

# Decision of the FIBAA Accreditation Committee for Programmes



**105<sup>th</sup> Meeting on 24 November 2017**

<b>Project Number:</b>	16/132
<b>Higher Education Institution:</b>	University of Applied Sciences Europe
<b>Location</b>	Berlin
<b>Study Programme:</b>	Visual & Experience Design (M.A.)
<b>Type of Accreditation</b>	initial Accreditation

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

According to § 12 (2) in conjunction with § 16 (1) in conjunction with § 16 (2) (in conjunction with § 16 (4) of the “Special Conditions for awarding the FIBAA Quality Seal for Programme Accreditation “FIBAA Programme Accreditation””, the study programme is accredited with three conditions.

Period of Accreditation: from winter semester 2018/19 to the end of summer semester 2023

Conditions:

## **Condition 1**

The university provides module descriptions

- with the deepened use of the category prerequisites taking into account the competences the students should already bring.
- that include the suitable bibliography for each module
- that include international contents and intercultural aspects.

(see Chapter 3.2)

**The condition is fulfilled.**

**The FIBAA Accreditation Commission for Programmes on 23 November 2018.**

## **Condition 2**

The university provides the regulations relevant for the courses of studies in a legally valid, approved and published form. (see Chapter 3.2)

**The condition is fulfilled.**

**The FIBAA Accreditation Commission for Programmes on 23 November 2018.**

**Condition 3**

The university submits a complete interdisciplinary matrix and the CV of the new part-time lecturer that provide evidence of an adequate staffing of the courses. (see Chapter 4.1)

**The condition is fulfilled.**

**The FIBAA Accreditation Commission for Programmes on 23 November 2018.**

The FIBAA Quality Seal is awarded.



**FOUNDATION FOR INTERNATIONAL  
BUSINESS ADMINISTRATION ACCREDITATION**

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

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# Assessment Report

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**Higher Education Institution (HEI):**  
Berlin

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**Master study programme:**  
Visual & Experience Design

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**Qualification awarded on completion:**  
Master of Arts (M.A.)

# General Information on the study programme

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**Brief description of the study programme:**

Visual design as a discipline encompasses old physical and new digital media as well as a strategic position toward brands and their communication. Experience design involves a more abstract approach, where structure and function are strictly connected to customer journeys. Though these two approaches may seem different, they can be considered as the two facets of a professional's requirement to respond to growing needs of industries and institutions.

The programme in Visual & Experience Design is meant to offer an opportunity to acquire both views around the same subject: to experience hands-on skills and in-depth knowledge on how to design the identity of a company and/or organization by integrating graphic design skills with strategic thinking; and to approach the experience of the brand and/or organization, in terms of services and communication, analyzing and developing the customer approach and journey.

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**Type of study programme:**

Master programme

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

2 semesters/ 60 ECTS points

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**Mode of study:**

Full-time

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**Didactic approach:**

Study programme with obligatory class attendance

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**Double/Joint Degree programme:**

no

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

35 students

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**Programme cycle starts in:**

Summer and winter term

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**Initial start of the programme:**

Winter semester 2018/19

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**Type of accreditation:**

Initial accreditation

# Procedure

A contract for the initial accreditation of the degree course Visual & Experience Design (M.A.) was made between FIBAA and University of Applied Sciences Europe on December 19<sup>th</sup> in 2016. On Mai 12<sup>th</sup>, 2017, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation were met.

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

**Prof. Andreas Ken Lanig**

Diploma Hochschule

Professor of Communications Design virtual teaching (Communications Design, Graphic Design, Creative Direction, Typography, Media Design, Semantics, Conceptual Design, Media Theory, Media Didactics)

**Prof. Dr. Raija Seppälä-Esser**

Hochschule Kempten

Professor of Tourism Management (Tourism Management, Experience Staging / Experience Design, Marketing, Customer Relationship Management)

**Prof. Dr. Jürgen Gabriel**

BTU Cottbus-Senftenberg

Professor of Business Administration and Technology Management (General Management, Technology and Innovation Management, Entrepreneurship, Quality Management Systems)

**Kerstin Amend, Dipl. Grafik-Design**

STANDARD RAD. GmbH

Director/ Creative Director

(Branding, Corporate Design, WEB-Strategy, Social Media Strategy)

**Ronja Derhake**

Hochschule Bremen

Student of "Applied Business Languages and International Business Management" (B.A.)

FIBAA project manager:

Estefanía Guzmán

The assessment is based on the self-evaluation report, amended by further documents, requested by the panel, and an Adobe Connect meeting. The Adobe Connect meeting took place on October 24<sup>th</sup>, 2017. The same cluster included an appraisal of Innovation Design Management (M.A.) On end of the Adobe Connect meeting the panel gave a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on November 10<sup>th</sup>, 2017. The statement on the report was given up on November 16<sup>th</sup>, 2017, it has been taken into account in the report on hand.

# Summary

Regarding the procedure, it should be noted that an accreditation procedure, which takes place before the programme's initial start, is similar to one of an already ongoing programme.

The study programme Visual & Experience Design (M.A.) offered by University of Applied Sciences Europe fulfils with three exceptions the FIBAA quality requirements for master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on winter semester 2018/19 and finishing on the end of summer semester 2023, under conditions. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid at the time of opening of the procedure, and with the Bologna declaration.

The panel members identified need for improvement regarding the following aspects modular structure of the study programme, study and exam regulations and the structure and quantity of faculty in relation to curricular requirements<sup>1</sup>. They recommend the accreditation on condition of meeting the following requirements:

- **Condition 1**

The university provides module descriptions

- with the deepened use of the category prerequisites taking into account the competences the students should already bring.
- that include the suitable bibliography for each module
- that include international contents and intercultural aspects.

(see Chapter 3.2)

- **Condition 2**

The university provides the regulations relevant for the courses of studies in a legally valid, approved and published form. (see Chapter 3.2)

- **Condition 3**

The university submits a complete interdisciplinary matrix and the CV of the new part-time lecturer that provide evidence of an adequate staffing of the courses. (see Chapter 4.1)

Proof of meeting these conditions is to be supplied by June 15<sup>th</sup> 2018.

The panel members also identified several areas where the programme could be further developed:

- to show more explicitly how the internationality is being integrated in the programme itself. (see Chapter 3.4)
- to further describe the field where future graduates are going to find themselves and give a deeper information about the future work fields. (see Chapter 1.3)
- to cluster the topics of the workshops, so that students can gain an overview of the topics of the programme and don't risk at repeating topics. (see Chapter 3.2)
- to adapt the quality system to the innovative courses and to take into account that project-based courses should be evaluated differently than regular lectures. (see Chapter 5)

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

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<sup>1</sup> These aspects are asterisk criteria which means that they are essential for the study programme.

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

- Transparency and documentation of admission procedure and decision (see Chapter 2)
- Interdisciplinary thinking (see Chapter 3.1)
- Ethical aspects (see Chapter 3.1)
- Guest lecturers (see Chapter 3.3)
- Foreign language contents (see Chapter 3.4)
- Student support by the faculty (see Chapter 4.1)
- Cooperation with business enterprises and other organisations (see Chapter 4.3)
- Quantity, quality, media and IT equipment of teaching and group room (see Chapter 4.4)

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

# Information

## Information on the Institution

The University of Applied Sciences Europe (UE) - former BiTS - Business and Information Technology School – was founded in 2000 and was officially recognized by the German federal state of Nordrhein-Westfalen in the same year. Headquartered in Iserlohn, it has campuses in Berlin (since winter semester 2012/13) and Hamburg (since winter semester 2013/14). It was first accredited by the German Science and Humanities Council in 2008 and was re-accredited in 2014 for a ten-year period. The university's carrying company is the BiTS - Business and Information Technology School GmbH, Iserlohn. Its sole shareholder is Laureate Germany Holding GmbH, also based in Iserlohn.

The UE offers practical, business-oriented, and internationally-focused bachelor and master study programmes. Student employability and close relationships with the business community are central to the UE mission.

All UE study programmes have a fundamental basis in the economic sciences with additional emphasis on business, media, services, and psychology. These complement the curricula, tailored to each study programme. Beyond the basic economic subjects, the various study programmes have thematic areas of overlap; for example, in social and methodological skills.

During the course of the summer semester 2017 the former BiTS and BTK (Berliner Technische Kunsthochschule) are merging their respective entities. BTK, a private state approved university of applied sciences with its headquarters located in Berlin, is offering design and art focused study programmes aiming to educate and train designers for working in jobs overlapping between design, art, and new media. Both universities have joint campuses in Berlin, Hamburg, and Iserlohn. This merger marks a next step in the universities' collaboration.

This merger will integrate BTK as the new faculty of Art & Design into UE' portfolio. The UE has received state approval for the integration from the NRW Ministry of Innovation, Science and Research in February 2017. Along with the merger the university has applied for a name change into University of Applied Sciences Europe - Iserlohn, Berlin, Hamburg which the ministry has approved as well end of March 2017. The name change will be communicated in the second half of the semester to all stakeholders. All students, lecturers and administrative personnel of BTK are being transferred to UE in this process.

BTK's study programmes complement and enrich the UE' range of studies due to the technical and academic overlap of both universities, thus offering new perspectives to education and research respectively, specifically concerning Digitalization 4.0 (Interaction/Gaming/Communication Design as well as Photography).

There are approximately 2.700 students enrolled in all four departments for the 2017 summer semester (status as of May 2017).

# Programme Description and Appraisal in Detail

## 1. Objectives

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

Visual design as a discipline encompasses old physical and new digital media as well as a strategic position toward brands and their communication. Experience design involves a more abstract approach, where structure and function are strictly connected to customer journeys. Though these two approaches may seem different, they can be considered as the two facets of a professional's requirement to respond to growing needs of industries and institutions.

The programme in Visual & Experience Design is meant to offer an opportunity to acquire both views around the same subject: to experience hands-on skills and in-depth knowledge on how to design the identity of a company and/or organization by integrating graphic design skills with strategic thinking; and to approach the experience of the brand and/or organization, both in terms of services and communication, analysing and developing the customer approach and journey.

The concept of branding has moved away from the traditional idea of creating an "image" that represents the name and values of a company, to exploring a broader view that incorporates several disciplines, from visual design to sound design, from storytelling to consumer psychology and marketing techniques. This requires a strongly integrated approach whose aim is to identify the core assets in order to orchestrate them into a consistent brand identity. The 4.0 era and socio-economic developments are pushing brands to rethink their models in customer-directed applications. The brand experience includes many levels from tangible to intangible as part of the same journey. Professional figures that will be able to understand and manage this change will be key for successful enterprises and institutions.

The programme's aim is to offer the students the chance to explore and enhance their skills within the areas of design, visual and social culture, strategic tools, graphic design tools, visual narratives, and approach workshop activities with real projects and investigations lead by professionals, companies and institutions. At completion of the program, students will realize a personal final thesis/project to enhance their own vision within the frame of professional practice. Next to the interdisciplinary approach, the HEI emphasizes the programme to be further enhanced by the opportunity for students to select one of their four workshops from among the Innovation Design Management program.

With the design domain being in constant flux, the observation and investigation of new professional figures who are able to play a distinctive role within future scenarios should be constantly directed toward new interdisciplinary approaches allowing them to respond and forecast the marketplace.

The programme addresses innovative and hands-on executive and practical approaches, which can be described as follows:

- Apply a mix of communication strategies and design tools in order to develop a global brand identity of a small to medium-sized company, a product line, and/or a startup.
- Analyze user activity and social behavior to solve product design problems; use narrative design tools such as storytelling, storyboards and videos.
- Explore the design process from the point of view of people and their activity in everyday contexts; learn to decipher peoples' needs, expectations and desires; develop user scenarios, create and validate solutions.

- Observe the relation between people and brands in which brands assume a human connotation and a personality, whose core values are represented through the visual image, communication style and behaviors, interaction models, tones and languages.
- Develop branding and elaborate on upcoming scenarios as a complex body of work that goes beyond the definition of a visual image.
- Manage techniques to represent activity flows, complex systems of visual representation and formalization of knowledge

The most important job prospects are: Visual and Experience Designer, Brand Designer, Service Designer, Experience Designer, Design Strategist, Creative Director and/or Entrepreneur.

## Appraisal:

The qualification objectives of the Master study programme are explained and presented in relation to the target group, targeted professional field and societal context of the discipline. They embrace academic and language proficiency, comprehensive employability, as well as the development of the individual student's personality.

The objectives and skills to be acquired correspond with the aspired Master level at graduation. They take into account the requirements of the national qualification framework.

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

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

The Visual & Experience Design program is meant to analyse and generate content under a global perspective in terms of visual and service design. The practical approach through real projects pushing exploration and often working hands-on on global or local concepts is a consistent asset to support this vision.

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The course is held in Berlin. The city offers a special platform for the programme because it has more than 1,300 companies, stores, ateliers, labs and a strong network of young enterprises and it is the hub for innovative programs that are looking at the future of design. The international character of the city offers the right habitat for global projects. The start-up scenery and the cosmopolitan environment of Berlin are drivers for cutting-edge approaches to these disciplines. In addition, future collaboration among the university and Domus Milan will offer students an international and complete platform on which to apply their skills, creativity and potential.

On the Berlin campus the university is currently hosting students from 90 countries. The range of cultures is wide, new ways of thinking are evident, lifestyles and design approaches are diverse. This international environment creates a rich mixture of cross-cultural interaction, which gives the institution its unique character.

- Professors and scientific assistants have international backgrounds themselves, which forms the spirit of the institution.
- The interaction between local cultures and global thinking, the cultural identity of each student, the context of local culture altogether brings to students a strong cultural attitude, an open-minded approach and a capability to connect local culture with global thinking.

The international atmosphere influences all facets and topics of the programme, including aspects of management, design and service innovation as the main objectives – and a global vision an integral part of the whole.

### Appraisal:

The programme design appropriately takes into account the required international aspects. Especially the mixture between studying in Berlin and having students from different countries promotes the international spirit of the programme.

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

## 1.3 Positioning of the study programme

The main features of the programme are:

- The international learning experience focused on current and future industries, working and collaborating with peers from an international domain and with different backgrounds.
- The search for innovation through design.
- The modular and consecutive design of the programmes to build a consistent experience and a professional journey.
- The exposure to professionals, designers, practitioners and companies to experience the state of the art of the disciplines integrating feedbacks both from the academic and the professional side.
- The one-to-one relationship with tutors and with all actors involved in the programmes in order to establish one's own voice and vision.
- The intimate contact with the professional reality allows students to immediately become protagonists within the system. Many lecturers are active professionals at the forefront of the industry who share not only approaches and expertise, but also insight into the system in continual evolution. In this way, the programmes are constantly updated and evolving with, and ahead of the industry.
- The unique possibility to design part of one's own path selecting the fourth workshop outside of one's own major, in order to experience real interdisciplinarity, both in content and teamwork, to build a multi-faceted expertise according to each student's objectives.
- The opportunity to realize a final master's project with the coaching and support of high-level faculty and professionals.
- The chance of becoming part of a wide global network of alumni that are actors of the design and business fields worldwide.

The programme is aimed to meet the needs of the industry of reference. Students who attend the programme are able to acquire hands-on experience of real industry scenarios in order to be directly and actively involved in authentic processes.

The programme closes the gap between the formerly “pure” approach of business oriented teaching and learning (UE) and design respectively art oriented teaching and learning (BTK). The setup of the programme opens the path for UE into an interdisciplinary world of education in the respective fields of interest. The aim is to create a more comprehensive university that fosters interdisciplinary learning between different faculties and that is enhanced even more than before by the world-wide network of partners, in this case Domus Milan. This goes along with initiatives such as the introduction of multiregional programs and Global Classes.

## Appraisal:

During the assessment the university representatives compared the contents of the study programme with programmes of other universities. Even though there are some German institutions offering similar programmes, it is quite innovative to combine business and design contents in the way this study programme wants to do. Therefore the positioning of this study programme in the educational market is plausible to the panel.

The programme is positioned in new work fields, which are changing rapidly. Therefore job descriptions also vary very rapidly. For example the former graphic designer or photographer is no longer needed in such a restrictive way. The new environment requires persons who are able to use design as a force for solving entrepreneurial problems. Taking this into account, the arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented and the future fields of employment for graduates are plausibly set forth. Considering the fast-paced moving labour market the panel recommends to further describe the field where future graduates are going to find themselves and give deeper information about the future work fields.

After the fusion of BiTS and BTK to the University of Applied Sciences Europe the new programme fits convincingly into the HEI’s overall strategic concept. The study programme’s qualification goals are in line with the HEI’s mission and strategic planning.

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

## 2. Admission

Admission requirements for UE study programmes are documented in the university's admission and enrolment regulations.

The selection procedure and requirements are accessible on the programme website. Here, potential students can gain an overview of the prerequisites for acceptance, tuition fees, grant options, acceptance dates as well as application documents. Interested parties can also obtain information directly from the student advisory service and at the registrar's office.

### Application

Every applicant must complete the application process and must provide evidence that they fulfill the requirements defined in the admissions and enrollment regulations. Applicants must submit the following documents as part of the application process for the MA programmes:

- the timely submission of the application form or the online application,
- the submission of a tabular CV,
- Evidence of a completed university degree with a vocational qualification according to a bachelor's degree with studies in the amount of 240 CP according to the ECTS system.
- Evidence of required knowledge of English. Applicants must include a certificate of their English language level, IELTS 5.0 certificate or equivalent. Alternative certificates (e.g. from an English language undergraduate degree, periods abroad, or other certificates) may also be provided. For native speakers, the required language skills are considered as a given.

In addition, the interview with the local programme leader (or representative) is conducted in English. This process ensures that only students with appropriate language skills have admission to the programme. In the event that linguistic weaknesses are identified in some areas during the application process, an appropriate recommendation for closing the gap is made to the candidate.

In the case that an applicant is not reaching the required level due to missing only half a point, the candidate may be admitted under the condition to enroll in an English course, provided by the institution to help to overcome the gap in due time.

Applicants for this course additionally must have a degree in one of the following disciplines: Graphic Design, Interaction or Interface Design, Communication Science, Marketing, Media and Web Design, New Media and Creative Coding, Software Development, Architecture, Product Design or a related subject. Applicants must send a portfolio with work samples.

### Regulations for Applicants with less than 240 ECTS

Pursuant to Section 5 of the regulations for admission (RA) is stated that:

If less than 240 credits have been achieved by the first professional qualification, the selection committee must first examine whether additional credits (up to 60 CP) can be awarded by recognizing professional or other competences acquired outside of higher education institutions.

If the candidate comes with a degree of 210 or 180 CP, he/she can complete one or two bridge semesters. The selection committee has to determine in advance the number of points to be acquired. An individual timetable must be drawn up together with the student to ensure the acquisition of the missing points and the necessary knowledge. Admission to the Master's degree is subject to the successful completion of the bridge semester.

In suitable cases, an aptitude test can replace the bridge semester. In this way the qualifications necessary for the study are determined before the start of the study. The decision shall be taken by the selection committee in consultation with the examination committee. The student is to be informed in written form that he will have earned less than 300 credits after completing the Master's degree.

Interested students can use the university's website as a source of information at any time. In addition, consultations (personal or by phone, mail or chat) can be arranged with student advisory services or the vice-dean or relevant study programme's management. The student advisors are supported by a CRM system in order to guarantee prompt reaction times and a comprehensive service. All enquiries, whether made via mail, phone, or at information days, will be answered within due time. Student advisors are regularly trained on study programme developments by the study programmes' management in order to be able to offer adequate advice on study programme content at all times.

During the consultation, a prospective student receives an in-depth insight into programme structure, requirements for successful study as well as subsequent professional and academic options. In addition and if applicable, overseas study periods and internship options are explained, and advice on study financing options is also provided if required. During the consultation, the prospective student is asked about his motivations for choosing the study programme and his personal interests and objectives. In the event that a fit is not established between the interested party and the study programme, this is clearly communicated and suitable alternatives are offered.

In addition, interested parties also have the option of attending lectures as observers in order to gain an accurate impression of study conditions and their respective content.

The selection procedure and admission requirements are documented and can be accessed in the relevant sections of the regulations as well as on the university website. Applicants are informed of decisions regarding their admission by mail. In cases of rejection, the university encloses a reason for their rejection.

The admission decision itself is based on the compiled data of interview and feedback. It is guided by procedures for conducting interviews in a scientific manner. The application documents and evaluations of the one-to-one discussions are added to the applicant's file and archived in accordance with legal requirements.

## Appraisal:

The admission requirements are defined and comprehensible and are documented in the university's admission and enrolment regulations. The national requirements, regulations for language proficiency and for applicants with less than 240 ECTS are also taken into account.

Applicants can find the selection procedure and requirements on the programme website. They can also contact the student advisory services, the vice-dean or relevant study programme's management for further counseling or for clarification of specific questions, of personal aptitude, of career perspectives. Personal dialogue between applicants and the HEI is provided by telephone, e-mail or chat.

If the applicant fulfils the requirements, including a certificate of their English language level, there is an additionally interview in English as part of the selection procedure. If the language knowledge is insufficient the applicant receives recommendation on how to reach the required level, eventually by he enrolling in an English course provided by the institution. This procedure is transparent and ensures that qualified students are admitted.

The admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing via e-mail. In addition, the admission decision contains detailed information on the results of the admission procedure.

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

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

#### 3.1 Contents

The degree course is structured and organized in four pillars, which are designed to form an integrative and complete learning experience. Each pillar is composed by key elements that support the necessary development of theoretical and practical knowledge, which is taken by the students to appraise and achieve their objectives. The structure is consecutive in order to support students' progression and personal development.

The course of study is based on the following recommended schedule:

**Curriculumsübersicht\***  
**Visual & Experience Design (M.A.)**

Module Key	Module	Credit Points per Sem.		Credit-points	Hours per week (HWS)	Workload			weight of exam related to final grade	Module / course coordinator	Form of Examinations
		1.	2.			Total	Hours in Class	Hours Self-Study			
T1	Design & Visual Culture and Strategies	8		8	6	200	67,5	132,5	13,33%	Prof. N.N. (Theory)	written assignment
T11	Atlas of Design				2						
T12	Age of Disruption				2						
T13	Business for Design				2						
T2	Graphic Tools and Visual Narratives	6		6	4	150	45	105	10,00%	Prof. Mirjam Goller	written assignment
T21	Graphic Theory & Practice				2						
T22	Visual Narratives				2						
P1	Identity design	6		6	6	150	67,5	82,5	10,00%	Prof. Volker Pook	presentation
P11	Theory & Concept				2						
P12	Project Workshop				4						
P2	Envisioning	6		6	6	150	67,5	82,5	10,00%	Prof. N.N. (VED)	presentation
P22	Theory & Concept				2						
P23	Project Workshop				4						
P3	Research project	4		4	3	100	33,75	66,25	6,67%	Prof. Thomas Noller	presentation
P31	Research & Topic				1						
P32	Colloquium				2						
P4	Experience Design		6	6	6	150	67,5	82,5	10,00%	Prof. N.N. (Experience Design)	presentation
P41	Theory & Concept				2						
P42	Project Workshop				4						
<b>Electives (1 out of 2)</b>											
E	Elective		6	6	6	150	67,5	82,5	10,00%	see below	see below
E1	Course 1				2						
E2	Course 2				4						
TH	Final Thesis Project		18	18		450		450	30,00%		homework, project, oral examination
	Final Thesis Project										
<b>Total</b>		30	30	60	37	1.500	416,25	1.083,75	100%		

<b>Electives (1 out of 2)</b>											
E 1	Product Strategy		6	6	6	150	67,5	82,5	10,00%	Prof. N.N. (IDM)	presentation
E11	Theory & Concept				2						
E12	Workshop				4						
E 2	Identity Design		6	6	6	150	67,5	82,5	10,00%	Prof. Volker Pook	presentation
E21	Theory & Concept				2						
E22	Workshop				4						

### Pillar 1 – Design and Visual Culture and strategies / Graphic Tools and Visual Narratives

These two initial modules are providing a set of information and experience, both theoretical and practical, to hone skills and knowledge to enable students coming from diverse design domains to tackle the workshop activities that will follow.

The module Design and Visual Culture and Strategies implements design culture with a specific target on visuals and with case histories that encompass both the creative and the business side. Strategies become the driver to set new creative paradigms within visual culture. The module is structured into a theoretical and a practical part.

The module Graphic Tools and Visual Narratives is aimed at exposing the participants to a wide range of visual design techniques, ranging from traditional illustration, calligraphy and letterpress to digital image creation, photography and contemporary typography. The structure of the module is a mix of theoretical components and hands-on experiences that will students face the mix of technical complexity and sense-making issues related to the creation of communication artifacts. Upon successful completion of the module, participants will develop a deeper understanding of how and how much visual language associated to a specific era – and/or to a brand – is influenced by its respective production technique; this will lead to a better awareness of how to use each specific language to enhance and focus visual communication strategies for contemporary brands.

### Pillar 2 – Workshop based Activity with Companies

The workshops/ modules have the same frame conditions as the ones in IDM, but with different content.

In the module Identity Design students develop the skills for designing or extending the brand identity of a small to medium scale company, a product line and/or a start-up. They create scenarios and concepts by applying a mix of communication strategies and design tools in order to design a “global brand identity”. Topics covered include: visual design, illustration and iconic design; brand identity and corporate culture; communication and design strategies: advertising, events, marketing. Each Identity Design workshop is designed around a real or simulated scenario to enhance the professional experience of students’. Details vary according to specific objectives of the project.

The module Envisioning analyzes cultural and social signals and themes that will have an impact on our society in a medium to long-term perspective. The workshop emphasizes design activities stemming from ideas to concept scenarios and revolves around envisioning future scenarios based on the crossing of innovative emerging technologies with socio-cultural, geo-political, and strategic values. Concepts are validated through concurrent activities, such as: activity analysis; context and user understanding; technology road-mapping, etc. Due to the nature of in-depth investigation of this workshop, it may be conducted without the participation of a company. Instead, it is intended that the development of any given scenario is free from outer constraints.

The module Experience Design explores the designing process from the point of view of people (not users, nor consumers or clients) in their life contexts. Everyday experiences are built upon the continuous interaction with information, communication tools, relational spaces as well as interactive objects and services mostly mediated by service-driven brands, companies or organizations. Among others areas of application include: mobility, retail, hospitality, tourism and cultural heritage, as well as learning and working environments. The workshop addresses aspects and contemporary methodologies related to people’s activity and context analysis. Each experience design workshop is designed in a real or simulated environment to enhance the professional outcome.

### **Pillar 3 – Research-based intensive Project Activity and Pillar 4 Final Thesis/Project**

See above the already described didactical objectives. In the context of this programme students will produce design-driven research within the frame of Visual & Experience Design using tools, skills and experiences processed during the program.

The IDM programme support students coming from different domains (economics and design) to accurately manage the body of work presented at the end of each module. They apply research methods as well as design thinking to innovate within real scenarios.

The VED programme encompasses different disciplines that are already melted within the industry in one figure; its students are getting an in depth information on the different domains and they are applying all this aspects in an holistic approach to each project.

The UE awards the degree of “Master of Arts” (M.A.) for the Innovation Design Management and Visual & Experience Design study programmes. This degree reflects the orientation of the programmes in terms of structure and content, as well as its focus on methodologies and academics with a concurrent, practice-oriented relevance to practical application.

The master study programme integrates theory as well as practical content and is both academic and application-oriented. In conjunction with the acquisition of functional and methodological expertise, students acquire skills for independent resolution of practical problems and issues and development of innovative strategies and ideas. Theory nourishes practice which is applied throughout the work-shops activity. The teaching approach integrates practice and theory throughout a faculty that melts academic and practice to provide a 360-

degree approach to the field of study. As the purpose of the programme is to promote innovation through design, students are going through a journey of exposure to different methodologies and practices to design their own independent vision and proposals. Companies' involvement is led to provide a research on field experience to students with real investigations and proposing real solutions. Workshops, as the core activity of the programme are encompassing theory and practice to produce professionals able to deal with the latest challenges of their fields. The master thesis project fully reflects such a vision; it encompasses theory and practice in a body of work composed by different structured aspects and project lead. From the thesis that documents all the steps of the project: research, development, project, presentation, to the sample (when necessary) to the final video to illustrate to the audience the project content.

Since students from different cultural and professional backgrounds participate in the study programme, the interdisciplinarity is being fostered. Different previous paths, harmonised by courses as well as through lectures during workshops, constitute an added value to the practical implementation of information within teamwork. This philosophy is orienting students to apprehend and develop information regarding the business practice.

Workshops are the core area of development for the students who can also select one workshop from the programme Innovation Design Management in order to achieve an implement their experience in an interdisciplinary approach. Considering the real industry arena, the request for flexible competences, often melting different knowledges and particularly different mindset, is becoming crucial. Students will be able to experience a real work domain with the chance to take risks and to explore and integrate distinctive features and cultures.

Each workshop is designed according to the main tasks described, adapting it to the context, the company, the emerging needs of the industry, so to keep students updated in this regard. In the meantime, academic rigor parameters will be respected. For each activity, 6 lectures will be designed and provided involving practitioners, thinkers and relevant protagonists of the field. These lectures are aimed at offering students more insights on the treated subject as well as at giving them the chance to encounter and discuss with relevant personalities of the field.

Ethical aspects are addressed throughout the modules. Students are continuously sensitized to the fact that they are active in areas that are defined by contact, emotions, interaction, as well as other cultures. Likewise they will learn to make decisions within a business context that are innovative, balanced, effective, well-reasoned, ethical, and socially responsible.

The programme will encompass workshops; contests and projects open to students in collaboration with new business ethical model companies, institutions and ONGs.

To design innovation imply nowadays and more and more in the future, the in depth consideration of the consequences of our actions, as individuals, customers or brands. From sustainability to ethical production, students will learn to reflect on those topics through the projects they will work on.

Teaching staff are suited to "educate leaders in the interests of social responsibility" in accordance with the university's mission. This includes discussion on guiding principles transcending monetary criteria and is directly relevant in the context of increasing globalization.

The teaching and learning methods employed in the programme are designed to help students to achieve their individual goals and objectives as well as those of the course. The programme operates prioritizing an original "learning by designing" approach. The primary vehicle for learning is, therefore, the work-shop. Workshops are designed to give students a complete knowledge of a specific working activity.

The methodology applies a number of assessment tools to reflect student performances. Workshops, as well as research and project activity and the final thesis are evaluated through a scale that takes into consideration the main aspects related to the design of a project, within business or other areas, and they are focussed onto the competencies students are expected to apply and deliver. Throughout the programme students are exposed to a range of feedback, verbal or written, and they receive, not later than one week after the presentation, their final assessment expressed in a grade as well as in a written evaluation. The assessment reflects on best practices as well as on improvements applied.

Each module is composed by individual and group learning activities and concludes with a public exam; successful exam completion is the basis for the awarding of credit points. Students will be experiencing a continuous evaluation process, composed by formative and summative feedback, which finds its conclusion in the final thesis.

Examinations take place as soon as possible after the teaching units end. Module exams can have as subject only the content taught over the course of one semester. As a rule, examinations that need to be repeated (second and third exams) are scheduled towards the end of the semester or at the beginning of the following semester. Academic management conducts a performance feedback round with those students who are at the risk of failing their graduation on account of their low grade point average.

A number of tools aimed at student self-evaluation further supplements the set of stated evaluation methods as an additional tool for the student to engage in self-reflection and individual achievement appraisal. The student self-assessment follows student progression through their curriculum and does not contribute towards the official academic assessment. The specific self-assessment tools are:

- A questionnaire to be filled in by the student at the end of each project module. It has been conceived with the aim of supporting students to critically reflect upon their work. Students can articulate their own perceptions about their role and the level of completion of their design process.
- Students' peer assessment is meant to support the student in obtaining clearer awareness of their own achievements and positioning within their peers' cohort.

Peer assessment is applied once a year. Its application takes place preferably during the second or third project. The assessment is project-focused, with consideration to the student's personal learning process.

## Appraisal:

The curriculum of the Master programme adequately reflects the qualification objectives of the study programme. According to the panel the contents of the modules are well-balanced, logically connected and oriented towards the intended learning outcomes. Students have the opportunity to select a module of the programme Innovation Design Management. This specialisation enables students to acquire additional competences and skills.

Due to the contents of the curriculum and the programme objectives the degree and programme name are reasonable.

Theory and practice are sufficiently combined throughout the curriculum. This takes place especially at the workshops where the theory is lived within the practice. Interdisciplinary thinking is promoted on the one hand by the different student's backgrounds and on the other

hand through the emphasis of the course on preparing the students for an occupation requiring trans- or interdisciplinary knowledge.

As the course's aim is to design innovation through business or through visuals, the students are being instructed to consider the consequences of their actions, for individuals, customers or brands. In this way the identification and reflection of ethical aspects are strongly promoted and considered key competences and an integral part of the study programme's qualification objectives.

Written assignments, projects and presentations test the knowledge and competence of the students. Through the variety of examination forms the students acquire methodological competences during their studies and are enabled to do scientific work on the required Master level.

The implemented examinations, which are defined for the modules, are suited in format and content to ascertain the intended learning outcomes. The forms of examination are characterised by a wide variety of test formats. The final thesis is evaluated based on previously published and coherently applied criteria, rules, and procedures. The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives, which include showing all the main phases of their innovation management process.

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

## 3.2 Structure

Projected study time	2 semesters
Number of Credit Points (CP)	60
Workload per CP	25 hours
Number of modules	8
Time required for processing the final thesis and awarded CP	12 weeks/ 18 CP
Number of contact hours (For MBA programmes: Please describe in which way the substantial proportion of	416,25

structured contact according to the EQUAL MBA Guidelines is ensured.)	
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The programme is modularised. There is a Module Handbook which displays relevant information about the modules of the programme. In each description you can find the amount of awarded credit points, the prerequisites, the content, the learning outcomes as well as the duration, frequency, workload, evaluation and applicability of the respective module.

No module takes longer than 1 semester. There is no overlap that would handicap mobility for more than one academic year.

The overall workload of each module is displayed within the module handbook. The accuracy of these data will be reviewed during regular evaluations after the programme once started.

For the degree course the regulations for admission (RA) the general regulations governing the course (GRGC) and the guideline regulations for the examination (GRE) applies.

The HEI regards diversity as a major opportunity that facilitates valuable changes in perspective and enhances creative potential. This is also enshrined as a key concept within the university's mission. Equal opportunity is guaranteed in all areas of the School. For students, this means that, as early as the selection procedure, they are accepted into the relevant study programme solely based on the defined selection criteria.

Rules to offset disadvantages are assured at the section 15 (GRE) for students with disabilities or chronic illnesses. The International Office offers guidance on accessibly designed universities to students selecting a university overseas and on relevant rules to offset disadvantages.

Students with relatives requiring care have the option of taking a leave of absence from their studies. The faculty and service facilities assist students with decision-making in respect of leave applications and in planning their future order of study. Students on leave continue to be involved in the university's communication processes and are informed of all developments in order to facilitate their return to study. Female students also have the option of deferring examination dates if such dates fall within periods in which maternity protection regulations apply. Applications for such deferrals must be made to the examination board in good time.

Furthermore, the university offers support in respect of study financing. It also offers appropriate guidance options as well as payment options. Any associated applications are treated as confidential at all times.

## Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of modules and assigns Credit-Points (CP) per module on the basis of the necessary student workload.

Each of the modules P1, P2, P4, E1 and E2 consist of two courses. One course covers the theory and the other its implementation in practice during a workshop. The module handbook describes in very general terms the module content. The module descriptions, however, do not provide enough insights into the specific topics covered during the course. The panel missed a list of the main literature used and found it difficult to understand which topics were going to be treated in the theory part, particularly because there is no literature to sustain the theory. This also applies to the remaining modules.

The module handbook presents under the category prerequisites, information about the requirements needed to pass the course. The information is limited to the completion of previous modules. Since the degree course will have students with very different backgrounds, the experts believe that it is very important to deepen the description of the requirements under the suitable category and to make reference to the competences the students should already bring. This will help to clarify if the students are going to be able to accomplish successfully the module or not.

Even though the programme has an international orientation and its aim is to pave the way for an international student body for careers in international companies, the explicit manifestation of the international content and intercultural aspects is missing in the module descriptions.

Consequently, the panel advises the accreditation under the **condition** that

The university provides module descriptions

- with the deepened use of the category prerequisites taking into account the competences the students should already bring.
- that include the suitable bibliography for each module
- that include international contents and intercultural aspects.

Furthermore, the panel recommends to cluster the topics of the workshops, so that students can gain an overview of the topics of the programme and don't risk at repeating topics. This is especially important for the elective modules, where students can choose from one module of the programme Innovation Design Management.

The examination regulations have not yet been subject to a legal examination and they are still in a draft-state.

In the documents, the guidelines for the study course are implemented in compliance with national and country-specific guidelines. Recognition rules for achievements provided at other universities in accordance with the Lisbon Convention and achievements rendered outside of the university are defined. A claim to compensate for disadvantages for students with disabilities with respect to time and formal requirements in the course of studies as well as with all final or course-accompanying performance certificates is ensured. The ending note is also given with a relative note.

Consequently, the panel advises the accreditation under the **condition** that

The university provides the regulations relevant for the courses of studies in a legally valid, approved and published form.

A suitable curriculum design ensures the feasibility of the study programme's workload. This is ensured by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling.

Starting from the selection procedure the UE ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. Students in special circumstances, such as students with relatives requiring care are particularly assisted.

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

### 3.3 Didactical concept

The didactic concept applied in the master programme is valid for all of UE study programmes and can be summarized as follows:

- Lectures – acquisition of subject and methodological knowledge (theoretical background) through lectures and discussion. Various media are also used in this regard (including pin boards, overhead projectors, films etc.).
- Exercises – teaching content is demonstrated by lecturers using problems or cases from practice or developed in a group setting.
- Practice – workshop activities, course work, discussions and revisions establish a learning by designing dialogue between faculty and students.
- Assignments (homework) – individual and team skills are developed using appropriate assignments and are nurtured by means of performance feedback provided by lecturers.
- Self-study by means of independent study of lecture notes and literature – this form of knowledge acquisition shall serve as preparation for or consolidation of lifelong learning. In addition, suggestions on suitable literature are provided by lecturers.
- Case studies – subject-specific teaching content is consolidated and supplemented with sample case studies and involves active student participation, which, as a rule, takes the form of group work.

Individual abilities to act, and to do so in the interests of sustainability, shall also be enhanced permanently by such activity. In addition, practice partners are often involved in this area, as well as in leading project-based activities in order to increase applicability and to support the transfer of theory into practice.

- Topics are designed in an interdisciplinary manner to the greatest extent possible by means of empirical or case studies.
- Case studies and practical projects enhance and nurture the students' entrepreneurial spirit and self-confidence.
- Small groups enable an interactive teaching and learning environment between teachers and students.
- Individual support (coaching) requires and encourages regular performance feedback discussions.
- Experience shows, according to the HEI, that this approach is considered by students to be a valuable learning experience.

Furthermore, the programme is not only aiming to prepare students for future positioning within existing industries, but it should also be supporting them to envision new business models in the field of design and beyond.

The constructive handling of internal revisions and feedback constitute a significant element of the management of one's own motivations. Implementation of the transition from a teaching

to a learning orientation is an important part of all elements within the didactic concept. Guidance of students towards independent preparation of content, skill acquisition, practice and the further development of their personalities take center stage. Coaching and profiling students implies faculty to be easily available without time restrictions.

Study materials are created and provided by the respective course lecturer(s). In this regard, lecturers are encouraged to ensure that their materials are always up-to-date (results of research, case examples, legislative basis, etc.) and to present teaching content to students in a transparent way. The following materials are commonly provided for all courses:

- Lecture notes: a document prepared by the teacher, which aligns with lectures in terms of structure and content and/or the digital lecture (when feasible) are available to students for consultation. Lecture notes are provided in printed format or as a digital version on the intranet.
- References: Teaching staff can insert references (extracts) into lecture notes or file them for down-load from the intranet.
- Supporting literature: The teacher provides suggestions for supporting literature which is generally available in the campus library.

Material, links, information, dates and deadlines are disseminated quickly and in a straightforward fashion via the student information system.

Guest lecturers and project leaders are at the core of the philosophy of the programme whose main task is to match academic rigor with the support from internal faculty. When designing a workshop programme leaders usually invite external guest to offer scientific, social, business and/or design findings with specific reference to the topics of the project. The goal of this methodology is to push debate and incubate interaction among the students, and to provide multiple and updated perspectives within the discipline, encouraging students to question and passionately define their own approach.

Guests from outside are also often project leaders which form a team with a member of faculty (usually the programme leader). Workshops are structured into a kick-off phase, a continuous revision round with students, a mid-revision together with company representatives, and the final presentation. In the final presentation each student/team presents the results of their findings, their investigations and their results to an audience composed of peers, and a commission formed by faculty members, project advisor, project leaders and company representatives.

The final assessment is given by the programme leader. During their presentation, students have the chance to receive multiple comments and they have the possibility to discuss these with the commission. Guest lecturers can also be invited to extra didactic activities.

On request, students can set up tutorials or learning groups independently. The university coordinates such offers by mediating between interested and qualified students, as well as the organization of appropriate premises and information channels. In addition, the student departments of the UE regularly offer courses on learning together, discussing the content and deepening the learning material.

## Appraisal:

The didactical concept of the study programme is described, plausible, and oriented towards the programme objectives. The lecturers use a variety of teaching methods, such as, workshops or practical projects, which promote the theoretical knowledge, as well as the application skills of the students. To enhance the purpose of innovation through design

students are encouraged throughout the whole programme to take an active role in creating the learning process.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required master level. They are up to date and digitally accessible for the students via the student information system. They are user-friendly and encourage students to engage in further independent studies.

As workshops are one of the core aspects of the programme, guest lecturers are regularly invited, their contribution forms an integral part of the study programme's didactical concept. The panel has no doubt that, because of the very good network the university has of companies in Berlin and worldwide, guest lecturers will be coming from a variety of occupations, to enhance students' chances of employment thanks to the profound insights they'll gain.

The university supports the students in the learning process offering the possibilities of receiving assistance through lecturing tutors when needed.

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

### 3.4 Internationality

The programme has an international orientation. According to these premises it prepares students to work in an international environment. Design itself is global and implies intercultural exchange. Teamwork is emphasized during all project activities. Discussions and debates during courses and lectures, workshop revisions and workshop presentations build awareness of different mind-sets. Students Life office is supporting students coming from different countries to build a community and share experiences beyond regular academic activities. Cultural diversity is an opportunity to generate an in-depth understanding of others and to encourage students to contribute to a global society.

Upon completion of the programme, students possess enhanced specialist and methodological skills in their chosen disciplines, as well as enhanced pragmatic linguistic and intercultural competencies which will set them apart competitively in the market place.

The study programme is offered entirely in English to attract predominantly international and overseas students. The proportion of foreign students amongst cohorts is expected to be around 90%.

An international focus in academic and practical activity is taken into account when selecting lecturers. The objective is to form a truly international faculty which will reflect the truly international arena students will operate in after their graduation.

### Appraisal:

International contents are a cross-cutting issue within the curriculum. These contents, however, are not explicitly portrayed in the module descriptions (See chapter 3.2). In workshops, where students are working in teams with persons of different countries, they are enabled to act in an intercultural environment. Students are thus prepared for the challenges in an international working environment.

As the programme is entirely offered in English, it is expected to welcome students from all over the world. The international composition of the student body corresponds to the programme concept of helping students work in the international field of design.

The international composition of the faculty (teachers with international academic and professional experience) promotes the acquisition of international competences and skills. The CVs of the teaching staff confirmed that.

Lectures and course materials are 100 per cent in English language. Internationality is clearly a key element of the study programme's profile.

Even though the city of Berlin and the international students shape the internationality of the programme, the panel recommends to show more explicitly how the internationality is being integrated in the programme itself.

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

### 3.5 Multidisciplinary competences and skills (Asterisk Criterion)

Multifunctional competencies such as creative thinking, teamwork skills, and self-development are promoted by the teaching methods (workshops, project-based learning and problem-based learning). These competencies help students enter the professional world more easily and quickly.

Especially within the workshops students train communication and public-speaking skills as they have to present their projects to a jury. Communication skills and public-speaking skills as well as cooperation and conflict handling skills are therefore important elements of the study programme's profile.

Additionally students are given the chance to enrol in a workshop from another major as long as it is coherent with the amount of credits required.

#### Appraisal:

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

The acquisition of further multidisciplinary competences, such as broad contextual knowledge, is ensured through the possibility of enrolling in a workshop from another major.

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

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

The university regards the employability rate of its graduates to be close to 100%. This is based on the following foundations:

- Connection between theory and practice: the curriculum combines theoretical models with practical content.
- Development of interdisciplinary competencies: the study programme systematically encourages the development of interdisciplinary skills. In addition to qualitative and quantitative methodologies these include: skills in rhetoric's/argumentation, academic research, the enhancement of personal competencies such as critical/analytical thinking and the capacity for self-reflection.
- Encouragement of personal development: the programme encourages and supports a student's personal development. Students learn to recognize their strengths and weaknesses, to reflect on them critically and learn ways in which to develop and exploit new areas of self-optimization.
- International orientation: the programme responds to the requirements of the employment market not only in terms of a graduate's specialist skills, but also with regard to their international and intercultural experience.

Faculty is linked to a strong industry network which is key to continuously update required skill sets and competencies.

#### Appraisal:

The programme promotes the employability of its students by integrating theory and practice, developing interdisciplinary competencies, encouraging the personal development and the international orientation.

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

## 4 Academic environment and framework conditions

### 4.1 Faculty

The university's appointment procedures follow the provisions of Nordrhein-Westfalen higher education law and are governed in the appointment regulations. The university determines its future requirements for teaching staff and advertises professorial positions as required on an

annual basis, and on the basis of the curricula and student uptake of electives (elective subjects and specializations). The university's strategic objectives (e.g. development of new study programmes, creation of new areas of competence, profile-building measures) are also taken into account in this process. Applicants participate in a multi-stage process, in which students and external evaluators are also involved. Applications received are first reviewed by the person responsible for appointments within the scope of the procedure (generally a representative of the QM unit) with due consideration of the requirements of the Higher Education Act, and the results are submitted to the appointment panel. The panel assesses candidates' suitability and alignment with the position requirements based on the application documents provided. In the next step, suitable candidates are invited for a personal interview with the chairperson of the appointment panel. If their positive initial impression is confirmed during this interview, the candidate is invited to give an applicant lecture. Following the appointment lectures, the panel compiles a list of applicants in a particular ranking sequence. Finally, the university's management team begins contract negotiations. If a suitable candidate cannot be found for a position, or if contractual agreement cannot be achieved, the position is re-advertised.

By applying these processes, the UE ensures that the programmes' teaching staff satisfy study programme requirements and safeguards the achievement of its targeted skills and competence objectives.

The university offers its lecturers various forms of further qualification. These include in-house training courses, online courses, conference attendance, coaching and shadowing as well as individually tailored further training measures. In order to be able to establish a standardized process for further training of teaching staff, the UE introduced a performance management system in 2016 in which a personnel development plan is an integral part for each employee. Associated measures are defined by the relevant manager in collaboration with the employee. They should support employees' personal as well as job-related development and should provide focus on the respective employee's responsibilities and objectives for the year ahead. Administrative implementation of the system is the responsibility of the Human Resources department, who support managers in the determination of further training needs as well as appropriate measures from the Organizational Development Manager. 2016 has been used as a test phase in order to become acquainted with the system and to implement culture change in the university. Building on the experiences and feedback of employees and managers, all employees shall undergo the process as standard from 2017 onwards.

The pedagogical and didactic suitability of permanent lecturers is assessed within the framework of the appointment procedure. If a candidate does not have sufficient teaching experience, he must undergo an evaluation procedure with an evaluation panel prior to appointment. The appointment may be made only if the panel makes a positive decision with regard to the candidate's pedagogical suitability. Value is placed on prior teaching experience during the external lecturer selection process. If the candidate has not yet attained such experience – in the case of Ph.D. students or representatives from professional practice, for example – the lecturer is trained accordingly. This is performed in consultation with experienced lecturers of the subject, as well as with the Didactics and Innovation representative of the HEI, who provides assistance with lesson design and is available for questions or shadowing. They also organise workshops for the teaching staff, provide information on offered services relating to the subject, and discuss lesson design strategies in so-called "Lehrmail" (Teaching Development and Innovation Email". This service is available to all lecturers and offers the opportunity to participate in discussion and exchange on teaching experiences.

The HEI's organisation structure and quality management system ensure cooperation and consultation between study programme lecturers across all locations. The universities act of settlement contains specific regulations regarding the necessity of a multi-campus operation.

Extensive support from lecturers is a key component of the university's philosophy. The university provides support for students' academic and personal development and supports the students in finding the path that is best for them. Hence, student support is a contractually governed component of all permanent lecturers' scope of responsibility.

Students can approach lecturers at any time. They are also available by phone, email or via Skype or Zoom as well as for discussions in person by appointment. They provide guidance on curricular issues as well as issues relating to individual study planning and organisation.

The university has a duty of care towards interested parties and students. Should the Vice Dean of the programme consider programme applicants to have no prospects of successfully completing their chosen study programme, they will clearly communicate their reluctance and scepticism in the prospective students' own interest directly to the prospective student. This will happen immediately within the scope of the selection procedure. In instances of significant weaknesses during studies, the Vice Dean is encouraged to have an individual discussion with the student in order to clarify whether his order of study is likely to continue without any problems in the future or whether there may be other measures that are more suitable for the student's development. Should this ultimately result in a change of study programme or university, lecturers provide support for the student during the transition.

## Appraisal:

The interdisciplinary matrix presented so far by the university does not provide sufficient information about the structure and the number of teachers necessary for the trouble-free conduct of the courses. The naming of one part-time lecturer is missing.

Consequently, the panel advises the accreditation under the **condition** that

The university submits a complete interdisciplinary matrix and the CV of the new part-time lecturer that provide evidence of an adequate staffing of the courses.

The faculty's composition, consisting of full-time and part-time lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied. The CVs confirm the academic, pedagogical and practical business experience qualification of the staff. Their qualification corresponds to the requirements and objectives of the study programme. Through the appointment procedure the HEI verifies the qualifications of the faculty members. Specific measures for the further qualification of the faculty members, like in-house training courses, online courses, conference attendance, coaching and shadowing are implemented.

The universities act of settlement regulates the cooperation in between faculty members. They meet regularly and work towards tuning the modules for the overall qualification objectives.

The faculty members can be approached by the students at any time. Different communication channels, such as phone, email, Skype, Zoom or in person appointments are used to maintain a regular contact with the students and clear all their questions and help them reach their goals successfully. The students are "fully content" with the support they receive.

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

## 4.2 Programme management

The Vice-Dean is the study programmes' initial point of contact for students, teaching staff and administration. They select lecturers for the study programme and organize lecturer training (learning outcomes, course integration into the curriculum, organizational processes, etc.). They define standards for the study programme (e.g. assessment formats, permitted resources, handling times). All study programme information is assimilated by the Vice-Dean (evaluation results, quality circle student's council's, feedback from students, lecturers and businesses, market analyses, numbers of interested parties, information on students' elective behavior, etc.). The Vice-Dean further develops the programme on the basis of this information. This is done centrally within the scope of a yearly review meeting, in which ideas are discussed and measures identified. The Vice-Dean initiates implementation of measures centrally and conveys corresponding information to the relevant areas (e.g. module coordinators, academic dean, QM, marketing). The results of further developments are examined in the next subsequent meeting.

In addition to long-term programme development, short-term measures are also implemented by the Vice-Dean. Should a student criticize a lecturer's performance during a personal discussion or in an evaluation, for example, the local Vice-Dean summons the lecturer concerned for a discussion and raises the issue. Finally, appropriate measures (e.g. a joint discussion with the lecturer (when possible) and the student, or the announcement of sanctions against the lecturer) are then introduced by the Vice-Dean.

All UE' employees are listed on the university website, along with their responsibilities and contact details. Important positions such as the Student Secretary or the Examinations Office, for example, are manned by several individuals to be able to handle peak demand even if employees are on vacation or sick leave. University members are informed of new employees via info mail and newsletter.

All departments can be contacted directly, with an "open door" policy in place. The university's manageable size also facilitates a highly personal approach. The Student Secretary, Examination Office and Scheduling take on student/organizational responsibilities across all departments and locations. In order to facilitate long-term planning for all members of the university, so-called key semester dates (dates for preparatory courses, orientation days, and

lecture and assessment periods) for the following three years are published each semester. In addition, timetables are published a month before commencement of lectures as a rule.

Students and lecturers receive a digital brochure at the beginning of the semester, containing key information on the university, processes, points of contact, technical issues, etc. Students are also greeted with a comprehensive digital information package, in which all information relevant to their studies can be found. New lecturers beginning their roles at the university are informed of processes at the university, e.g. using the campus management system and organization of assessments, in the course of a personal conversation.

The UE's administrative processes are supported by means of electronic services and functions. For example, students can use the campus management system implemented in 2015 to view their performance overviews on their own initiative. An app function makes it easy to review timetables or transmit information to students and lecturers without any delay. Individual departmental information is published in the Campus portal (Intranet) and materials are made available for download. The Laureate platform also offers a wide variety of fully integrated support functions, such as ticket systems, forums and personal messaging, in which both staff and lecturers can be contacted and asked for support.

Measures are in place for personnel development and skills training for administrative services staff. As a rule, these are agreed individually, based on the needs of the employee concerned and of the department. These apply to all university employees, regardless of whether they are lecturers or administrative staff.

## Appraisal:

The Vice-Dean coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly.

The “open door” policy of the administration supports the faculty members and students in the organisation of the study programme. Divisions like the Student Secretary, Examination Office and Scheduling support the student/organizational responsibilities across all departments and locations. The opportunities of electronic service-support, through the Campus portal, the HEIs App and the Laureate platform are used and supplement personal one-to-one counselling. The UE offers the administrative staff opportunities for continuous professional development.

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

## 4.3 Cooperation and partnerships

The HEI has been part of the international Laureate network since 2008. The network has members in 25 countries worldwide, in more than 70 institutions with over 1,000,000 students. On a European level, the European Academic Committee (EAC) has been established on the basis of cooperation between European Laureate universities at the beginning of 2015. The rectors and vice-rectors of the seven European “Laureate countries” meet on a monthly basis to coordinate on issues relating to internationalisation, digitalisation and innovation in

education and research. Formats such as the Global Class, the Collaborative Project, the International MBA, or in the case of the programme to be accredited, stem from this joint initiative. The HEI also has international partner universities external to the Laureate network. The university places value on contractual governance of cooperation, particularly with regard to student exchange (incoming and outgoing).

The HEI has established cooperation with commercial enterprises in a variety of ways and, in view of its 16-year existence, is well embedded in various sectors of industry. The university has formed contacts in businesses, i.e. with companies and trade associations, from the very beginning in order to be able to take future employers and their needs into account in study programmes. The corresponding group maintains that it values practical transfer of knowledge and welcomes the integration of practical phases as well as periods abroad (with universities and companies).

Cooperation with regional, national and international commercial enterprises and other organisations takes place in a variety of ways. It ranges from recruitment of suitable lecturers from practice to the provision of internship places and generation of current topics for master and bachelor thesis to (financial) commendation for the best final dissertation of the year, participation in advisory boards and, last but not least, the acceptance of qualified graduates for permanent employment. Close connection to commercial enterprises guarantees constant reconciliation of theoretical foundations with their practical applications.

The university commercial contacts are also integrated in the quality management system. Thus, advisory boards are actively involved in the development of study programmes and university strategy and are asked to provide critical feedback on concepts. In addition, companies are regularly questioned as to which competences graduates must have in order to survive in the employment market. Responses are incorporated into programmes' further development, e.g. with the creation of new courses or inclusion of new content.

The constant link with the professional domain support the programmes to be constantly updated both considering the market requests and envisioning new needs within the industry context. Student's exposure to industry representatives and professionals, in balance with the academic approach, is key to assure that all subjects analysed during lectures and workshops are updated and relevant to the business/design context.

## Appraisal:

As a part of the Laureate network the UE has the opportunity to cooperate with the institutions of the group. As a result of such cooperations the programme to be accredited was born. The HEI plans to work on common projects and/or international contests with the Domus Milan. The UE has also international partner universities external to the Laureate network. This activities contribute to the development of the students' qualification and skills.

As one of the scopes of the programme is to help students to introduce themselves to the real context to start their career path, cooperation with business enterprises and other organisations is actively promoted. Business enterprises are part of the workshops and give students the platform to work on real projects using the design thinking approach to solve problems. From an early stage students have the opportunity to get to know possible employers and learn what is important on the field. This is why the cooperation has a formative impact on the contents of the programme and on the profile of the graduates.

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

## 4.4 Facilities and equipment

The university is located in Iserlohn (Seilersee campus), Hamburg (Altona campus) and Berlin (Dessauer Straße campus).

Classroom quantity and quality, as well as media and IT equipment, are set out in accordance with study programme requirements at all UE campuses. Capacity adjustments are made regularly. All class rooms are equipped with a digital projector, overhead projector, whiteboard and flipchart. Lecturers and students can order additional equipment from Facility Management if needed. In addition, students will have a dedicated space for group work. Rooms and access points are equipped for disabled access and offer barrier-free accessibility. All buildings have a free Wi-Fi/LAN-network, which students and other members of the university can use with their own computers or university-owned notebooks.

In the beginning of 2017 the university and BTK acquired and moved into a new campus venue in Berlin's city center in close proximity of Potsdamer Platz. This new building on Dessauer Straße has a total area of 6700 m<sup>2</sup>, which is about 1500m<sup>2</sup> more than before. The additional storeys 4 and 5 are currently in their planning phase.

The number of studios and their respective equipment are identical to those in the old venue. However, the ceilings are quite a bit higher (by 1,20 meters), thus creating a more study-friendly environment, especially for students of Photography. Additionally, a print workshop for analogous technologies (90m<sup>2</sup>), a larger cafeteria (160m<sup>2</sup>), a gallery (45m<sup>2</sup>) and a student lounge (38m<sup>2</sup>) have been built to further accommodate students' needs. On the first floor a shared auditorium for Campus Students has also been implemented. Another main auditorium on ground level with access for all institutions has been built, meeting the high technical standards for the many different events this auditorium can potentially be used for.

The digital infrastructure includes a 100mBit symmetrical and redundant wireless network. Additionally, all lecture rooms are equipped with projectors, speakers, and a media control panel.

All campus libraries are supervised by qualified personnel who are available to assist students with research matters or questions on academic work. Library stock is continuously supplemented and updated in consultation with lecturers.

All students can access the following online databases:

- Nordrhein-Westfalen Digital Library
- Wiso Plus
- Statista
- World eBook Library

- EconBiz

In addition, access to the following databases has been enabled via the DFG (German Research Foundation) funded “national licenses” project: Blackwell Publishing Journal back files 1879-1996 (electronic periodicals from the fields of, inter alia, psychology, law and economics), Economist Historical Archive 1843-2007 (electronic periodicals), Elsevier Journal back files on ScienceDirect 1907-2002 (electronic periodicals from the fields of, inter alia, economics and psychology), Emerald Fulltext Archive Database 1994-2005 (electronic periodicals from the field of economics, inter alia), Oxford Journals Collection 1849-2010 (electronic periodicals from the fields of, inter alia, mathematics, economics and legal sciences), Sage Journals Online deep back file 1879-2008 (electronic periodicals from the fields of, inter alia, media and communications science, psychology and economics), Springer Online Journal Archives 1860-2001 (electronic periodicals from the fields of, inter alia, energy, environmental protection, computer science, mathematics, psychology, legal sciences and economics), Walter de Gruyter archive package I 1998-2008 (electronic periodicals from the fields of, inter alia, law and communications). The UE has access to the WOBI (video footage), Harvard Business Portal (currently for lecturers only) and World eBook Library databases via the Laureate network.

Students in all UE locations can also use the university’s and specialized libraries locally and can apply for library ID cards. Any costs associated with the creation of library cards are reimbursed to students by the UE.

The library’s respective opening times (Mon, Wed, Fri 10:00 – 16:00, Tue and Thu 12:00 – 19:00) during lecturing and recess periods are communicated via notices and on the Intranet.

### Appraisal:

The teaching rooms and labs are equipped with state-of-the-art technology. For particular contents of the curriculum there are special rooms like the print workshop for analogous technologies, the 1,20m high ceiling room special for photography and two new flexible auditoriums. All of this rooms possess the specific technical components needed.

The library is open from Monday to Friday and takes students’ needs sufficiently into account. Access to the literature and journals as well as to digital media is ensured. The literature required for the study programme is available in the library and also kept up to date.

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

### 4.4 Additional services

The Career Centre regards itself as an interface between the university, industry, students and alumni. On the one hand, the Career Centre supports students from the outset in their progression from internships and student engagement to career commencement. On the other hand, it designs and implements measures to spark commercial enterprises’ interest in the programmes and its students and to plan, and manage workshop collaborations and to

intensify contact with recruiters in particular by means of individual services. The objective here is to have companies define the UE as a target university for their engagement.

As a drop-in Centre at the university, the Career and Industry Relations services takes a holistic approach and considers its support of students to involve provision of a comprehensive advisory and training service for subjects such as, for example, “Professional Application Documents”, “Preparing for a Personal Interview”.

Students are consulted individually in order to develop ideas on how internships and further engagements can be planned, organised and effected expediently. The Career Centre’s philosophy can be described by the terms “support” and “guidance”. Students are equipped with the knowledge, methods and background information they ultimately need to initiate application processes and to achieve success in such processes independently.

Connections with companies, developed to the benefit of the university as well as the cooperating partner, are continuously built upon and further developed. In this regard, the university offers the service of publishing job postings on the Intranet and offers support during the selection process if required to do so.

Currently, the Career Center has started a project to become “International Career Center”. On the European Laureate Level the national career centres exchange their best practices and have developed an approach to facilitate a European internship/ job mobility for incoming and outgoing students. Regarding the new Master’s programme, this leads to a close cooperation of the Career Center with the Career Service and Industry Relations Office at Domus Milan. The Industry Relations Office in Milan generates and leads, in coordination with Faculty, contacts with Companies to create Workshop opportunities matching the needs or the upcoming needs of the Company safeguarding intellectual property and managing interesting opportunities such as prizes or internships and rewards for the best projects. The office provides legal models to be applied to all kind of collaboration. The Career Service Office aims to help students during their transition from school to professional world through training, orientation, assistance and tutoring. Currently, it is also discussed, to provide the Alumni of the new Master’s programme additional access to the Domus Alumni Network.

A variety of information is exchanged between former UE students and lecturers after completion of studies. Over 2,000 students have graduated from the university to date. The first group of graduates immediately formed an alumni society, which offers considerable access to a large proportion of former students. Students and university staff are also invited to engage with the alumni society.

BiTS Alumni e. V. is the registered society of the university’s graduates and views itself as a communication link between graduates, students and university. The society facilitates the use of contacts for professional and private purposes and actively supports exchange of information and cohesion.

The Career Centre functions as an interface between BiTS Alumni registered society and the university. On the one hand, the Career Centre continues the provision services for graduates after completion of their studies and is available as a point of contact for questions on application strategies, for example. On the other hand, alumni increasingly initiate contact between their employers and the university – mainly in relation to recruiting.

Ongoing contact with alumni is also important for the evaluation, by means of dialog, of the relevance and usefulness of knowledge acquired during studies to the work environment. Feedback received on this subject is, in turn, incorporated in the regular review of teaching content and methods.

A jobs database has been developed in cooperation with BiTS Alumni e.V. and Career Centre, in which internship and career commencement services have been expanded to include positions for young professionals on the one hand, and to provide a structural overview on the other.

Coaching of students is supported by the associated BiTS alumni mentoring programme, which was established as a collaboration between the society and the Career Service. The objective of the mentoring programme is to provide mentors for university students. These mentors are predominantly university graduates who have been successfully established in professional life and who provide advisory and support services to academic talent. Students from all specialisations can participate in the programme. Reciprocal knowledge is facilitated through joint activities, which can ultimately lead to tandem partnerships between alumni and students. Tandems are matched via the Career Center, which maintains a neutral position. Since 2014, an online option has also been available, whereby students can use the site to identify potential mentors for interested students. Mentor and student profiles are cultivated here and are maintained for subsequent activities.

The Alumni society organizes numerous activities. In addition to large events such as Start-up Day, workshops and regional “Stammtische” (regulars’ tables) also facilitate connection between decentralised alumni. Alumni are also grouped together in social networks (e.g. Facebook, LinkedIn, and Xing). These nationwide activities motivate graduates to engage with BiTS Alumni e.V. registered society.

### Appraisal:

The Career Center offers career counselling and placement services to the students and graduates to promote their employability. The mission of the Career Center is to support and guide students, therefore students are consulted individually. Sufficient resources are provided by the HEI.

An alumni organisation has been set up with the aim of developing an alumni network facilitating the use of contacts for professional and private purposes as well as mentoring students.

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

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

The UE refinances itself primarily through study fees paid by students. Individual UE programmes have no profit center; hence, mixed calculation is always performed. A profit contribution for overall costs at all locations is taken into account in the calculation so that both the programme s’ direct costs and profit contribution for overall costs are obtained.

Future revenue can be calculated on the basis of current numbers of interested parties as well as forecasted intake numbers. The university uses a CRM system for management of interested parties, in which all interested parties and applicants are recorded. Weekly reports are generated on the basis of the CRM system, which display growth figures according to study

programme and location. Revenue forecasts can be produced on this basis and compared against costs. Financial analysis is performed by the Financial Planning & Analysis department.

In addition to solid financial planning, students' financial security is assured by means of a bank guarantee. This assurance should guarantee continuation of studies for students enrolled at the UE in the event of discontinuation of the university's operations – particularly in the event of insolvency. The value of the guarantee is based on a given calculation scheme required by the supervising ministry of the state province of Nordrhein-Westfalen.

### Appraisal:

The Master programme finances itself through study fees. Additionally there is a bank guarantee that assures that students will definitely be able to complete their studies.

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

## 5 Quality assurance and documentation

Students have the option of evaluating all courses within their study programme. In addition, a general satisfaction survey is conducted in which the university's services and administrative functions are evaluated in particular.

In addition, the UE implemented a so-called "quality circle" with students in 2016. Students of each study programme identify a respective programme spokesperson from amongst their peers in all locations. The role of the programme spokesperson is to capture the feedback of fellow study programme students in the respective location, to summarize and to prioritize certain actions for improvement if necessary. A documented exchange takes place with the Local Programme Manager at the respective campus, in which the Local Programme Manager learns about the students' feedback, participates in a joint causal analysis and develops content-related resolutions, which are captured in meeting minutes. This process shall take place once a year per study programme.

The results of the evaluation process and the quality circle are an important part of the university's PDCA cycle and serve as foundations for the further development of study programmes. The implementation and successful initiation of the measures introduced as a result of the evaluations are audited by the corresponding bodies at study programme, departmental and university level.

The following diagram shows the instruments used by the QM:

University	
<ul style="list-style-type: none"> <li>▪ "B-Lab"-Certification</li> <li>▪ Employee Engagement Survey</li> <li>▪ Evaluation by teaching staff</li> <li>▪ Feedback / Jour Fixes</li> <li>▪ General Satisfaction Survey</li> <li>▪ "LEAF"-Rating</li> </ul>	<ul style="list-style-type: none"> <li>▪ Institutional accreditation process</li> <li>▪ Closed door meeting of executive managers</li> <li>▪ Market- and competition analysis</li> <li>▪ BiTS' Advisory Board</li> <li>▪ Strategy Meeting Study and Teaching</li> <li>▪ Software applications</li> </ul>
Study and Teaching	Research
<ul style="list-style-type: none"> <li>▪ Graduate survey ("Exit Survey")</li> </ul>	<ul style="list-style-type: none"> <li>▪ Appointment procedures</li> </ul>
<ul style="list-style-type: none"> <li>▪ Alumni survey</li> <li>▪ Labour market analysis</li> <li>▪ Student selection procedure</li> <li>▪ Advisory boards</li> <li>▪ Teaching load planning and -controlling</li> <li>▪ Evaluation of study periods abroad<sup>7</sup></li> <li>▪ Teaching evaluation</li> <li>▪ Performance-Feedback-Talks</li> <li>▪ Programme accreditation (AR and FIBAA)</li> <li>▪ Programme Review Meeting</li> <li>▪ Quality Circle for Teaching</li> <li>▪ Academic onboarding</li> <li>▪ Philosophy of "good teaching"</li> <li>▪ Study programme documentation</li> <li>▪ Student data</li> <li>▪ Workload Analysis</li> </ul>	<ul style="list-style-type: none"> <li>▪ Doctoral colloquia and workshops</li> <li>▪ Peer-reviewed publications</li> <li>▪ Report on research activities (Research Report)</li> </ul>

In order to allow a review of the students' workload, this aspect is taken into account in the context of the evaluation of lectures. The students shall provide an assessment of the quantitative scope of the preparation before and after the lecture including the attendance time. This data is available to the vice dean of the respective study courses. In case of serious deviations from the originally calculated workload, they are advised to consult with the respective lecturers and programme leaders and, if necessary, to take appropriate measures. This comprehensive survey of the workload is supplemented by focus group discussions with the students of various semesters. In addition, the feedbacks from the individual performance feedback discussions are included in the assessment.

The university's lecturing staff are actively involved in its quality management. At the end of each semester, the HEI invites its lecturers to provide feedback on the processes of the university and the procedures for teaching. As from the summer semester of 2017, this will be standardised as part of an electronic evaluation. The questionnaire considers, among other things, aspects such as the involvement of the teaching staff in the university, the flow of information, the study- and examination organisation and the personal assessment of teaching (students, technology, and content). The results serve as a basis for continually developing the service for the lecturers and to ensure the high quality of the organisation of teaching. Results and measures are recorded in the QM report and returned to lecturers within the framework of lecturer meetings.

A satisfaction survey of the students is also conducted. The services of the university and the study-organisation processes are examined here. The results are discussed within the context of the management meetings and their relevance for the further development of the individual

university areas analysed. In order to implement measures, working groups are set up which regularly report on progress to the management meeting. The students are informed about the results and the derived measures within the framework of the student annual general meeting. The results will be documented in the annual QM report and presented to the Senate.

The UE participates in the LEAF rating as part of the global Laureate network. Data on the areas of "Employability", "Learning Experience", "Personal Experience", "Access & Outreach" and "Academic Excellence" is collected by the university and evaluated by an external partner (Quacquarelli Symonds/QS Intelligence Unit). The results are discussed in the course of the executive committee's meeting as well as at the Strategy Meeting Studying and Teaching and implemented through applicable measures. The rating takes place annually so that the effectiveness of the measures is regularly checked.

The HEI has incorporated the feedback of external third parties into its strategic planning and the further development of its study programmes. This takes place through the university's advisory board in particular. Within the scope of an alumni survey, feedback of graduated students is also solicited and included in programme development. Expert recommendations, expressed within the framework of institutional or programme -related procedures, is a further component of quality management.

Study programmes are described in the examination regulations and in additional information material.

The university regularly provides information on its website, as well as through social media, regarding activities and developments at the university. In addition, the press officer maintains extensive contact with the media and ensures that the university is reported on regionally and nationally. Recently, a monthly newsletter has been established to inform students and employees in each location about ongoing activities. Furthermore, a monthly press documentation is distributed to the heads of the different faculties, location managers, administration departments and student representatives. An additional platform is the internal UE portal, to which study programme and university-related developments are published regularly (e.g. key semester dates with study programmes' ongoing assessment and lecture periods).

Activities held during the academic year are also documented in various reports (e.g. in the annual report, the research report and the QM report (in preparation)). Within the university, information is also communicated via info mails (e.g. on new employees, workshops, lectures, etc.)

## Appraisal:

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes, has been established. It takes into account the evaluation of students, faculty and third parties. During the assessment the university stated that the quality system is going to be expanded to the BTK, which the panel appreciates. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

Because the programme is different from the other programmes of the UE, the experts recommend to adapt the quality system to the innovative courses and to take into account that project-based courses should be evaluated differently than regular lectures.

The students evaluate the programme on a regular basis in accordance with a prescribed procedure. Within the so called “quality circle” with students, where a programme spokesperson is chosen, students have the added possibility of giving feedback to the Local Programme Manager and providing input for the quality development process. During the student annual general meeting the outcomes are communicated to the students.

The lecturers also participate at the end of the semester on an evaluation. They have the possibility to give feedback on questions like the involvement of the teaching staff in the university, the flow of information, the study- and examination organization. The outcomes are communicated at the lecturer meetings.

Accessory an external evaluation is implemented mostly through an advisory board. Further data is collected through an alumni survey. Results of the evaluations are taking into account for the quality development process.

The study programme’s content, curriculum and examination scheme have been suitably documented and published.

The UE regularly publishes on its website, as well as through social media current news and information about the study programme. A monthly newsletter offers information in each location to students and staff about ongoing activities.

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

# Quality profile

HEI: University of Applied Sciences Europe

Master programme: Visual & Experience Design (M.A.)

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

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

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