

# Ergebnisbericht zum Verfahren zur Akkreditierung des Bachelorstudiengangs „International Management with Professional Experience“ der Modul University Vienna Privatuniversität, durchgeführt in Wien

## 1 Antragsgegenstand

Die Agentur für Qualitätssicherung und Akkreditierung Austria (AQ Austria) führte ein Verfahren zur Akkreditierung des Bachelorstudiengangs „International Management with Professional Experience“, durchgeführt in Wien gem § 24 Hochschul-Qualitätssicherungsgesetz (HS-QSG), BGBl I Nr. 74/2011 idgF, iVm § 2 Privatuniversitätengesetz (PUG), BGBl. I Nr. 74/2011 idgF, und iVm § 17 Privatuniversitäten-Akkreditierungsverordnung 2019 (PU-AkkVO) durch. Gem § 21 HS-QSG veröffentlicht die AQ Austria folgenden Ergebnisbericht:

## 2 Verfahrensablauf

Das Akkreditierungsverfahren umfasste folgende Verfahrensschritte:

Verfahrensschritt	Zeitpunkt
Antrag eingelangt am	29.05.2020
Rückmeldung der Geschäftsstelle zum Antrag an Antragstellung	13.07.2020
Überarbeiteter Antrag eingelangt am	27.07.2020
Mitteilung an Antragstellerin Abschluss der Antragsprüfung durch Geschäftsstelle	28.07.2020
Nachreichungen vor Online-Gesprächen	31.07.2020

Beschluss der Gutachter/innen durch Board	08.09.2020
Erstes online Vorbereitungsgespräch mit Gutachter	19.10.2020
Fragenkatalog der Gutachter/innen an Antragstellerin	02.11.2020
Beantwortung des Fragenkatalogs durch Antragstellerin	13.11.2020
Zweites online Vorbereitungsgespräch mit Gutachter	16.11.2020
Online-Gespräche der Vertreter/innen der Antragstellerin mit den Gutachter	17.11.2020
Nachreichungen nach Online-Gesprächen	24.11.2020
Vorlage des Gutachtens	23.12.2020
Gutachten an Antragstellerin zur Stellungnahme	07.01.2021
Stellungnahme der Antragstellerin zum Gutachten	18.01.2021
Kostenaufstellung an Antragstellerin zur Stellungnahme	18.01.2021
Stellungnahme Antragstellerin zur Kostenaufstellung	-

### 3 Akkreditierungsentscheidung

Das Board der AQ Austria hat in der 56. Sitzung am 10.02.2021 entschieden, dem Antrag der Modul University Vienna GmbH vom 29.05.2020 auf Akkreditierung des Bachelorstudiengangs „International Management with Professional Experience“, durchgeführt in Wien, stattzugeben, da die Kriterien gem § 17 PU-AkkVO 2019 erfüllt sind.

Bezeichnung Studiengang	Art des Studiums	OrgForm	ECTS-Punkte	Dauer in SE	Verwendete Sprache/n	Akad. Grad/abgekürzte Form	Ort der Durchführung
International Management with Professional Experience	Bachelorstudium	VZ	210	7	Englisch	Bachelor of Science/BSc	Wien

Die Entscheidung wurde am 28.02.2021 vom zuständigen Bundesminister genehmigt. Die Entscheidung ist seit 10.03.2021 rechtskräftig.

### 4 Anlage/n

- Endgültiges Gutachten vom 23.12.2021
- Stellungnahme vom 18.01.2021 zum Gutachten vom 23.12.2020

AQ Austria, 1190 Wien, Franz-Klein-Gasse 5



Agentur für  
Qualitätssicherung  
und Akkreditierung  
Austria

# Expert report on the accreditation procedure for the bachelor programme “International Management with Professional Experience” conducted in Vienna by the Modul University Vienna Privatuniversität

pursuant to § 7 of the Accreditation Regulation for Private Universities 2019 (PU-AkkVO)

Vienna, 23.12.2020

## Table of contents

<b>1 Basic principles for the procedure.....</b>	<b>3</b>
<b>2 Short information on the accreditation procedure.....</b>	<b>4</b>
<b>3 Review and assessment based on the assessment criteria stipulated in the PU-AkkVO .....</b>	<b>5</b>
3.1 Assessment criteria § 17 (1) 1 to 2: Development and quality assurance of the degree programme .....	5
3.2 Assessment criteria § 17 (2) 1 to 11: Degree programme and degree programme management .....	7
3.3 Assessment criteria § 17 (3) 1 to 5: Staff .....	16
3.4 Assessment criterion § 17 (4): Funding .....	18
3.5 Assessment criterion § 17 (5): Infrastructure.....	19
3.6 Assessment criteria § 17 (6) 1 to 2: Research and development and/or the advancement and appreciation of the arts.....	20
3.7 Assessment criterion § 17 (7): Co-operations.....	21
<b>4 Summary and final evaluation .....</b>	<b>21</b>
<b>5 Documents reviewed .....</b>	<b>23</b>

# 1 Basic principles for the procedure

## The Austrian higher education system

To date, the Austrian higher education system comprises:

- 22 public universities; including the Danube University Krems, a public university for post-graduate continuing education;
- 16 private universities, run by nationally accredited private entities;
- 21 universities of applied sciences, run by state-subsidised entities organised under private law or by nationally accredited public entities;
- the university colleges of teacher education, run by nationally accredited public or private entities;
- the philosophical-theological higher education institutions, run by the Catholic Church;
- the Institute of Science and Technology – Austria, which focusses its tasks on the advancement and appreciation of new fields of research and a post-graduate training in the form of PhD and postdoc programmes.

In the winter semester of 2019/2020, 288.492 students were enrolled at public universities (incl. the Danube University Krems). Furthermore, 55.203 students were enrolled at universities of applied sciences and 15.063 students at private universities.<sup>1</sup>

## External quality assurance

Pursuant to the Act on Quality Assurance in Higher Education (HS-QSG), public universities shall perform an audit procedure for the certification of their internal quality management system every seven years. There are no legal or financial consequences linked to the decision on certification.

Private universities require institutional accreditation conducted by AQ Austria every six years. After twelve years of uninterrupted accreditation, the accreditation may also be awarded for twelve years. Interim degree programmes and certificate university programmes for further education leading to a degree programme also require accreditation.

Following the six-year period of institutional initial accreditation, universities of applied sciences must be re-accredited. After that, they pass on to the audit system. However, the accreditation is linked to a positive decision on certification in the audit procedure. Before degree programmes may be offered, they must be accredited once.

## Accreditation of private universities and their degree programmes

In order to be active as a higher education institution in Austria, private universities require institutional accreditation which must be renewed on a regular basis. In addition to institutional accreditation, newly established degree programmes must be accredited once before they may be offered by the private university. The Agency of Quality Assurance and Accreditation Austria (AQ Austria) is responsible for carrying out accreditation procedures.

<sup>1</sup>As at February 2020, data source: Statistics Austria/unidata. Contrary to the data of the public universities, the student numbers of the universities of applied sciences do not include non-degree seeking students 264.945 degree students were enrolled at public universities in the winter semester 2019/20.

The accreditation procedures are carried out in accordance with AQ Austria's Accreditation Regulation for Private Universities 2019 (PU-AkkVO). Furthermore, the agency has based its procedures on the Standards and Guidelines for Quality Assurance in the European Higher Education Area.<sup>2</sup>

The AQ Austria appoints experts for reviewing accreditation applications. On the basis of the application documents and a site visit at the applicant institution, the experts draw up a joint written expert report. The Board of the AQ Austria then makes a decision on accreditation which is based on the expert report and takes into consideration the higher education institution's comment on the expert report. If the statutory prerequisites for accreditation are met and the required qualitative requirements are fulfilled, the degree programmes shall be accredited by official notification.

Before its entry into force, the official notification of the Board shall be subject to approval by the competent Federal Minister. After the procedure has been completed, a report on the outcome of the accreditation procedure as well as the expert report shall be published on the websites of AQ Austria and the applicant institution. Personal data and those parts of the report that disclose funding sources as well as business and operational secrets shall be exempt from publication.

The Act on Quality Assurance in Higher Education (HS-QSG) and the Private Universities Act (PUG) form the legal basis for the accreditation of degree programmes at private universities.

## 2 Short information on the accreditation procedure

Information on the applicant institution	
Applicant institution	Modul University Vienna Private University
Legal nature	GesmbH
Initial accreditation	30.07.2007
Last extension of accreditation	01.01.2015 (Decision I/A09-19/2014 of 19.09.2014)
Site/s	Campus Vienna, Campus Nanjing
Number of students	657 (Winter term 2018/2019)
Information on the accreditation application	
Name of the degree programme	International Management with Professional Experience
Type of the degree programme	Bachelor Degree Programme
ECTS credits	210
Normal period of studies	7 semesters / 3.5 years
Number of study places	30/cohort and year
Academic degree	Bachelor of Science in International Management with Professional Experience (BSc International Management with Professional Experience)

<sup>2</sup> Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)

Organisational form	full-time
Language/s used	English
Site at which the degree programme is offered	Vienna
Tuition fees	6000€/semester

The MODUL University Vienna Privatuniversität submitted the application for accreditation on 29.05.2020. In its decision on 08.09.2020, the Board of AQ Austria appointed the following experts for the review of the accreditation application:

Name	Institution	Role in the expert panel
Christian Bonfanti	Project Manager at Intercom Dr. Leitner Bolzano Area, Italy	Expert with professional qualification
Prof. Dr. Jens Kirchner	Professor for Business Administration and International Marketing & Dean of the Business Department, Hof University of Applied Science, Germany	Expert with scientific and professional qualification
Niels Hagen Kirschke	Student of Physics (B.Sc.) & Business Administration (B.Sc.) RWTH Aachen University	Student expert
Univ.-Prof. Dr. Kurt Matzler	Professor for Strategic Management, University Innsbruck	Expert with scientific and professional qualification

On 17.11.2020 the experts and representatives of the AQ Austria conducted online-discussions with the representatives and the students of the Modul University Vienna Privatuniversität. These discussions were preceded by a list of questions from the expert-panel answered by the university in writing.

### 3 Review and assessment based on the assessment criteria stipulated in the PU-AkkVO

#### 3.1 Assessment criteria § 17 (1) 1 to 2: Development and quality assurance of the degree programme

##### Development and quality assurance of the degree programme

*1. The degree programme was developed using a predefined procedure for the development and establishment of degree programmes and involving the relevant stakeholder groups.*

First and foremost, it must be noted that the new Bachelor of Science study programme "International Management with Professional Experience" is based on the already existing Bachelor of Science programme "International Management", merely differing within the seventh semester which includes the compulsory corporate internship.

The process of developing new study programmes is firmly structured and defined as follows: the Dean develops the new programme, advised by members of the school conference and industry advisory boards upon request of the university board. These plans have to be laid down in the development plan of the university and submitted to AQ Austria. According to this pre-set process, the internal quality assurance system of MODUL entails three key elements for the successful development of study programmes: primarily, regular meetings of the heads of both the Modul University Vienna Privatuniversität (MODUL) Marketing and Recruitment departments as well as the deans. Secondly, the annual industry advisory board meetings of the academic departments of MODUL and thirdly, the school conference.

The idea for said novel study programme originated from the students themselves, which put great emphasis on obtaining practical professional experience during their studies, in addition to the theoretical fundamentals they gained in their lectures. Particularly foreign students from non-EU countries can solely obtain an internship position if they enjoy a student status. Ensuing from this impulse, the dean took the lead on shaping the new degree programme in close consultation with all stakeholders at the MODUL.

According to the strategic positioning, the sole difference between the existing and the new study programme is the additional seventh semester including a compulsory internship in the new Bachelor of Science "International Management with Professional Experience".

Therefore, the degree programme was developed utilizing a pre-defined procedure for the development and establishment of study programmes, involving all the relevant stakeholder groups.

The experts consider the criterion to be **fulfilled**.

#### Development and quality assurance of the degree programme

*2. Following its accreditation, the degree programme is incorporated into the private university's quality management system.*

Findings and evaluations:

The newly implemented study programme is intended to be integrated in the already established quality management systems, just like all other degree programmes offered at MODUL. Numerous chapters of the accreditation application entail fairly brief explanations of the various institutions established at MODUL to ensure the overall quality in teaching and research alongside their tasks.

Institutions such as the Institutional Review Board, the studies and examinations committee, the Industry Advisory Boards and the semester conference have been put in place by the private university as a form of quality assurance for their programmes and courses. All of which are however described in a rather short form with merely a glance over their general tasks. Being so, none of these quality management measures is specifically designed for the quality of one particular degree program, but rather for the general satisfaction of the university's standards. Further, this approach is underlined by the addition of faculty and course evaluations.

In the accreditation application, the current QM strategy is summarized within the following 5 bullet points:

- *Ensuring the University's academic offerings, courses, and study programs are of the highest possible quality.*
- *Ensuring that research is conducted according to the highest ethical and academic standards.*
- *Encouraging continuous improvement to all areas of the University's operations through cycles of self-evaluation and subsequent improvement.*
- *Encouraging broad participation by various stakeholders within the University toward continuous building and maintenance of a quality-focused culture.*
- *Demonstrating a commitment to the quality assurance frameworks set out in the European Standards and Guidelines, the Agency for Quality Assurance and Accreditation Austria and other accrediting agencies with which the University is affiliated*

Therefore, the new degree program will be incorporated into the established quality management systems at MODUL, according to the aforementioned QM strategies of the private university. However, while the availability of a vast quality management system and strategy to ensure the overall satisfaction and functionality of the programmes at MODUL is given, there are no specific quality management instances on the level of specific new degree programmes and their qualitative implementation in place.

The experts consider the criterion to be **fulfilled**.

#### **Recommendation(s):**

Albeit it can be assumed that the degree programme will be incorporated into the overall quality management system at MODUL, it is recommended to assign a specific responsible person to ensure the new programme's sufficient quality. This can be put down to the fact that evaluations usually take place at the end of the semester, therefore allowing no adjustments during the semester, which may be minor but necessary. Having assigned responsibilities would enable a close scrutiny of the programmes functionality at all times.

### 3.2 Assessment criteria § 17 (2) 1 to 11: Degree programme and degree programme management

*Taking into account a heterogeneous student body, the following criteria shall apply. In the case of degree programmes with special profile elements, the descriptions shall furthermore address the characteristics defining the profile. Special profile elements are, for example, compulsory vocational practice, organisational forms which are offered alongside professional activity, distance-learning degree programmes, joint degree programmes or jointly offered degree programmes etc.*

#### Degree programme and degree programme management

1. *The degree programme is oriented towards the profile and the objectives of the private university and is clearly in line with the development plan.*

Findings and evaluations:

MODUL is a private university owned by the (British company) Talents Squared Limited (90%) and the Vienna Chamber of Commerce and Industry (10%). With over 70% international

students and a global campus in Nanjing, China. MODUL has a very strong international orientation and offers several study programmes on a bachelor, master and PhD level. The main emphasis of these programmes is on business administration and management while others are focused on the tourism and hospitality context. Two of the nine study programmes have an explicit international focus (Bachelor of Science in International Management and Master of Science in International Tourism Management). The programme to be accredited is based on the curriculum of the Bachelor of Science in International Management, which is currently under review as part of the institutional re-accreditation of the university. The only difference between the two study programmes is an additional seventh semester with a compulsory internship, which constitutes the "professional experience" included in the new degree programme's title. This compulsory internship is intended to increase the employability of the students. Overall, the focal programme resonates very well with the profile of the institution and with other study programs. As it is planned that both programmes (BSc in International Management (180 ECTS) and BSc in International Management with Professional Experience (210 ECTS)) are run in parallel, it remains to be seen whether the new programme affects the existing one or will attract enough additional students for both programmes to be continued individually.

The University's Development Plan 2020-2032 foresees an expansion of the study programmes and specifically addresses the demand for training oriented education in the area of international management. The Development Plan explicitly mentions the introduction of a BSc in International Management including a one-semester internship. Hence, the focal programme is perfectly in line with the University's strategy and Development Plan and strengthens its strategic position in the market.

The experts consider the criterion to be **fulfilled**.

#### Degree programme and degree programme management

*2. The profile and the intended learning outcomes of the degree programme have been clearly defined. They include scientific and/or artistic competencies, personal skills, and social competencies, they meet the professional requirements and are in accordance with the respective level of the National Qualifications Framework. As regards regulated professions, the private university shall describe, if and under which preconditions access to those professions can be ensured.*

Findings and evaluations:

To achieve the degree programme's overarching goal of providing a "strong foundation for specialized master programs offered by leading national and international business schools, but also for managing positions in the industry" the students will be exposed to "a wide range of aspects relevant for international businesses, including management ethics, finance and taxation, entrepreneurship and innovation and strategic management" during their studies, as stated in the application. Furthermore, the internship should provide relevant professional practice and experience and constitute a competitive advantage in student's professional career.

While this is a worthwhile and valuable programme profile, it is not rigorously translated into specific learning outcomes related to International Management. The intended learning outcomes of the Bachelor of Science in International Management with Professional Experience are described as trifold: Knowledge, Skills, and Competences. For each of these three specific capacities learning outcomes (between four and six) are described. They are very concrete and

important but they lack a specific focus on International Management, the word "International" not being mentioned once in the learning outcomes. When considering the learning outcomes of the practical semester, they remain just as general. The internship is supposed to provide insights into application and interview processes, offer professional experience and enable students to test their own abilities and skills while at the same time working on them.

The experts consider the criterion to be **fulfilled**.

#### **Recommendation(s):**

Overall, the criterion is considered to be fulfilled. However, to ensure full alignment with the degree programme's determined profile, its title 'BSc International Management with Professional Experience' and its learning outcomes, it is recommended to revise the learning outcomes. Meaning, the learning outcomes should be narrowed down further to target the "international" aspect of the study programme and further differentiate the learning outcomes from general business administration programmes. This is also true for the learning outcomes of the internship, which could be geared towards being more related to international management issues by cancelling out the possibility of applying for Austrian companies. A more specific focus on the international aspect within the aimed learning outcomes is thought to enable the development of graduates in line with the programme's profile.

#### Degree programme and degree programme management

3. The name of the degree programme and the academic degree correspond to the degree programme's profile.

#### Findings and evaluations:

Apart from its profile and learning outcomes, the programme is also organized into eleven modules. Of the 210 ECTS of the programme (including the internship), the following modules cover topics in International Management:

##### *Module I: Business Administration (54 ECTS)*

In this module, only the course on Ethics in International Management (4 ECTS) is explicitly dedicated to International Management topics. Supply Chain Management (4 ECTS) is almost by definition "international" and addresses International Management issues. In an international organization, most business functions are affected by international management and international business issues. Hence, a student of International Management should learn all relevant International Management aspects in the individual business functions.

The module includes several courses for which international issues are highly relevant (e.g. Human Resource Management and Management Development, Accounting and Management Control, Marketing and Consumer Behaviour). Yet, none of these courses addresses International Management topics, as can be concluded from a review of the course syllabi and the teaching materials of some of the courses in this module. International Management aspects are limited to the use of examples of companies in different countries, some anecdotal evidence and very few, selected aspects of International Management. These do not go beyond what is typically taught in any business administration course. Overall, the reviewers conclude that there is a substantial lack of International Management aspects in these courses.

##### *Module IV: Economics and Financial Management (20 ECTS)*

In this module only the course Economic Geography (6 ECTS) addresses international topics.

*Module VII: International Management (18 ECTS)*

The title of this module is misleading as it suggests that the entire 18 ECTS of it cover topics in International Management. A closer look at the syllabi of the courses belonging to this module reveals that only 6 ECTS (International Economics (4 ECTS) and Latest Trends in International Management (2 ECTS)) deal with International Management issues. The course Project Management (4 ECTS) and Strategic Management (8 ECTS) have no IM content.

*Module VIII (Specialization I, Advanced International Management, 16 ECTS).*

Students can choose from one of three specializations in this Bachelor Program. Only one of them tackles IM issues (Advanced International Management, 16 ECTS). Here again the title of this module does not reflect its content and is misleading. Of the four courses of this module only one (International Corporate Finance, 4 ECTS) is related to IM. The three other courses (Integrated Marketing Communications, Leadership and Power, and Principles of the Crypto Economy), according to the course syllabi, have no contents covering IM contents.

The following courses of the program cover topics in International Management (incl. international economics):

Module I	Ethics in International Management Supply Chain Management	4 ECTS 4 ECTS
Module IV	Economic Geography	6 ECTS
Module VII	International Economics Latest Trends in International Management	4 ECTS 2 ECTS
Module VIII	Specialization "Advanced international management – international Corporate Finance" (the other courses of this specializations do not cover International Management topics)	4 ECTS
Total	If the Specialization "Advanced international management" is chosen If another Specialization of Module VIII is chosen	24 ECTS 20 ECTS

While the master thesis (20 ECTS) is to "investigate and develop a focused topic within the field of international management", the internship (30 ECTS) does not require an international management focus.

To summarize, the programme does not specifically address International Management topics, only 44 ECTS (including the Bachelor Thesis) of the whole program covering topics in International Management – without the Bachelor thesis it is only 24 ECTS. If students do not choose the specialization "Advanced international management", only 20 ECTS are related to International Management (excluding Bachelor Thesis).

Overall, for a programme titled International Management there is little emphasis on International Management. There are many courses that would require much more IM focus and would benefit from comprehensively discussing concepts, theories and challenges of

International Management (e.g. marketing, HRM, strategic management). In these courses, IM topics are only very marginally tackled. Given that managing successfully in a global economy requires such a thorough understanding of cross-cultural differences, a course dedicated to topics like cross-cultural communication, negotiation, managing cross-cultural teams, etc. is missing.

In conclusion, albeit its shortcomings in contents related to international management, the programme covers all subjects typical for a BA in business administration and addresses some important topics in International Management. Hence, students get a basic understanding of the challenges and basic theories of companies acting in a global environment. As such, the name of the degree programme and the academic degree correspond to the programme's profile.

The experts consider the criterion to be **fulfilled**.

Recommendation(s):

Although the experts consider the criterion to be fulfilled, the programme would highly benefit from a stronger focus on international management by either introducing additional courses on international management topics (e.g. cross-cultural management) or by including more international management topics in existing courses (challenges of global HRM, global marketing challenges, international market entry strategies, organizational challenges of international companies, international accounting) to further enhance the contents of international management in this degree programme. A course dedicated to topics like cross-cultural communication, negotiation, managing cross-cultural teams, etc. would be of tremendous benefit for the students, as management in an international context requires a thorough understanding of cross-cultural differences. Additionally, while the modules are fully taught in English, it might be reasonable to further integrate tuition of English to enhance the absolvents' language skills at the end of their studies. Finally, it should be given thought to whether or not the students of the new degree programme should be offered the possibility to integrate their Bachelor Thesis into the course of their seventh, and therefore compulsory practical, semester.

#### Degree programme and degree programme management

*4. The contents and structure of the curriculum ensure that the intended learning outcomes are achieved, while combining research (research and development and/or advancement and appreciation of the arts) and teaching*

Findings and evaluations:

The contents and structure of the curriculum are meant to ensure the achievement of both the programme's profile and the learning outcomes, which have been detailed in preliminary paragraphs of this expert report and are in line with the NQF-level 6, by combining research and teaching.

To do so, the accreditation application clearly states the high emphasis MODUL puts on incorporating research-oriented teaching methods already starting in their undergraduate programmes. "Based on the premise that knowledge is not static but rather dynamic, the undergraduate study programmes strive to develop students' life-long learning skills". These skills are supposed to be obtained not only by instructing the latest research results of various domains, but rather providing insight into the process of obtaining these research results. The

benefits of this are bifurcated since students gain these insights, while they provide new perspectives for researchers and their future works. To integrate established research into teaching, the private university utilizes academic articles as readings, working with data, inquiries instead of assessments to enhance critical thinking and case studies, which combine theory with practice. To teach the necessary research skills, the teaching body of the university relies on methods such as the writing of essays according to academic standards, the incorporation of research and presentation skills and the promotion of students as active researchers on actual projects.

Furthermore, the structure of the curriculum regarding the compulsory internship is being provided which is important, the internship being the most essential difference to the already existing 'theoretical' BSc programme of International Management. The internship is set to entail 900 hours of practical experience within one or two companies (by an equal share of 50% each) over the course of one semester and is not subject to any specific form of business or to any limitations regarding the location. While the choice of company in size and business form remains at the discretion of the students themselves, it is obligatory to perform the internship on a field of relevance to international management (s.a. HR, management, consulting, supply chain and logistics, marketing, communication, event management etc.). A compulsory seminar preliminary to the onset of the internship is supposed to accompany students in their preparations, while at the same time being supported by the local career office. The internship's assessment by the company regarding the trainee's attendance, skills and attitudes, achievement and the number of weeks worked, accompanied by an internship report by the trainee himself with an extent of 15 pages and including defined criteria (overview of the company and its field of expertise, trainee activities, personal evaluation) are meant to ensure the fulfilment of slated learning outcomes suiting the degree programme's basic profile. All regulations regarding the practical semester are laid down in detail in an internship manual included in the application documents.

As mentioned beforehand, the theoretical modules of the first six semesters of the new study programme are fully identical to those of the already existing and accredited degree programme Bachelor of Science "International Management". The module overview in the application, listing all specific modules, indicates that the degree programme covers all fundamental areas of economic sciences, the quantitative methods as well as the necessary soft skills. Contents, learning objectives etc. of all modules are being explained in convincing detail in the additional chapters. Therefore, the content and structure of the degree programme ensures that the intended learning outcomes can be achieved, while combining personal research and teaching techniques.

The experts consider the criterion to be **fulfilled**.

Recommendation(s):

However, a recommendation for the optimization of established research and teaching methods and contents remains to be given, to ensure learning outcomes which are consistent with the programmes title. This is an addition to the recommendations regarding the contents and structure in prior paragraphs. Research and teaching methods should be expanded to incorporate the fields of digital transformation and corporate process management. This aspect seems to be dire with regard to anticipated future developments in the economy and their ramifications on research and research methods.

#### Degree programme and degree programme management

*5. The didactic conception of the degree programme's modules shall ensure that the intended learning outcomes can be achieved and promotes the students' active contribution in the learning process.*

#### Findings and evaluations:

The pedagogical approach and course formats within the accreditation application provide vast insights on the didactic conception of the degree programme. The private university bases its pedagogics on three main pillars: research, employability and student-centred learning. All of these pillars are clearly directed towards incorporating the students' own volition and efforts into their academic achievements and goals for their own benefit. A general "research-active academic culture", the prioritization of the students' professionalization and the utilization of various high-quality teaching methods should provide a comfortable learning environment for the students and ensure the achievement of necessary soft skills. The teaching methods defined under the pillar of student-centred learning include homework-assignments, informal discussions at the beginning of each class, presentations, quizzes, self-reflections, essays and exams – all of which should enable tracking and monitoring the students' learning achievements in accordance to the learning outcomes of the BSc International Management with Professional Experience programme. Further, the course formats are very widespread and include seminars, practical trainings, a mix of lectures and seminars, a mix of lectures and exercises, interactive lectures and thesis preparation classes. All of which are meant to provide different atmospheres for different needs and ensure the optimal environment for each and every student.

Overall, the didactic conception of the degree programme's modules, pedagogical approach and course formats in conjunction with the teaching methods and general research-active approach of the programme ensure the achievement of intended learning outcomes by highly promoting the students' active contribution to their own learning process.

The experts consider the criterion to be **fulfilled**.

#### Degree programme and degree programme management

*6. The workload related to the individual modules ensures that the intended learning outcomes can be achieved within the stipulated duration of studies, and in case of part-time degree programmes takes into account any professional activity. The ECTS is applied correctly.*

#### Findings and evaluations:

In accordance to Austrian standard, the university translates 25 hours workload to one ECTS credit point (CP). In general, each semester has a feasible workload accomplished in six courses. The credit point calculation for each course is logical and represents the weekly effort expected by the students.

Very few modules have a scope of less than 4 CP. The Internship Preparatory Course and the Bachelor Thesis Tutorial only have one respectively two CP. Latest Trends in International Management also has a scope of only two CP. The content is highly beneficial to the study programme, even though small modules tend to cause a much higher workload during exam periods.

Irrespective of any potential improvements, the study programme in its current version seems very well achievable with regard to the workload.

The experts consider the criterion to be **fulfilled**.

#### Degree programme and degree programme management

*7. The private university has adopted examination rules. The examination methods are suitable to assess whether and to what extent the intended learning outcomes have been achieved*

Findings and evaluations:

The university has examination regulations. The different methods of assessment are described in the course outline (syllabus) in the application documents. Assessment formats include quizzes and exams, oral exams, discussion participation, homework, presentation etc. A wide variety of different forms of assessment appears to be very advantageous to a fair and balanced grading of the student's skills.

The experts consider the criterion to be **fulfilled**.

#### **Recommendation(s):**

It should be ensured, though, that the workload caused by the assessments is well distributed among the semester and the different courses. Moreover, students with special needs or those fostering relatives, having children etc. should be given equal opportunities (perhaps lowering the amount of courses with mandatory attendance).

#### Degree programme and degree programme management

*8. A "diploma supplement" that complies with the requirements laid down in Annex 2 to the University Student Records Decree 2004 (UniStEV) will be issued*

Findings and evaluations:

The diploma supplement has been provided to the expert panel. It complies with the requirements laid down in Annex 2 to of the University and Higher Education Statistics and Education Documentation Decree (Universitäts- und Hochschulstatistik- und Bildungsdokumentationsverordnung, UHSBV) original version: BGBl. II Nr. 216/2019 F. L. G. II no. 216/2019.

The experts consider the criterion to be **fulfilled**.

#### Degree programme and degree programme management

*9. The admission requirements have been clearly defined. In terms of the qualification level, they correspond at least to the provisions provided by the Universities Act 2002 (UG), F. L. G. I no. 120/2002.*

Findings and evaluations:

Besides a secondary school diploma, English proficiency of at least level B2 must be proven. The requirements are listed within the Study Regulations included in the application documents.

In addition to a high school diploma and a proof of English proficiency, a curriculum vitae, a letter of recommendation and a letter of motivation must be submitted.

The university's constitution states the organisational structure of and appointment-procedure for the Admission committee. During the talks with MODUL the admission requirements have been further explained. In most cases, an interview with applicants is integral part of the admission procedure. In cases of denial of admission, the applicant will be informed about the reasons leading to the denial. He or she may object the denial and will be given another opportunity to discuss the reasons of denial.

The experts consider the criterion to be **fulfilled**.

#### Degree programme and degree programme management

*10. The admission procedure has been clearly defined and ensures a fair and transparent selection of the applicants according to the admission requirements and the required competencies.*

Findings and evaluations:

The admission procedure is defined within the Study regulations included in the application documents. Exceptions to the defined requirements may be granted by the Admissions Committee, though a complete list of possible exceptions is not given. Applicants may be subject to an interview. For most applicants, the interview is conducted.

The admission committee is composed of at least one representative of the faculty and one representative of the administrative staff.

In general, the Admission procedure is defined. The lack of a list of possible exceptions may lead to incomprehensible decision-making in some cases. Anyhow, in none of the interviews, students or administrative staff gave a hint that the admission has been unfair.

The experts consider the criterion to be **fulfilled**.

Recommendation(s):

Mandatory student participation or person out of an unbiased position towards applicants with at least advisory function in the admission committee could guarantee an even fairer selection.

#### Degree programme and degree programme management

*11. The recognition procedures for higher education competencies and, if applicable, competencies acquired outside higher education in terms of crediting towards examinations or parts of a degree programme have been clearly and transparently defined. When recognising or crediting higher education competencies, the Convention on the Recognition of Qualifications concerning Higher Education in the European Region (Lisbon Recognition Convention) shall be considered.*

Findings and evaluations:

Competences of higher education level obtained externally can be credited towards the study programme. The decision lies with the Dean or a person appointed by him. The process is clearly defined and the criteria whether or not an external competence is eligible for accreditation are listed in the Examination Rules. According to the Study Regulations, a total of 120 ECTS credit

points must be obtained at the university. During the interviews, the university assured the experts that the regulations of the Lisbon Convention are in place.

The experts consider the criterion to be **fulfilled**.

#### **Recommendation(s):**

The study regulations should include a note that accreditation of external competences and modules follows the Lisbon Convention.

### 3.3 Assessment criteria § 17 (3) 1 to 5: Staff

#### Staff

*1. The private university shall provide for sufficient scientific and/or artistic staff as well as sufficient non-academic staff for operating the degree programme.*

#### Findings and evaluations:

The overview of the administrative staff in the application clearly displays the access to a vast number of fundamental administrative areas at MODUL, filled with a sufficient number of adequately qualified administrative employees. This includes a total number of 12 departments, with up to 6 positions of staff, and a total of 45 staff members solely for administrative tasks at the private university. A similar listing of the scientific staff at MODUL shows the employment of 40 faculty members with their respective academic degree, department affiliations and functions. According to their respective degrees, the expectations in academic positions have been determined. This indicates the availability of sufficient scientific staff for the implementation of the degree programmes.



Further, a number of 20 faculty members will teach in the BSc International Management with Professional Experience. Considering the number of 30 foreseen study places, a ratio of 1,5 students per permanent scientific staff will be achieved. Out of these 20 members of the scientific staff, 13 are specialized professors which are responsible for at least one of the five core areas of the degree programme, which will be considered further below. This is considered to be a sufficient and optimized utilization of available staff resources.

Therefore, the private university provides for sufficient staff, both scientific and administrative, to operate the degree programme successfully.

The experts consider the criterion to **be fulfilled**.

#### Staff

*2. The relation between permanent scientific and/or artistic staff and students shall be in accordance with the profiles of the respective degree programmes. Permanent staff here means working at least 50% of one's total working hours in salaried employment at the private university.*

#### Findings and evaluations:

The defined ratio between students and teachers in the BSc International Management with professional Experience foresees the teaching to be covered by scientific staff, including full professors, associate and assistant professors, researchers and lecturers. When the programme will have reached its anticipated full potential of an additional number of 30 students after its start-up, a ratio of 10-15 students per professor appears to be a very satisfying figure to achieve the pre-set goals with regard to the predefined didactic methods. Hence, the anticipated permanent faculty-student-ratio will be in accordance with the profile of the degree programme.

The experts consider the criterion to be **fulfilled**.

#### Staff

*3. The subject-specific core competencies of the degree programme are covered by permanent professors.*

Findings and evaluations:

A matrix treating the teaching organization in the application documents provides detailed insights on the assignment of different professors to the various subjects of the modules in the new degree programme. It clearly reflects that the subject-specific core competencies of the study programme are indeed covered by permanent professors at the private university. Further, the application provides an overview of the core areas, which are considered to be relevant for the new degree programme:

- Business Administration
- International Management
- Economics and Financial Management
- Quantitative Methods
- Information Management

The key areas cover all necessary realms of the BSc International Management with Professional Experience and are vastly supported by a grand selection of related courses assigned to each area. This ensures a competent knowledge transfer to the students. Therefore, the aforementioned five core areas are considered to provide fundamental knowledge to the students and to display a plausible choice.

The experts consider the criterion to be **fulfilled**.

#### Staff

*4. The scientific staff or the artistic staff, respectively, is qualified according to the requirements of the activities provided for in the degree programme.*

Findings and evaluations:

Both the permanent and the adjunct staff for the new degree programme are the exact same ones teaching in the accredited bachelor degree programme 'International Management'. The

CVs included in the accreditation documents clearly state an irrefutable qualification of the professors to teach their assigned modules.

Therefore, the academic staff is viewed as qualified in accordance to the requirements of the activities established for the degree programme.

The experts consider the criterion to be **fulfilled**.

Recommendation(s):

With view to the tremendous practical relevance of the international management subject matter and the aspired practical orientation by including a compulsory practical semester into said new study programme, it is highly recommendable to take perennial practical experience regarding their field of expertise as well as managerial positions into account when filling both temporary, external and permanent, internal lecturing positions.

#### Staff

*5. The prioritisation of the permanent scientific or artistic staff's teaching, research, and administrative activities ensures adequate participation in teaching in degree programmes and leaves sufficient time for research and development or the advancement and appreciation of the arts.*

Findings and evaluations:

The application defines research as one of the core values and guiding principles of MODUL, setting the goal to "strengthen internationalization and networking and substantially advance the university's research output". To maintain this approach, the university management puts much effort into creating the optimal conditions for freedom of research, the possibility of prioritizing topics and the adequate space. This also indicates a focus on fundamental research areas, which are highly relevant at present and will be relevant in the future. The required teaching load for the permanent faculty is calculated in a manner that allows for highly sufficient time and space to engage in research activities, for instance: a minimum of 40% for full and associated professors, up to 20% for associated professors and senior lecturers and 50% for assistant professors. The remaining proportion is filled mostly by teaching responsibilities, with the calculations entailing a smaller proportion of the professors' worktime to be dedicated to their administrative tasks and transfer services. Therefore, the prioritization of teaching, research and administrative activities of the permanent scientific staff at the private university ensures adequate participation in the transmission of theoretical knowledge within lectures in the degree programme, while also providing sufficient time for research and development.

The experts consider the criterion to be **fulfilled**.

### 3.4 Assessment criterion § 17 (4): Funding

#### Funding

*The degree programme's funding is secured. Provisions have also been made to fund expiring degree programmes.*

Findings and evaluations:

The application documents include a financial plan for the BSc International Management with Professional Experience of MODUL covering the period from 2020 to 2032, with clearly structured costs and revenues. The cost side includes HR costs as well as material costs, which are balanced by income from study fees. Over the entire planning period, an annual surplus should be generated according to the plan, with a growing number of enrolments per year. This assumption can be considered plausible in view of past growth in student numbers for the existing bachelor programme "International Management" running since 2012. As for the BSc in International Management, the BSc for International Management with Professional Experience should present a similar demand from national and international students.

Furthermore, Talents Square Limited (the majority owner of MODUL) has signed a financial commitment to cover losses during the first five fiscal years and has made provisions for all inscribed students to can finish their studies in case their degree programme is to be discontinued. This commitment corresponds in content to the one signed by the prior majority owner, the Vienna Chamber of Commerce and Industry.

The experts consider the criterion to be **fulfilled**.

[Recommendation(s):]

### 3.5 Assessment criterion § 17 (5): Infrastructure

#### Infrastructure

*Quantitatively and qualitatively adequate facilities and equipment are provided for the degree programme. In the case that the private university draws on external resources, their authorization to use them has been contractually secured.*

Findings and evaluations:

The university resides in a building complex in Vienna. A long-term renting contract assures the premises' perpetual availability to the university. The building offers roughly 13 different sized lecture halls with standard modern media equipment. Students may book the lecture halls in case they are unoccupied for use as personal and group study spaces. There are further study areas like the student lounge or a library, supervised by staff. The library has a separate budget for literature and licenses. Student access to common journal databases is granted. Moreover, the library participates in different library and research organisations like "Österreichische Bibliothekenverbund und Service GmbH" or "Kooperation E-Medien Österreich". Via these organisations, the library may use global resources to provide students and faculty with up-to-date literature.

In addition, the building houses the offices of faculty and administrative staff and a public cafeteria.

Some of the teaching takes place in hybrid formats. For that means, the rooms are partially equipped with video conference tools and all students have licenses for the most current office, conference and collaboration software. A WiFi network is in place on the entire campus.

During the interviews, the university's administration assured that further rooms on site can be rented perpetually in case the expected growth requires additional space.

The experts consider the criterion to be **fulfilled**.

### 3.6 Assessment criteria § 17 (6) 1 to 2: Research and development and/or the advancement and appreciation of the arts

#### Research and development and/or the advancement and appreciation of the arts

*1. The permanent scientific and artistic staff assigned to the degree programme is involved in the private university's relevant research and development activities.*

#### Findings and evaluations:

MODUL is organized in four academic departments (International Management, New Media Technology, Sustainability, Governance and Methods, Sustainability) and has 17 different research foci of which eleven are directly related to contents of the BSc International Management with Professional Experience. These research foci address highly relevant and timely topics like Big Data Analysis, Climate Change, Digitalization, Blockchain/Distributed Ledger Technology, to name only a few. The academic staff assigned to the programme to be accredited is actively involved in research and development activities of the University and of these research foci. Overall, it is evident that the University's idea of a "research-driven teaching approach" is well implemented. However, while the research foci are directly related to many of the modules taught in this programme, there is less emphasis on International Management Research. As evidenced by several publications, some faculty members are involved in IM research activities. Nevertheless, this program would benefit from more systematic and organized research in this field.

The experts consider the criterion to be **fulfilled**.

#### Research and development and/or the advancement and appreciation of the arts

*2. The (planned) research performance of the permanent scientific or artistic staff assigned to the degree programme are in accordance with the university's approach and the respective subject culture.*

#### Findings and evaluations:

The research output of the faculty is considerable and contributes to theory development and managerial practice as well. Between 2007 and 2019 1,042 publications (of which almost one third in peer reviewed journals), and 776 conference contributions appeared, 254 presentations and invited presentations were given. The faculty conducted 88 research projects and received 72 awards.

MODUL considers itself a university that follows a research-driven teaching approach and its faculty is strongly and successfully engaged in basic as well as in applied research. While it is clearly evident that students benefit from this strong research orientation in many of the modules of the different study programmes, International Management research plays a less prominent role. While many of the University's research foci may also study (rather marginally) topics related to International Management, none of these have an explicit and strong focus on IM-related research questions. Hence, the relatedness of the BSc in International Management with Professional Experience to the research profile is less pronounced and should be fostered.

The experts consider the criterion to be **fulfilled**.

#### Recommendation(s):

As MODUL considers itself a university that follows a research-driven teaching approach and its faculty is strongly and successfully engaged in basic as well as in applied research, the BSc International Management with Professional Experience would benefit from a stronger focus on International Management topics by the defined research foci and the faculty.

### 3.7 Assessment criterion § 17 (7): Co-operations

#### Co-operation

*The private university has envisaged co-operation projects with higher education partners and, if applicable, partners outside the higher education area in Austria and abroad which match the degree programme's profile and furthermore promote the mobility of students and staff.*

#### Findings and evaluations:

MODUL has a strong network of different partners, both in the academic field and in industry/civil society on national and international levels. As of 2020, MODUL is part – either as a university or via one of its faculty members – of several non-industrial networks and associations, including the European Universities Consortium (EUC) and United Nations World Tourism Organization (UNWTO). In the academic sector, MODUL is cooperating with several international universities, providing the possibility for student-exchange. Such partnerships have been established, e.g. — the listing is not exhaustive — with the University of Barcelona (Spain), the San Francisco State University (California, USA), the University of West London, the College of Hospitality and Tourism (UK). Moreover, MODUL has an international campus in China, Nanjing. In addition to that, students of MODUL can join the Erasmus Program and participate in the European Union student exchange program, studying at one of MODUL's partner universities. Furthermore, those programs are also promoted by MODUL via exchange fairs. According to the university, in the last year approx. 20 incoming students and approx. 35 outgoing students participated in these cooperations.

Partnerships of MODUL in the academic field include cooperation and collaboration in the field of academic/scientific research as well as the possibility of exchange for academic staff. Members of both the permanent and adjunct faculty teaching at the university provide a strong international orientation, with teaching staff of different origins, backgrounds and nationalities. Various members of the faculty are part of a wide variety of national and international networks of academics, policy makers and practitioners, such as — listed by way of example — the Organization for International Economic Relations (OiER), The American Marketing Association (AMA, headquarters located in Chicago, IL), Regional Studies Association (United Kingdom) and International Federation for IT and Travel & Tourism (IFITT).

The experts consider the criterion to be **fulfilled**.

## 4 Summary and final evaluation

*Please provide a summary assessment which includes an overview of the findings to all criteria.*

#### (1) Development and quality assurance of the degree programme

There are various measures in place at MODUL to develop and manage quality standards. The study programme International Management with Professional Experience was developed

following a predefined procedure in which the dean, advised by members of school conference and industry advisory board, develops a programme requested by the university board. The draft then has to be implemented in the university's development plan and the programme finally accredited by AQ Austria. In the present case, the student body set the ball rolling by requesting a programme with a higher focus on professional experience.

Besides the university's development plan, the accredited degree programme is incorporated into the general quality management system of the institution. While the quality management system is highly focused on ensuring highest possible quality, continuous improvement, participation of all stakeholders and committing to the EU and Austrian quality assurance frameworks, there is no specific dedication to the new degree programme's quality enhancement, which could be achieved by ascribing specific responsibilities to members of staff, explicitly with regard to the novel study programme and its qualitative implementation.

### (2) Degree programme and degree programme management

The new degree programme is in alignment with the profile and objectives of the private university as well as its' development, since it is an extension of the already accredited programme international management by the practical semester. Besides the university's own profile, the study programme has been defined in its profile and learning outcomes according to NQF-6. Both of which are sufficient in their fundamentals, but should be further revised and narrowed down by enhancing their focus regarding international aspects of the study programme (e.g. international management issues, compulsory international internship, cross-cultural management course, etc.). To achieve the predefined learning outcomes various teaching methods are incorporated into the degree programme, combining self-sufficient research of the students and direct teaching. While this pedagogical approach most definitely enforces the student's active contribution to their learning process and achievements, the methods should be adjusted to fields of digitalization and digital transformation with view to the future.

### (3) Staff

Sufficient numbers of scientific as well as non-academic staff are available at MODUL ensuring the well-functioning and operating of the degree programmes in the future. The academic staff is calculated such that each professor is responsible for 10-15 students, this student-teacher-ratio is supposed to provide sufficient teaching for the students while allowing professors to engage in research activities at the same time. While both permanent and adjunct professors are employed at the private university, both of which are vastly qualified for their respective positions, the profile of the programme puts much effort on covering subject-specific core competencies by permanent professors.

For the new degree programme 20 faculty members, including the Dean, Program Area Directors and 13 specialists, are intended to provide teaching, which is considered sufficient for the BSc International Business with Professional Experience as well as an optimized utilization of available staff resources. Therefore, the planning, hiring and organization of both academic and non-scientific staff at MODUL is considered to be well-functioning.

A slight improvement could be made by the aforementioned ascription of a position concerned with new degree programmes. Ultimately, the specified core and research areas for the degree programme cover relevant issues in business management in widespread facets and is considered to be plausible for the overall programme.

### (4) Funding

The application documents include a financial plan for the BSc International Management with Professional Experience of MODUL covering the period from 2020 to 2032, with clearly structured costs and revenues. Over the entire planning period, an annual surplus should be

generated according to the plan, with a growing number of enrolments per year. Furthermore, the majority owner of MODUL has signed a financial commitment to cover losses during the first five fiscal years and has made provisions for all inscribed students to can finish their studies in case their degree programme is to be discontinued.

#### (5) Infrastructure

The university's study and research environment is equipped with sufficient infrastructure. Offices for faculty and staff, the administration as well as study and lecture halls are all within one central campus. Appropriate technical infrastructure like projectors, video conference tools and WiFi is present throughout the buildings. There is enough space for private and collaborative study. Proper access to most current literature is secured by the library's staff and resources. Due to the expected growth, additional spaces are held available at rather short notice.

#### (6) Research and development and/or the advancement and appreciation of the arts

The University has a strong research orientation and a considerable research output. Most research projects tackle timely, relevant and important topics. MODUL University follows a research-driven teaching approach and its faculty is strongly and successfully engaged in basic as well as in applied research. Students very obviously benefit from this strong research orientation in many of the modules. However, the research foci of the University do not explicitly address topics in International Management. While there are several publications that address International Management issues, the research-driven teaching approach in the bachelor programme "International Management with professional Experience" would benefit from more systematic and organized research activities in the relevant field.

#### (7) Co-operations

MODUL has a strong network of different partners, both in the academic field and in industry/civil society on national and international levels. As of 2020, MODUL is part – either as a university or via one of its faculty members – of several non-industrial networks and associations,

In the academic sector, MODUL is cooperating with several international universities, providing the possibility for student-exchange. In addition to that, students of MODUL can join the Erasmus Program and participate in the European Union student exchange program, studying at one of MODUL's partner universities.

Partnerships of MODUL in the academic field include cooperation and collaboration in the field of academic/scientific research as well as the possibility of exchange for academic staff. Members of both the permanent and adjunct faculty teaching at the university provide a strong international orientation, with teaching staff of different origins, backgrounds and nationalities.

The experts **recommend the Board of the AQ Austria to accredit** the bachelor programme "International Management with professional Experience".

## 5 Documents reviewed

1. Application of the Modul University Vienna Privatuniversität from 29.05.2020 in the version of 27.07.2020 for the accreditation of the bachelor programme "International Management with Professional Experience", to be offered in Vienna.
2. Submission of further information from 31.07.2020 prior to the site visit:
  - Updated Company Register Excerpt

3. Submission of further information from 13.11.2020 prior to the site visit:

- IMPE Experts questions to MUPU
- Organigramm "Modul University Vienna"
- Documents on the infrastructure at "Modul University Vienna"

4. Submission of further information from 24.11.2020 following the site visit:

- Student figures MU Vienna.pdf
- Updated publications list.pdf
- 2019 Bachelor theses BSc IM.pdf
- Changes in the study regulations of the BSc IM.pdf
- Course Materials for "Entrepreneurship, Innovation and Business Planning", "Marketing and Consumer Behavior", "New-Media and e-Business Applications", "Strategic Management" and "Supply Chain Management".

To the Board of the AQ Austria (Agentur für Qualitätssicherung  
und Akkreditierung Austria)  
Franz-Klein-Gasse 5  
1190 Wien

By e-mail: [office@aq.ac.at](mailto:office@aq.ac.at)

Vienna, 18 January 2021

**Response to the expert report on the accreditation procedure for the Bachelor programme  
International Management with Professional Experience conducted in Vienna by Modul University  
Vienna Privatuniversität**

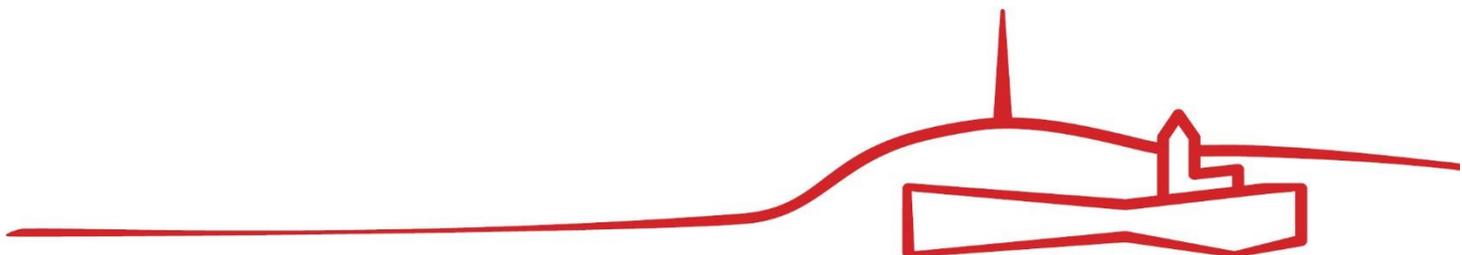
Dear Sir or Madam,

Modul University Vienna Private University would like to relay the following response in reference to the expert report on the accreditation procedure for the Bachelor of Science in International Management with Professional Experience.

Modul University Vienna Private University would first like to extend immense gratitude to the reviewers of the BSc in International Management with Professional Experience as their assessment provided valuable feedback that was both positive and constructive. The different recommendations of the reviewers will be carefully considered in order to further improve the overall quality of the degree program.

The quality assurance of the degree program is a responsibility that lies with the dean (in this case, the Dean of the Undergraduate Study Programs), while the quality manager is employed to ensure it. Modul University Vienna Private University is constantly striving to improve the quality management of each of its degree programs, which will soon switch to a new, more efficient, campus management system. Additionally, as outlined in the Development Plan 2020-2032 (p.77), an annual quality management report for the University Board is currently being developed to assure more efficient monitoring of the quality management of each degree program.

Modul University Vienna Private University would like to offer a warm thank you to the reviewers for their recommendations concerning the learning outcomes, course offerings, research focus on digital transformation and corporate process management, and the focus on international management of the degree program. These recommendations will be discussed during the next



scheduled School Conference for the undergraduate study programs taking place on Friday 22 January 2021.

Modul University Vienna Private University would also like to thank the reviewers for their influential suggestion to include a student representative or an unbiased person with an advisory function in the admissions process. In order to examine the possibility of implementing such a change in the admissions process, this matter will be discussed in the next deans' meeting on Monday 25 January 2021.

In accordance to the recommendation provided by the reviewers, the inclusion of a reference to the Lisbon Convention in the study regulations will be managed during the next scheduled revision of the study regulations in June 2021.

Lastly, in regard to the suggestion to hire lecturers with more practical experience, Modul University Vienna Private University will pay closer attention to this aspect in the next hiring processes so that the practical orientation of the degree program is established and further developed.

We would like to extend our appreciation and thanks once again to the/our reviewers. We would kindly request a brief acknowledgement of receipt.

Sincerely,



Karl Wöber  
President

