X | | |

4.2 Programme Management

The programme management consists of the academic director, the executive director and the programme coordinator. The management meets on a regular basis to discuss the programme, the status of students, evaluation of teaching and the review of study materials. Further issues are the membership in organizations (e.g. CMBAS), the accreditation of the programme and financial and personnel matters.

The directors are responsible for:

- the strategic and organisational tasks of the programme,
- the internal coordination of the ISBM team throughout the programme,
- providing all relevant information and materials for the students,
- updating the MBA website and brochure,
- the schedule of seminars,
- providing classroom and its equipment,
- preparation of materials for teaching,
- teacher evaluation and teacher feedback,
- review of Examination Regulations,
- summary of study results, preparation of certificates, diplomas, graduation and
- archiving important data on graduate studies.

The coordination of the programme includes the following activities:

- marketing activities for the programme,
- correspondence and personal meetings with prospective students,
- evaluation and information about admission,
- preparation of individual semesters (data, classrooms, lecturers),
- preparation and support of seminars,
- keeping students and lecturers informed through emails and
- offering supporting events for students (dinners, trips, excursions).

Students are acquainted with all staff of ISBM, can meet with them in regular consultation hours and also in cases of urgency. ISBM Staff is invited to the training activities of the faculty (e.g. IT, language courses) or to participate in relevant conferences.

Appraisal:

As the panel came to know, the programme management coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly. The process organisation, administrative support as well as decision-making processes, skills and responsibilities are determined transparently. The administration acts as a service provider for students and teaching staff. In terms of both quality and quantity sufficient staff is available taking account of their involvement on other programmes so that the processes described can be implemented appropriately. An advisory board is not yet installed.

| Quality Ratings | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | not relevant |
|-----------------|---|-------------|------------------------------|----------------------------|------------------------------------|--------------|
| 4. | ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS | | | | | |
| 4.2 | Programme Management | | | | | |
| 4.2.1 | Programme Directors | | | X | | |
| 4.2.2 | Process Organisation and administrative Support for Students and Teaching Staff | | | X | | |
| 4.2.3 | Advisory Body (Advisory Board) and its Structure and Responsibilities | | | | X | |

4.3 Cooperation and partnerships

The University has about 100 contractual partner universities and colleges, both in Europe and in other continents. The potential of these partnerships offers a variety of exchange options for students and lecturers. Cooperation with three partners is particularly relevant for the MBA programme:

- WOIS Innovation Institute, Coburg – ISBM has a contractual cooperation in teaching the module “Information Management”. The Institute maintains the MBA programme together with SCMT (Steinbeis Centre of Management and Technology).
- ZHAW University, Management School of Business and Law, Zurich – ISBM has an agreement on mutual support in MBA programmes through exchange of lecturers and students.
- University of Liechtenstein – ISBM has a written agreement about the cooperation in the exchange of lectures and students in the frame of MBA programmes.

In order to train highly qualified personnel and to provide their employment, the ISBM collaborates with various companies. Among other contractual business partners are companies that hold guest lectures, discussions and offer internships, research opportunities and materials for theses. Examples are:

- ŠKODA Auto, a.s.,
- Prazdroj, Plzeň, a.s.,
- L'oreal,
- DB Schenker,
- RWE,

- KS Logistic Service,
- Microsoft,
- Ernst & Young,
- Deloitte and
- McKinsey & Company.

ISBM can use their services and invites them to discussion meetings or send their MBA students on excursions. Another positive aspect of the cooperation is that the companies send employees to study in the MBA programme.

Appraisal:

Cooperation with HEIs and other academic institutions with effects on the programme are described and actively pursued. Results are, among others, activities such as internships, lecturer and student exchanges and invitations of guest lecturers. Overall, the cooperation has a permanent impact on the programme and promote the development of the students' skills regularly.

| Quality Ratings | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | not relevant |
|-----------------|--|-------------|------------------------------|----------------------------|------------------------------------|--------------|
| 4. | ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS | | | | | |
| 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 enterprises and other organisation (Asterisk-Criterion for educational and vocational programmes, franchise programmes) | | | X | | |

4.4 Facilities

The facilities of the ISBM and especially the area for MBA education is located in the new building of VŠE. All seminar rooms are equipped with the necessary information technology:

- desktop PC with internet connection,
- digital projector that is connected with the educational PC,
- whiteboards and
- internet connection via Wi-Fi.

Each student receives a code and can be connected to the Internet network. All students have their own PC (laptop). For additional study needs desktop PCs are available in the library, which is freely accessible to every student. Access to the internal network allows ISBM students to use an electronic database of the local university library, ordering literature and other electronic learning resources as well as accessing other libraries.

The University owns a large reading room and a library. According to the latest annual report of the library, it contains more than 400,000 non-periodical titles, of which about 300,000 are processed in an electronic catalogue. Annually library buys more than 1,500 titles and is constantly updated. The library includes:

- about 510 domestic and foreign journals,

- about 12 daily newspapers,
- information materials, periodicals, books, monographs, dictionaries, language textbooks, statistical yearbooks and other domestic and foreign literature in several languages,
- theses (master thesis, dissertation, etc.),
- economic virtual library Econlib (electronic journals, statistics, economic institutions and their database, international loan service and advice).

The library also offers:

- an information desk,
- newspapers,
- a study room with wireless LAN, free for registered students,
- the possibility of ordering or electronically extending borrowing,
- desktop PCs for students who do not bring their own laptop and
- electronic access to: Anopress, EBSCO, ProQuest Central, ACM Digital Library, Ebrary-Business & Economics, EconLit with full text, Euro24, Gale Virtual Reference Library, Henry Stewart Talks - The Marketing & Management Collection, International Studies Encyclopedia, JSTOR, Max Planck Encyclopedia of Public International Law, OECD Library, Patria Plus, Safari Tech Books online and citation indexes, factual sources, bibliographic sources and electronic dictionaries.

The opening hours are:

| | |
|------------------|-------------------------|
| Media Library: | Reading and Study Room: |
| Mon 9:00 - 18:00 | Mon 9:00 - 19:00 |
| Tue 8:00 - 18:00 | Tue 8:00 - 19:00 |
| Wed 8:00 - 19:00 | Wed 8:00 - 19:00 |
| Thu 8:00 - 18:00 | Thu 8:00 - 19:00 |
| Fri 8:00 - 18:00 | Fri 8:00 - 18:00 |

All classrooms and the library are barrier free.

Appraisal:

In the view of the panel, the number and size of teaching rooms and the equipment of all learning facilities are in line with the needs described for the programme, also taking into account the use of resources for other programmes. The new building of the University fulfils all modern demands of multimedia requirements. The rooms and access to them are equipped for the disabled and can be reached without any barriers. Free access to a Wi-Fi network is available for students.

A library is available and open both during and outside of semester times for sufficient periods. A development plan for the library exists. Access to literature and journals as well as digital media is in line with the programme contents and up to date. The opening hours and the support service take into account the students' needs. There are sufficient library workstations available to students with sufficient technical equipment and rooms for group work.

| Quality Ratings | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | not relevant |
|-----------------|---|-------------|------------------------------|----------------------------|------------------------------------|--------------|
| 4. | ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS | | | | | |
| 4.4 | Facilities | | | | | |
| 4.4.1* | Quantity, Quality and Media and IT Facilities of Teaching Rooms | | X | | | |
| 4.4.2* | Library Resources | | | X | | |
| 4.4.3 | Number of Technical Equipement at Library Workstations for Students | | | X | | |

4.5 Additional Services

MBA students are typically already employed, yet the HEI offers them all of its services for its graduates for further development. The Development and Counselling Centre offers a range of services like job fairs, corporate presentation, offers of temporary jobs and cooperation for students and special events, such as company presentation days and others.

The Development and Counselling Centre and the Department of Managerial Psychology and Sociology run the Academic Counselling Centre which offers individual psychological counselling to students with personal problems. Trained psychologists are prepared to provide their support regarding problems like:

- study issues (concentration disorders, stress, procrastination, time management, etc.),
- partner or family relationships issues or
- mental health issues (anxiety, depression, sleep disorders, eating disorders, drug abuse, etc.).

ISBM offers its students and graduates among others:

- information and invitations to special conferences or seminars at the University,
- the opportunity to participate in special events - for example "Day with University" which is more committed to cultural activities or sports days,
- the opportunity to join any corporate field trip for students and
- dinner and discussion at least once a year at the opening of the new year.

A special offer to all MBA graduates is the opportunity to visit any seminar of MBA programme again after the graduation to refresh or increase the knowledge in the particular area.

Appraisal:

A careers service is offered for students and graduates in case they want or need to change their employment. Thus, sufficient resources are provided by the HEI. Also, a broad network of corporate contacts exists. Psychological counselling for students with personal problems is an integral part of the HEI's services and is offered on a regular basis.

To develop a network of graduates the University regularly offers alumni activities. The panel especially appreciates the opportunity for graduates to take part in courses of the programme after the graduation to renew aspects of the programme that are of particular interest.

| Quality Ratings | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | not relevant |
|-----------------|--|-------------|------------------------------|----------------------------|------------------------------------|--------------|
| 4. | ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS | | | | | |
| 4.5 | Additional Services | | | | | |
| 4.5.1 | Careers Advice and Placement Service | | | X | | |
| 4.5.2 | Alumni Activities | | | X | | |
| 4.5.3 | Individual Counselling and Welfare Services for students | | | X | | |

4.6 Financial planning and financing of programme (Asterisk Criterion)

ISBM is a separate economic unit, which is built into the structure of the Faculty of Business Administration at VŠE. This means that although it manages its revenue, it cooperates with the University's offices and staff. The basic funding of ISBM to ensure the financial stability is granted by VŠE. So even in case of an insolvency of ISBM is ensured that enrolled students have the possibility to finish the MBA programme.

Revenues consist of tuition fees in the amount of up to CZK 310,000 per student, with a possibility of discounts and scholarships, at least 250,000 CZK. The financial basis of the budget is calculated for 10 students throughout the study.

Appraisal:

The programme finances itself through tuition fees which cover the running costs. In addition there is a guarantee of VŠE to stand in for a financial deficit which endangers the continuation of the programme. Within the limits of a review process and with regard to financial stability of the HEI in recent years, the panel concludes that financial stability is ensured for the current programme cycle and the entire accreditation period.

| Quality Ratings | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | not relevant |
|-----------------|--|-------------|------------------------------|----------------------------|------------------------------------|--------------|
| 4. | ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS | | | | | |
| 4.6* | Financial Planning and Financing of Programme | | | X | | |

5. QUALITY ASSURANCE

The quality and the further development of ISBM and its MBA programme are provided at several levels. The whole university has clearly formulated its priorities and strategic objectives, which are closely related to quality goals and school development. Literally, the document states: "VŠE fully supports the transition of tertiary education in the Czech Republic from quantity to quality." This is guaranteed by continuous training of teachers and international cooperation in the scientific level, together with active publications and lectures.

Similarly the faculty develops the overall objectives of the university on their specific areas:

- research activity - focused on important economic, managerial and entrepreneurial topics whose outcomes will be beneficial for client, practice and teaching process of the faculty,
- intense involvement in international relations,
- close cooperation with practice consisting of both elastic reflection of the experience requirements, and operational transfer of scientific practice and
- the development of socio-pedagogical skills of teachers.

The programme management analyses statistical data and the productivity of the programme. The results are used for the creation of strategic and operating plans of quality assurance. Further measures to check the programme's quality are:

- Members of the programme management personally visit classes on a regular basis.
- The programme management interviews students and lecturers.
- The module describing documents and lecture materials are updated by the lecturers regularly.
- The examinations are reviewed with regards to their effectiveness by lecturers and the programme management frequently.
- The lecturers proceed methodically from the initial introduction of the topic to a gradual deepening and application of the material in practice.

All courses are evaluated by the students in each semester. The used questionnaire covers questions about the courses as a whole, the lecturer's qualities, the teaching techniques, the applicability in practice, the course materials and the general organisation of the course. The results are evaluated on regular ISBM management meetings. The proposed measures are according to the gravity of the complaint and misconduct of lecturers or administrative support:

- information to lecturers of any dissatisfaction,
- remedy of the deficiencies through advanced training,
- admonition to lecturers or administrative staff and
- if necessary replacement of lecturers.

The lecturers have the possibility to give input for programme development during their regular meetings with the module guarantors and their individual interviews with the programme management. Third parties are involved in the programme's development through:

- evaluation of graduates on completion of the programme (3 month and one year after finishing the studies),
- evaluation of employers of the graduates who have been involved in the programme through support of their employees/students (3 month after finishing the studies) and
- interviews by the programme management with guest lecturers and visitors from companies.

Requirements concerning the content of the programme and its structure are published and available for online access on the website of ISBM. This includes among others curriculum, information, examination rules, conditions of admission and tuition fees. The MBA programme is also presented in printed brochures. Professionally-oriented and general consulting is conducted for students in order to solve problems which are not reflected in the given documents.

All important activities of ISBM and the MBA programme are documented and most of them also published primarily on the website. Some specific meetings are captured in photos and subsequently published. The faculty prepares its annual report in which a chapter is devoted to ISBM and its activities.

Appraisal:

The panel members came to the conclusion that VSE, the faculty and ISBM have formulated quality targets for the development of programmes and regularly assess their implementation. Its system of quality assurance and development is designed comprehensively so that continuous quality improvement of the institution can be achieved. A quality assurance and development procedure of the programme exists as well, but could be implemented more systematically. In the view of the panel the continuous controlling of the quality of the programme content and the outcomes is given but the documentation of the processes could be improved. The teaching staff is involved in the further development of the programme through regular meetings and has the possibility to point out options for quality enhancement.

Evaluation by the students is carried out on a regular basis and in accordance with a described procedure. The questionnaire which is used for evaluation of the courses covers the key aspects of the programme. One exception is a question regarding the workload (see chapter 3.1). Alumni, employers and third parties are involved in the quality circle as well.

As for the description of the programme content, the panel states that the programme is described in detail and the description is constantly updated. The documentation is available to interested parties, both in hard copy and electronic form so transparency is ensured.

Also, the activities which take place during the academic year are continuously documented and published in annual reports.

| Quality Ratings | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | not relevant |
|-----------------|--|-------------|------------------------------|----------------------------|------------------------------------|--------------|
| 5. | QUALITY ASSURANCE | | | | | |
| 5.1* | Quality Assurance and Development of the HEI and collaboration between the HEI management and Faculty/Departments as well as programme management in the programme development | | | X | | |
| 5.2* | Quality Assurance and Development of Programme Content, Processes and Outcomes | | | X | | |
| 5.3 | Instruments for Quality Assurance | | | | | |
| 5.3.1* | Evaluation by Students | | | X | | |
| 5.3.2 | Quality Assurance by Teaching Staff | | | X | | |
| 5.3.3 | External Evaluation by Alumni, Employers and third Parties | | | X | | |
| 5.4 | Programme Documentation | | | | | |
| 5.4.1 | Programme Description | | | X | | |
| 5.4.2 | Documentation of Activities during Academic Year | | | X | | |

Quality Profile

Institution: University of Economics, Prague

Master programme: Business Administration (MBA)



| Quality Ratings | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | not relevant |
|-----------------|---|-------------|------------------------------|----------------------------|------------------------------------|--------------|
| 1. | STRATEGY AND OBJECTIVES | | | | | |
| 1.1* | Logic and Transparency of Programme Objectives | | | X | | |
| 1.2 | Positioning of Programme | | | | | |
| 1.2.1 | Positioning of the Programme on Education Market | | | X | | |
| 1.2.2 | Positioning of the Programme on Job Market (Employability of Graduates) | | | X | | |
| 1.2.3 | Positioning within HEI's overall Strategy | | | X | | |
| 1.3* | International Dimension of the Programme | | | X | | |
| 1.4 | Gender equality and equality of opportunity | | | X | | |
| 2. | ADMISSION (REQUIREMENTS AND PROCEDURE) | | | | | |
| 2.1* | Admission Requirements | | X | | | |
| 2.2 | Selection Procedure (if available) | | X | | | |
| 2.3 | Professional Experience (* for Master Programmes of the "further Education" Type) | | | X | | |
| 2.4* | Ensuring Foreign Language Competence | | X | | | |
| 2.5* | Transparency of Admission Procedure | | | X | | |
| 2.6* | Transparency of Admission Decision | | X | | | |

| Quality Ratings | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | not relevant |
|-----------------|---|-------------|------------------------------|----------------------------|------------------------------------|--------------|
| 3. | PROGRAMME DESIGN | | | | | |
| 3.1 | Structure | | | | | |
| 3.1.1 | Structure of the Programme (Core Subjects / or Specialisations (Compulsory Electives) / optional Electives/ practical Components) | | | X | | |
| 3.1.2* | Application of the "European Credit Transfer and Accumulation System (ECTS)" and the Modularisation | | | | condition | |
| 3.1.3* | Study and Examination Regulations | | | | condition | |
| 3.1.4* | Student workload | | | | condition | |
| 3.2 | Content | | | | | |
| 3.2.1* | Logic and conceptual Coherence of Programme / Curriculum | | | | | |
| 3.2.2* | Rationale for the Qualification Title | | | X | | |
| 3.2.3* | Reasons given for programme description | | | X | | |
| 3.2.4* | Integration of Theory and Practice | | X | | | |
| 3.2.5 | Interdisciplinarity | | | X | | |
| 3.2.6* | Methodological Competence and Academic Work | | | | condition | |
| 3.2.7* | Performance in Examinations and Thesis | | | X | | |
| 3.3 | Internationality | | | | | |
| 3.3.1* | International and intercultural aspects | | | X | | |
| 3.3.2 | Internationality of Student Community | | | | X | |
| 3.3.3 | Internationality of Teaching Community | | | X | | |
| 3.3.4 | Foreign language content | | | X | | |
| 3.4 | Additional Acquisition of Knowledge and Skills | | | | | |
| 3.4.1* | Acquisition of application and / or research-oriented skills (only for Master programmes in Germany) | | | | | X |
| 3.4.2* | Generic Skills | | | X | | |
| 3.4.3* | Communication skills and public speaking skills / team-work and conflict handling | | | X | | |

| Quality Ratings | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | not relevant |
|-----------------|--|-------------|------------------------------|----------------------------|------------------------------------|--------------|
| 3.5 | Teaching Methodology | | | | | |
| 3.5.1* | Logic and Transparency of Teaching and Learning Methodology | | | X | | |
| 3.5.2 | Accompanying course materials | | | X | | |
| 3.5.3 | Guest Lecturers | | | X | | |
| 3.5.4 | Student Assistants involved in Teaching | | | | | X |
| 3.6* | Skills for Employment / Employability | | X | | | |
| 4. | ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS | | | | | |
| 4.1 | Teaching Staff | | | | | |
| 4.1.1* | Structure and Number of Teaching Staff in Relation to Curricular Requirements | | | X | | |
| 4.1.2* | Teaching Staff's Academic Qualifications | | | X | | |
| 4.1.3* | Teaching Staff's Pedagogical / Teaching Qualifications | | | X | | |
| 4.1.4 | Practical Business Experience of the Teaching Staff | | | X | | |
| 4.1.5* | Internal Cooperation | | | X | | |
| 4.1.6* | Provision of Student Support / Coaching by Teaching Staff | | | X | | |
| 4.2 | Programme Management | | | | | |
| 4.2.1 | Programme Directors | | | X | | |
| 4.2.2 | Process Organisation and administrative Support for Students and Teaching Staff | | | X | | |
| 4.2.3 | Advisory Body (Advisory Board) and its Structure and Responsibilities | | | | X | |
| 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 enterprises and other organisation (Asterisk-Criterion for educational and vocational programmes, franchise programmes) | | | X | | |

| Quality Ratings | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | not relevant |
|-----------------|--|-------------|------------------------------|----------------------------|------------------------------------|--------------|
| 4.4 | Facilities | | | | | |
| 4.4.1* | Quantity, Quality and Media and IT Facilities of Teaching Rooms | | X | | | |
| 4.4.2* | Library Resources | | | X | | |
| 4.4.3 | Number of Technical Equipment at Library Workstations for Students | | | X | | |
| 4.5 | Additional Services | | | | | |
| 4.5.1 | Careers Advice and Placement Service | | | X | | |
| 4.5.2 | Alumni Activities | | | X | | |
| 4.5.3 | Individual Counselling and Welfare Services for students | | | X | | |
| 4.6* | Financial Planning and Financing of Programme | | | X | | |
| 5. | QUALITY ASSURANCE | | | | | |
| 5.1* | Quality Assurance and Development of the HEI and collaboration between the HEI management and Faculty/Departments as well as programme management in the programme development | | | X | | |
| 5.2* | Quality Assurance and Development of Programme Content, Processes and Outcomes | | | X | | |
| 5.3 | Instruments for Quality Assurance | | | | | |
| 5.3.1* | Evaluation by Students | | | X | | |
| 5.3.2 | Quality Assurance by Teaching Staff | | | X | | |
| 5.3.3 | External Evaluation by Alumni, Employers and third Parties | | | X | | |
| 5.4 | Programme Documentation | | | | | |
| 5.4.1 | Programme Description | | | X | | |
| 5.4.2 | Documentation of Activities during Academic Year | | | X | | |