



ASIIN Evaluation Report

Executive Bachelor in Business Administration
Master in Business Administration
Doctor in Business Administration

Provided by
European Business University of Luxembourg

Version: 21 April 2021

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A About the Evaluation Process

Name of the degree programme (in original language)	(Official) English translation of the name
Executive Bachelor in Business Administration	-
Master in Business Administration	-
Doctor in Business Administration	-
<p>Date of the contract: June 22nd, 2020</p> <p>Submission of the final version of the self-assessment report: 23.10.2020</p> <p>Date of the online discussions: 5th-6th November 2020</p> <p>at: online (due to COVID-19 epidemic)</p>	
<p>Peer panel:</p> <p>Prof. Dr. Christian Opitz, Zeppelin University</p> <p>Prof. Dr. Susanne Strahringer, TU Dresden</p> <p>Martin Holzwarth, MAHO Consulting</p> <p>Jacob Spanke (student), University of Siegen</p>	
<p>Representative of the ASIIN headquarter: Arne Thielenhaus</p>	
<p>Responsible decision-making committee: expert panel</p>	
<p>Criteria used:</p> <p>European Standards and Guidelines as of 15.05.2015</p> <p>ASIIN General Criteria as of 10.12.2015</p>	

B Characteristics of the Degree Programmes

a) Name	Final degree (original/English translation)	b) Areas of Specialization	c) Corresponding level of the EQF ¹	d) Mode of Study	e) Double/Joint Degree	f) Duration	g) Credit points/unit	h) Intake rhythm & First time of offer
Executive Bachelor in Business Administration	BBA	Financial Markets; Data Science and Artificial Intelligence; Financial Technology and Block-chain	6	Full time, online	-	3 years for coursework	180 ECTS	Every semester
Master in Business Administration	MBA	Financial Markets; Data Science and Artificial Intelligence; Financial Technology and Block-chain	7	Full time, part time, online	-	1 year for coursework (2 years part time)	90 ECTS	Fall semester 2020, every semester
Doctor in Business Administration	DBA	–	8	Full time, part time, online	-	3 years (5 years part time)	210 ECTS	Fall semester 2019, every semester

For the Executive Bachelor in Business Administration degree programme, the institution has presented the following profile in the Programme Guidebook:

“The EBU Executive Bachelor of business administration degree program provides students who have some working experience with a comprehensive knowledge of business concepts, theories and models. The program focuses on and their application to real world problems with tangible interaction and learning. Through this approach, students learn to connect business concepts to the larger global society, with preparation for a clear career path within the field of business. They are provided a solid preparation to continue to graduate studies in business administration or related fields.”

For the Master in Business Administration degree programme, the institution has presented the following profile in the Programme Guidebook:

¹ EQF = The European Qualifications Framework for lifelong learning

“Professionals with an EBU MBA degree are able to enhance their personal portfolio. The options of an online education fit well into an already busy schedule. In addition, the best business degrees are lived or shared experiences. The real-world experience presented by serious academics begin in year one as you build your general management knowledge and gain valuable experience from colleagues and Professors. Dive into complex managerial issues with this series of selective courses and gain insight into the perspectives of a senior manager or leader while understanding the larger context of management. Develop managerial skills including management in a global context. The courses presented here offer a menu of choices in each required discipline, calibrated to your skills, experience, and future goals. As an applied branch of Business Management, the Master of Business Administration explores specializations such as Operations and Management, Financial Accounting and Reporting, Human Resource Management, Global Economics, Managerial Accounting and International Marketing. Business institutions constantly seek MBA trained personnel and these courses are designed to guarantee that you meet the demands.

The Master of Business Administration is a one-year degree program specifically designed to prepare graduates as the next generation of Managers.”

For the Doctor in Business Administration degree programme, the institution has presented the following profile in the Programme Guidebook:

“The European Business University of Luxembourg’s Doctor of Business Administration (DBA) is a professional doctoral degree designed to enhance executive and professional practice through the application of theory and research into complex issues in business and management. The online DBA allows working professionals the possibility of obtaining a terminal degree while working full time regardless of geographic location. The online infrastructure provides an interactive and intercultural global learning environment with distinct advantages. Earn your accredited DBA completely online and take advantage of the opportunity to specialize in one of four concentrations: Management, International Management, Finance, or Entrepreneurship. The programme will be of particular benefit to experienced senior executives, consultants, management educators and business school academics. It will enhance one’s professional capability and credibility, develop networks, and provide a firm foundation for further career development or a major career move. Employers benefit from supporting candidates for the DBA by attracting, developing and retaining key talent and building knowledge for competitive advantage.”

C Peer Evaluation Report

1. The Degree Programme: Concept, content & implementation

Criterion 1.1 Objectives and learning outcomes of a degree programme (intended qualifications profile)

Evidence:

- Programme Guides
- University website

Preliminary assessment and analysis of the peers:

The European Business University of Luxembourg (EBU) is a not-for-profit online business school founded in 2018 and opened in 2019, having emerged from Technology Enabled Learning - AFRICA, ASIA, AMERICAS AND EUROPE Asbl., which was founded in late 2014. EBU is dedicated to fulfilling the University's primary educational mission of sustaining a tradition of academic excellence, also provided to students who cannot afford the cost of education. In cooperation with the two non-profit organisations Girl Effect and CAFOR, EBU provides certification courses to scholarship students in Africa, Asia and Latin America. EBU's business model includes using the tuition fees from a number of paid academic degree programmes, including the three Business programmes being evaluated in this report, to finance scholarships and certificate course programmes. As the University's leadership explains in the discussions, the University has a vision to one day provide education to a large number of students, but it plans to grow slowly and organically.

The three online programmes have all been recently conceived. The Executive Bachelor in Business Administration (EBBA) programme has not yet begun, the Master in Business Administration (MBA) programme began in the Fall-semester of 2020 and the Doctor in Business Administration (DBA) programme is in its second year. During the discussions, the University emphasises that the programmes are stand-alone, meaning that they are not intended to be consecutive. The peers see on EBU's website that the University offers all three programmes as dual-degree programmes, however, these dual programmes were not submitted for evaluation and will therefore not be discussed in this report.

The EBBA programme targets students with work experience (7+ years), but no formal higher education, and intends to provide them with comprehensive knowledge of business concepts, theories and models and their application to real world problems. The targeted students include, but are not limited to, students from EBU's subsidised certificate course programmes. The desired programme learning outcomes for the EBBA include:

- Demonstrate professionalism, self-awareness and leadership
- Understand innovation issues and dilemmas that businesses often face.
- Apply knowledge and skills to solve business problems.
- Understand the concepts and trends of innovation and how IT can improve organizational performance.
- Demonstrate a global perspective and an awareness of how cultural differences impact businesses.
- Possess the skills required to integrate concepts from various disciplines to identify and develop business strategies.
- Possess the skills required to work and lead effectively in a team-based environment.
- Have a thorough understanding and appreciation for the importance of ethical decision-making.

The MBA programme targets working professionals with a full-time work experience of three years or longer, looking to progress into management, or an executive role. The overall desired programme learning outcomes for the MBA include:

- Demonstrate professionalism and leadership.
- Demonstrate a global perspective.
- Understand innovation and IT issues that shape and frame competition.
- Possess the skills to integrate business concepts from various disciplines.
- Apply knowledge and skills to solve multiple and varied business problems.
- Have an appreciation for ethical decision-making.

The DBA programme targets working professionals with 10+ years of full-time work experience. According to the website, the programme will be of particular benefit to experienced senior executives, consultants, management educators and business school academics who wish to enhance their professional capability and credibility, develop networks, and study on a part-time basis at a self-selected pace. The overall desired programme learning outcomes for the DBA include:

- Develop a sound understanding of the relevant conceptual and theoretical underpinnings of your chosen area of research into business and management
- Have a detailed understanding of applicable techniques for research and advanced academic and management enquiry
- Create and interpret knowledge through original research. Enhance both your performance as a reflective practitioner and your professional practice
- Develop personal, consultancy and research competences to undertake rigorous research at an advanced level that contributes to theory and practice in business and management

Overall, the peers are satisfied that the intended learning outcomes are described in a brief and concise way. However, they note that the overall aims and learning outcomes of the EBBA and MBA programmes are practically identical and do not include a differentiation relating to the level of academic qualification. They encourage the University to ensure that the overall learning outcomes for each programme reflect the qualification level aimed at.

Via the downloadable guide books, the learning outcomes are easily accessible to the public, i.e. to students, teaching staff and anyone else interested. During the discussions, however, the University indicates that in some instances, the contents of the guide books are not binding. The peers note that the intended learning outcomes should be published and available to the aforementioned stakeholders in a binding form – in the guide books or somewhere else.

With regard to the analysis and development of the learning outcomes, the peers learn from the Self-Assessment Report (SAR) that the learning outcomes were developed in accordance with the Scottish Credit and Qualifications Framework. Following the discussions, the peers can see that many of the faculty members have extensive work experience and that this ensures a certain level of industry-input. However, for the further development of the programmes, the expert panel recommends that the University implement mechanisms, which involve stakeholders such as students and external industry representatives, and ensure that learning outcomes are reviewed on a regular basis.

Criterion 1.2 Name of the degree programme

Evidence:

- Guide Books / Brochures
- Diploma Supplements

Preliminary assessment and analysis of the peers:

With regard to the EBBA, the peers are initially uncertain why only this programme contains the word “Executive”. The University explains that, while it is a Bachelor programme, it targets managers with at least 7 years of work experience. The peers are satisfied with this explanation and believe that the names of the degree programmes reflect the intended aims and learning outcomes as well as the course language.

Criterion 1.3 Curriculum

Evidence:

- Programme Guides

Preliminary assessment and analysis of the peers:

Using the guide books and the therein contained module descriptions as a reference, the peers examine the curricula of the three programmes.

The peers note that the descriptions provided in the three guide books vary significantly. For instance, in the case of the MBA programme, they contain detailed course objectives, desired learning outcomes, as well as a detailed description of the contents. In the case of the EBBA and the DBA programme, however, the descriptions provide a more general overview of the course contents, focusing more heavily on course objectives and desired learning outcomes. While the objectives and learning outcomes provide some indication with regard to the contents, the peers find the level of detail is in many cases insufficient to determine whether the intended outcomes can be achieved.

Furthermore, the University indicates during the discussions that the contents provided in the guide books are not binding. Due to its current small scale and limited financial resources, the University has no permanent staff. Teaching staff are hired on short-term contracts as needed. According to the University, new teachers meet with the dean to ensure that their envisioned course contents align with the programme. They are furthermore required to submit lecture contents several weeks before the start of the term, so that the lecture content can be reviewed by the dean. However, depending on the teacher, the contents of the courses can fluctuate.

The peers consider the desired learning outcomes in the individual modules to adequately reflect the academic level aimed at. However, they note that frequent changes in course contents make effective quality assurance much more difficult. To allow for continuous development, the University should ensure generally stable course contents, revised at regular intervals with the input of a variety of stakeholders. Binding and transparent course contents also ensure that students know what they “sign up” for and do not have to worry about sudden changes. The peers note that, in order for them to conduct a more thorough

evaluation, the University should submit revised module descriptions for the EBBA and DBA programmes which include more details about the course contents. Otherwise, a reliable analysis of whether the desired learning outcomes can be achieved cannot take place.

Criterion 1.4 Admission requirements

Evidence:

- EBU Admissions Policy
- EBU Admissions Procedures
- EBU Transfer Credit Policy
- EBU Academic Scholarship Guidelines
- University Website: <https://ebu.lu/apply-to-ebu/>

Preliminary assessment and analysis of the peers:

The peers find information concerning the University's admissions policy, procedures, credit transfer policy and scholarship guidelines on the University's website.

A general entry requirement for all three programmes is proficiency in English. This can be demonstrated via a previous degrees where English was the language of instruction, or by achieving the requisite results in an approved English language proficiency test or pathway, such as IELTS. An Admissions Officer determines compliance with English proficiency requirements or approved equivalents. Other general requirements include two letters of recommendation, and a corporate sponsor statement (if applicable). The peers note that a further requirement for entering the programmes is the ability to pay the tuition fees, which are 10,950 Euros for the three-year EBBA programme, 11,950 Euros and 20,000 Euros respectively for the full-time (one year) and weekend (two years) MBA programmes, and 36,000 Euros for the DBA programme. There are some small scholarships available. As the MBA also includes on-campus portions, the students in those programmes must furthermore be able to finance travel to and from the physical campus in Luxembourg.

For the EBBA, the additional programme-specific requirements include a Secondary School Qualification, full-time work experience of seven years or longer (EBBA only), and an interview. Furthermore, according to the SAR, the candidates must have a Mathematics grade of C or better. The peers note that this Math requirement is not listed on the website and is therefore not transparent. For the MBA, candidates must have a Bachelor's Degree (in any subject), full-time work experience of three years or longer, and must pass an interview. For the DBA, candidates must have a Master's Degree (in any subject), full-time work experience of ten years or longer, must pass an interview with the Academic Dean, and

must complete an admissions essay. As noted in the admissions procedures, where the number of eligible applicants exceeds a quota or other limit on the number of places made available for a course, offers are made to eligible applicants in order of merit. For the EBBA and MBA programmes, the limit is 25, for the DBA the limit is 7.

As noted in the SAR, the EBU online programmes focus on an adult, mature student profile who is able to achieve the goals of learning outcomes and learning objectives outlined for each course, contribute to the content of the programme and apply this to their own academic and / or professional goals. Furthermore, students should be open-minded, self-motivated, with critical thinking skills, and a willingness to work in teams. The peers note that the formal criteria published on the website are very few, and that the interview appears to be decisive in identifying the students' qualifications for the programme. However, it is unclear according to which criteria the students are assessed, and how it is objectively ensured that candidates are treated equally. In particular, it is unclear whether the admission decision is made by one person or multiple people. Given the provided documentation, the peers are under the impression that the academic dean has significant influence with regard to the final decision. If this is the case, this could significantly impact the objectivity of the admission's process and the consistency with which candidates are treated. The University's admission's process should be structured and communicated in a manner so that it is apparent – also to outsiders – that an objective and consistent treatment of candidates is ensured.

Particularly with regard to the DBA programme, but also to some extent in the MBA programme, the peers have the impression that there are no qualitative/subject-related prerequisites, such as previous degrees in business or business-related experience, knowledge of relevant maths, etc., possibly resulting in cohorts of students with very diverse backgrounds. While they are aware that EBU aims to have a diverse student body and agree that diversity can enrich a programme, the peers are concerned that the rather generic admission requirements are not conducive to ensuring that the students achieve the intended subject-specific learning outcomes.

For instance, the current admission criteria – as published on the website – would theoretically allow for students with no previous business degree or business experience to enter the DBA programme. Since this programme focuses on the application of advanced research techniques in business environments, the peers would expect candidates to have competences or prior experience in these fields, on which the DBA programme can build. The admissions process, including prerequisites in terms of knowledge and skills, should be structured in a manner which ensures that the intended learning outcomes can be achieved. Since the University has established previous work experience as a prerequisite, it implies that the students must bring certain knowledge, competences and experience

into the programme. The current admission criteria do not clarify which type of experience, on what level, and / or which knowledge and competences, are expected. The University should therefore revisit the admission criteria and revise them accordingly.

The peers learn that students can optionally purchase the EBBA and MBA programmes as well as the MBA and DBA programmes as a “dual degree” package – this is revealed by the University’s website as well as one of the MBA students during the discussions. The peers note that these “packages” imply that the programmes are consecutive. The peers are of the opinion that a business degree programme targeting students with limited or no business background must necessarily differ from one that aims to immediately follow another business degree. In the first case, the programme should provide more general knowledge, whereas in the second, students should be able to deepen their knowledge, without having to repeat previously learned material. The peers therefore ask the University to clarify whether the programmes have a “generalist” or “deepening” focus and how this is organised with regards to the dual degree packages.

The peers note that, on the website in the “Admissions” section, the advertised programme length of all three programmes appear not to factor in the workload associated with the final thesis or dissertation. For example, the length of the full-time MBA programme is described as being one year. Based on the provided documentation, however, the final thesis has a workload of 700-900 hours, and it is not intended for students to work on this parallel to their other courses. The peers note that the advertised programme length may thus set unrealistic expectations about the time frame in which the programmes can be completed. The peers note that for transparency reasons, the advertised programme length should clearly reflect the time required to complete the full programme, including final theses or dissertations.

Final assessment of the peers after the comment of the Higher Education Institution regarding criterion 1:

Along with its response statement, the University provides a document (“Learning Outcomes”) in which it is indicated that the learning outcomes reflect those required by the criteria of the Scottish Quality and Qualifications Framework. Learning outcomes are subsequently listed for each of the three programmes. The University has also published this document on its website.

While the initially provided set of outcomes addressed the specific subject areas without making clear references to the qualification level, the newly submitted sets of learning outcomes go in the opposite direction, focusing on the qualification level without providing

any reference to the subject matter. The peers note that learning outcomes should combine the two aspects: they should be both subject-specific and reflect the qualification level. They therefore see some room for improvement in this regard.

The University also provides a copy of an internal resolution to form a Program Advisory Committee, which includes at least one industry representative and one student representative per programme, to ensure continuous development of the desired learning outcomes. The peers view this as a positive measure which will allow for valuable stakeholder input. To ensure a greater spectrum of ideas, the University should consider increasing the representatives from each stakeholder group to two or more.

The University has provided revised module descriptions for all three programmes. The peers note that the provided course catalogues contain the following statements: “Course content listed should be regarded as indicative course content.” This, as well as other statements contained in the document, indicate that the listed course contents and intended learning outcomes are still not to be considered binding. While the peers are aware that a process is in place by which the dean examines and confirms course contents taught by new faculty members, changes should be reflected in the module handbooks. These should serve as a binding, reliable source of information for students.

The peers recognise that the University aims to accommodate individual student needs, particularly in the MBA and DBA programmes. However, constant fluctuations in course contents make it difficult to establish benchmarks, against which progressive improvement can be measured. The University should therefore implement mechanisms which ensure that contents are taught consistently across cohorts, even if the teaching staff change regularly (see criterion 4). One strategy for ensuring more stable course contents can include assigning responsibility for module contents and learning outcomes to individual members of the non-fluctuating core staff. Subsequently, the person responsible for each module should also be indicated in the respective module descriptions (see criterion 5.1).

Apart from the issues concerning the binding nature of the contents, the peers are of the opinion that the course contents are now for the most part described in sufficient detail. While the peers learned during the online discussions that DBA students are instructed in both quantitative and qualitative research methods, they note that the description for the DBA 200 module “Qualitative And Quantitative Methodology For Applied Business Research” does not contain any contents related to quantitative research methods. This particular module description should therefore be revised to reflect that quantitative research methods are also taught.

The peers furthermore note that the DBA 102 module contents include “Word and Excel basics”. As students should already be familiar with Word and Excel basics by the time they

enter the DBA programme, the peers recommend that these contents be removed, or else that more advanced functions of these programmes are taught, in line with the requirements of preparing a doctoral thesis.

Regarding the admission criteria, the University has published information concerning the Math requirements in an appropriate location on its website. The University has also provided a revised admissions policy. Based on this, it appears that a four-person Admissions Committee is primarily responsible for admission decisions. In the case of the DBA programme, the role of the Academic Dean is restricted to an interview and a recommendation. The peers consider this acceptable. However, since the admission committee's primary function should be to ensure that only qualified candidates are admitted, the peers recommend that members of the University management do not participate in the admissions process, as they may be primarily driven by business-related concerns.

The University indicates in its revised admissions policy that for both the MBA and DBA degree programmes, the prerequisites include a previous degree in the "economics, management, mathematics, applied science, computer science, finance or similar field." Furthermore, DBA candidates should have "Extensive Working Experience in the sectors of Economics and Finance or Technology – or equivalent as determined by the Admissions Committee." It remains unclear whether the degree programmes intend to be "generalist" or whether they aim to have a "deepening" focus, i.e. whether they are intended to be consecutive, or stand-alone, or whether a hybrid solution is being pursued. The University should clarify this, as this should have a decisive impact on the programme contents.

The peers are of the opinion that, for the EBBA and MBA programmes, candidates with limited previous business education are acceptable. However, they feel that a certain amount of formal business education, beyond that provided within the DBA programme, is required, in order to be awarded a DBA degree. While many years of work experience in Economics, Finance or Technology environments are undoubtedly helpful, they do not necessarily act as a useful substitute for years of training in business theory. With regards to the ASIIN criteria, the revised admissions policy, which allows students with degrees in mathematics, applied science and computer science to enter the DBA programme, may still be too flexible. The admission criteria should ensure that students entering the DBA programme have completed a sufficient amount of previous studies in business, economics, finance or a closely related field, or that students complete catch-up courses in these fields, in order to be awarded the DBA degree.

While the University has made adjustments on its website, the peers still see a possibly misleading reference to the programme length on the website of the MBA programme, where it is described as a "one-year online or two year weekend degree program". While

the downloadable brochure mentions that additional time is required for the thesis, the website should also reflect this.

In summary, the peers recognise that the institution faces a multitude of restrictions and challenges in association with the short-term contracts of the teaching staff. Among other things, fluctuating staff can impact the stability of course contents, and therefore make it more difficult to establish benchmarks against which further improvement can be measured. More stability could be provided by distributing the responsibility for module contents and implementation among core staff members, in alignment with their specialties, until the composition of the teaching staff has become more stable. With regards to the admissions process, the University has made significant improvements in the course of the evaluation procedure, nonetheless the peers would welcome stricter admission criteria for DBA candidates, particularly with regards to their previous studies.

2. The degree programme: structures, methods and implementation

Criterion 2.1 Structure and modules

Evidence:

- Programme guide books
- Description of specializations
- EBU Transfer Credit Policy

Preliminary assessment and analysis of the peers:

The peers analyse the programme structure based on the provided module descriptions, included in the respective guide books. All degree programmes are divided into modules, and each module is a sum of teaching and learning whose contents are concerted. At EBU, each year is split into three terms: October to December, January to March, and April to June.

The EBBA is a three-year programme with an annual workload of 50 ECTS credits, plus 30 ECTS for the final thesis. Almost all modules have a workload of 10 ECTS credits (in two cases 5 ECTS credits). In the first year, students are introduced to Business Management and Human Resource Management, Accounting, Business Ethics, and a case-study course in Gender Equality. In the second year, students have courses in Customer Relationship

Management, Business Finance, Macroeconomics, Global Economy, and case-study courses in Finance and Marketing. In the final year, courses include Quantitative Business Methods, Marketing Management, Communication Skills, Production & Operations Management, and Strategic Management. The Bachelor thesis can be completed by students afterwards.

The MBA programme is offered in two formats: as a one-year full-time programme or alternatively a two-year weekend programme (not including the thesis). The courses are identical for both formats. All courses have a workload of 4 ECTS credits, except for the seminars, which have a workload of 1-2 ECTS credits, and the final thesis, with a workload of 30 ECTS. In the full-time programme, students have between 17-22 ECTS per term, for a total of 90 ECTS.

The MBA programme begins with similar courses as the EBBA programme: the first term covers Marketing Management, Human Resource Management, Financial Accounting and Reporting, and Corporate Policy and Ethics. Furthermore, there is a course in Statistics and Data Analysis and a Business Law Seminar. In the second term, students have courses in International Marketing, Entrepreneurship, Advanced Managerial Accounting, Global Economy and Global Strategic Management. There is also a seminar in Communication Skills. In the final term, students have Operations Management, Strategic Leadership in Organizations, Corporate Finance, Information Technology and Strategy, and a Negotiation seminar. The programme concludes with the final thesis.

The DBA programme is a two-year full-time programme, or a four-year part-time programme, plus approximately one year for the dissertation. In the full-time programme, students have two courses (20 ECTS credits) per term, whereas in the part-time programme they have one course (10 ECTS credits) per term. The total workload for the programme is 210 ECTS credits, comprising 120 ECTS credits for coursework and 90 ECTS credits for the dissertation.

In the full-time programme, the first year courses include Contemporary Challenges in Business, Organizational Leadership: Theory and Practice, Business Literature Review, Research Methods, Quantitative and Qualitative Research Methodology and Dissertation Design. The second year includes further courses focusing on research methods and dissertation research, as well as a course focusing on developing dissertation research proposals and a course in Ethics in Business and Management. Afterwards, students can begin their dissertation.

With regard to the DBA programme, the peers inquire how the students are taught the advanced quantitative and qualitative research methodologies that they require for their dissertations. The peers see that the DBA programme has dedicated courses for each, and

are curious whether students learn not only relevant software programmes, but also the theory behind these programmes and their purpose. The students confirm that this is the case. The peers note that, in courses with multiple students, where some students may have very limited previous research experience, it may be difficult to teach the material at the level that is required for a dissertation. The teachers note that the maximum of 7 students per course allows them to dedicate more time to the research methodologies relevant to the individual students' specific needs. Up until now, the courses had only 3-4 students. However, the teachers agree that with more students in the course, not all research methods can be discussed in detail. As a result, they plan to drill the students in key concepts such as uncertainty, and to provide more general information on a variety of methods. Students will then have to dedicate more time outside the classes to learning the quantitative or qualitative research methods that are relevant for their specific research questions.

While the students indicate that the methodological support is sufficient, and the peers agree that not all methods can be taught at an equal level of detail, they remain concerned about the limited previous methodological experience of some students. In combination with the more general instruction in the various methods, this may hinder the students in reaching the advanced intended learning outcomes. In the case that the University continues to accept students with limited previous research experience, the peers urge the institution to provide additional methodological support, possibly via preparatory courses.

The peers learn during the discussions that full-time students have the option to switch from full-time to part-time studies during the course of their studies. Some of the DBA students explain that they underestimated the workload of the full-time programme, and therefore plan to continue on a part-time basis. Based on the reports of the students and the allocated workloads, the peers are concerned that at least the full-time programmes may be difficult to finish within the prescribed course duration. Workload is discussed further under criterion 2.2.

The peers note that the MBA programme offers optional specialisations in Financial Markets, Data Science and Artificial Intelligence, Financial Technology and Blockchain, which match those in the EBBA programme. However, the University indicates that the first cohort of MBA students has thus far not shown sufficient interest. In general, the current number of students in the programmes – 13 in the DBA and 7 in the MBA programme – is not high enough to render the introduction of electives financially feasible. However, the University plans to introduce electives as soon as the number of students increases to a sustainable level. Due to their online nature, the programmes do not contain planned study abroad semesters or other components involving student mobility. There are also no working practices integrated in the curriculum, as it is expected that all students are already

working. However, the students are able to define an individual focus via their final thesis or dissertation.

As mentioned under criterion 1.3, the peers find that the module descriptions for the EBBA and DBA programmes in many cases provide insufficient detail with regard to course contents. In other cases, module descriptions are missing sections (ex: Customer Relations Management, EBBA) or missing entirely (ex: Master Thesis). The peers also note that no module descriptions were provided for any of the modules taught in the EBBA and MBA specialisations. While the peers are under the general impression that the module-specific intended learning outcomes and module objectives help to reach both the qualification level and the overall intended learning outcomes, they are unable to determine whether the module-specific learning outcomes can be reached. The University should therefore submit revised and complete module descriptions, including the descriptions for the modules covered in the specialisations.

The University has a Credit Transfer Policy published on its website, which establishes the rules for recognising achievements and competences acquired outside the higher education institution. The peers consider these rules to be viable and valid and in accordance with the relevant chapter of the Lisbon Convention.

Criterion 2.2 Work load and credits

Evidence:

- Programme guide books
- Online discussions

Preliminary assessment and analysis of the peers:

Based on the provided guide books and module descriptions, the peers can see that the University utilises the ECTS credit system, and that the credits allocated to the individual modules comprise both attendance-based learning and self-study. Credits are allocated to all compulsory elements of the degree.

As already indicated under criterion 2.1, the peers learn during the discussions with the students that for many of them, the perceived workload is very high. This appears to be because most are also working full-time. Several students report that they initially underestimated the workload, and that they struggle to accommodate it and simultaneously fulfil their other professional responsibilities. Nonetheless, they do not feel that it is inadequate.

The peers note that the provided study plans indicate a high workload, corresponding to the students' feedback. Overall, the students appear to be satisfied with the programmes

and willing to make the sacrifices necessary to complete them. The peers note that only very driven students are likely to be able to balance these workloads.

In the MBA and DBA programmes, the workloads are very evenly distributed across the semesters, so that structure-related peaks in the workload appear unlikely. In the EBBA programme, the workload ranges between 22 ECTS credits in the first term to 17 credits in the final term. Once again taking into consideration the targeted student profile, as well as the comments of the students in the other programmes concerning the workload, the peers encourage the University to examine whether the workload can be more evenly distributed across the terms.

The clarification of the advertised overall programme workload was already discussed under criterion 1.4.

Criterion 2.3 Teaching methodology

Evidence:

- Programme Guides
- Online forum links
- Online lecture links
- Online discussions

Preliminary assessment and analysis of the peers:

As noted in the SAR, the EBU Online program focuses on an adult student profile who is able to achieve the goals of learning outcomes and learning objectives outlined for each course, contribute to the content of the programme and apply this to their own academic and / or professional goals. In addition, EBU focuses on mature students that are open-minded, self-motivated, with critical thinking skills, and a willingness to work in teams. The EBU teaching methodology focuses on four elements: active engagement, participation in groups, frequent interaction through continuous evaluative feedback, and an instructor who effectively bridges connections to the real world context.

All of the courses offered by the University are provided online, mostly in the form of lectures, which are live-streamed, but are also recorded in case students cannot attend or wish to revisit them later. Classes in the EBBA and MBA programmes are limited to 25 students per class and cohort, facilitating continuous interaction. In the DBA programme, the limit is 7 students per class and cohort. According to the SAR, the typical workload for students in a 10 ECTS course includes 10-13 hours of lectures, the rest of the workload is dedicated to self-directed content learning, preparation of assignments, discussion forums and summative assessments. During the discussions with the students, the peers learn that

many of them lead busy lives, travel frequently, or live in areas with unstable internet connections, and the peers agree with the students that the recorded lectures are a very positive aspect of the programme.

As described in the SAR, the courses teach relevant theory, but focus on a case study-based approach, aiming to meet real-world employer needs. The MBA degree programme also employs real-world projects in its capstone course. A large number of group-based projects aims to encourage collaborative learning and problem-solving. The peers learn that, for group projects, groups are assigned by the teachers, and all group members generally receive the same grade. If students feel that teammates are not making sufficient contributions, they can report them. The peers are satisfied that these projects teach students important soft-skills associated with working towards a common goal in an international team.

As all three programmes contain a final thesis or dissertation with a workload of at least 30 ECTS, the peers are satisfied that independent scientific research and writing play a significant role in the programmes. During the discussions, they learn, however, that the EBBA programme contains no modules, or parts of modules, dedicated to teaching students the basics of scientific research and writing. The programme coordinators explain that, from the beginning, students are required to use APA citation and to cite 2-5 articles from academic journals when conducting case studies. The peers note that, particularly since the targeted students may lack a formal university education, and may have been outside the school system for 7 years or more, they may struggle with these concepts, which could also significantly impact their ability to prepare an extensive final thesis, as is planned. The peers therefore urge the University to integrate fixed components in the EBBA curriculum, which ensure students receive a timely and thorough introduction to these topics.

Criterion 2.4 Support and assistance

Evidence:

- Self-Assessment Report
- Online Discussions

Preliminary assessment and analysis of the peers:

According to the SAR, student support and assistance is realised in the student area of the online campus. The student services area provides students with access to the digital Library services, as well as online support programs and tutorials. EBU has adopted a policy paper on identifying the “Root causes of student attrition and systemic strategies for promoting student persistence.”

Following the discussions, the peers have the impression that the relationship between students and staff is very friendly, and that the students feel that teachers respond to their needs. For instance, the students report that they can discuss with the teacher and the other students the scheduling of online courses and thereby find a time, which suits all or most students. This can be challenging as class attendance is in most cases mandatory, and students are oftentimes located in different time zones (for example Europe, India, Thailand and the Americas). The students who are unable to regularly attend courses due to time zone differences can make alternative arrangements with the teachers to complete assignments. The peers note that, as the programmes develop and more students from diverse time zones join, providing all students with the same quality support may pose a significant challenge. They therefore see the existing limits on the number of students per cohort and class as an important component of the programmes. This is even more apparent in the DBA programme, where the students report that the teachers dedicate a lot of in-class time to the students' specific research problems. Individual assistance also appears to be available outside of classes - when the peers ask the DBA students about this, some respond that their last individual meeting with an instructor had taken place only a few days earlier. The issue of methodological support for dissertations was already addressed under criterion 2.1.

Concerning career advice and health-related support, the peers note that on its website, EBU also provides contacts and links, including a Career advisor and Job-finder App which students can access via their EBU email. The peers see that the University also offers to connect students to therapists and personal counsellors using the Kara Connect service, but note that, as indicated on its website, this service appears to target professionals in the health-, welfare- and educational sectors, and therefore seems to be more relevant to the teaching staff.

With regard to technical support, the students provide some examples where they had issues with the online platform and received technical support from the University. As previously mentioned, the students note that some of them live in areas with unstable internet connections and therefore appreciate the recorded lectures.

In conclusion, the peers are impressed by the teaching staff's engagement and flexibility and are of the opinion that, given the small team, the students receive good support, although they note that the University should consider using a counselling service more relevant for students than Kara Connect. They also caution that the extensive amount of time dedicated to individual students' needs may be difficult to sustain with increasing numbers of students and fluctuating teaching staff.

Final assessment of the peers after the comment of the Higher Education Institution regarding criterion 2:

In its response to the peers' concern regarding the methodological support for DBA students, the University indicates that all DBA courses are preparatory research methodology-based courses. For the MBA and EBBA, a Research Methods Seminar has been created, reviewed and adopted by the Academic Council. As mentioned under criterion 1, the module descriptions should reflect that quantitative research methods are taught.

With the revised module descriptions, the University also provides descriptions for the modules covered in the specialisations. The peers consider these satisfactory.

In response to the peers' concerns about the workload and its distribution, the University provides study plans, which indicate a consistent workload across the semesters. The peers are subsequently under the impression that the workload is adequate.

In order to boost EBBA and MBA students' research and scientific methodology skills, the University plans to follow the peers' recommendation and introduce a Research Methods Seminar, for which it also provides the module description. The peers consider this satisfactory.

The University indicates that it plans to find an alternative service to Kara Connect which may be more suitable for addressing the students' counselling needs. The peers positively view this effort.

With regards to the peers' concern about the sustainability of the high level of student support, the University indicates that its strategic initiative is to move towards permanent staffing once the student numbers and tuition remissions increase. At the moment, with low student numbers, it is impossible for EBU to recruit and remunerate permanent faculty members.

3. Exams: System, concept and organisation

Criterion 3 Exams: System, concept and organisation
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Evidence:

- Written examinations at the European Business University of Luxembourg: Policy and guidelines (Version 1, 28.10.2020)
- EBU Student Guidelines
- Sample documents for assessing dissertation proposal defence

- Faculty Guidelines

Preliminary assessment and analysis of the peers:

From the SAR and the Guidebooks, the peers learn that assessment at the University may take a variety of forms including dissertation, examination, project, essay, presentation, practical work and other exercises designed to enable students to demonstrate achievement. In the Guidebooks, assessment forms are defined for each module. While the Guidebooks are available to all students for download, the peers learn during the discussions that the teaching staff also informs the students about assessments at the beginning of each course. For a typical module, the overall grade may consist of 55% classwork (review questions, homework, essays, etc.) and 40% final exam. 5% of the grade may be allocated to other factors such as in-class participation. While EBU employs continuous assessment throughout its courses, a summative assessment generally constitutes 30-40% of the grade in each course. Almost all assessments take place online. The assessment forms include both open-book and closed-book formats.

For the closed-book formats, the University works with ProctorU, an online proctoring service. Via ProctorU, the students can flexibly schedule online assessments. The service uses proctors who monitor examinees via a webcam as well as by controlling the students' computer screen. Students are connected to a real person who speaks with them to guide them through the process. The service also uses a multi-factored identification process to ensure that the person being monitored is the proper student. The peers are initially worried that this approach may constitute a violation of European General Data Protection Regulations. After reviewing ProctorU's website, however, the peers conclude that the service complies with European regulations.

From the SAR, the peers learn that in the MBA program, students are also required to attend the on-campus location once in the academic cycle for face-to-face invigilation. An invigilation report is generated to record all instances. With regard to grading, as established in the University's Faculty Guidelines, all assessments whether they are exams, reports, essays or presentations etc., must have clear guidelines or criteria to be assessed. Teachers should provide students with feedback and provisional grades one week after they hand in an assignment. The peers are thus satisfied that there are no delays to student progression because of extended exam correction times.

As previously mentioned, the EBBA and MBA programmes end with a final thesis (30 ECTS) while the DBA programme ends with the dissertation (90 ECTS). The peers are therefore satisfied that all students must work on a set task independently and at the level aimed for. The peers note that in all three programmes, the final thesis / dissertation can be registered and completed within a flexible time frame – even several years after completing the

course work. Considering the fluctuating staff, the peers are concerned that the students' supervisors may no longer be teaching at the University by the time the students finish their thesis or dissertation. The peers note that the University should ensure effective supervision. In order to ensure that students complete their projects quickly, the University could require them to submit their work within a certain time period, which begins once the thesis or dissertation has been formally registered with the University.

With regard to the DBA dissertation, the peers examine the provided documents. As the DBA course began in 2019, no dissertations have been completed yet, and only one dissertation proposal defence has taken place. From the provided documents, the peers can see that a panel is involved in the assessment of proposal defences, whose members evaluate the students' work based on a common criteria set. Following the discussions, the peers are able to review additional documents concerning the organisation of dissertations and their evaluation, which they consider to be in order. They note, however, that the EBU Dissertation Examination Guidelines contain a reference to teaching staff from the University of Helsinki. They ask the University to clarify whether this is a mistake and, in this regard, by what processes EBU regulations are put into force or authorised. During the discussions with the students, the peers also learn that some students are interested in dissertation topics that fall outside the areas of expertise of the current staff. The peers are therefore also interested to learn from the University whether students can pursue such topics and how this is organised.

Along with the SAR, the University submits a policy and guidelines for written examinations. The peers see that there is an official form with which students can report illness and other mitigating circumstances, and that the rules also contain provisions for absence from an exam due to illness. The peers do not find rules with regards to disability compensation measures – these should still be established by the University. The Student Guidelines contain rules for re-sits and make-up exams (students with a final course grade of 40% - 54% may opt to resit exams).

With regard to transparency, the peers find that the "Student Area" in the Moodle Platform contains the Student Guidelines. However, they are unable to find where the Written Examination Rules are published and ask the University to clarify how it is ensured that all students have access to the examination regulations. They furthermore encourage the University to combine all examination regulations in a single document, so that they are easier for students to review.

According to the provided documentation, there appear to be fees associated with both the proctoring services (ProctorU) as well as for resitting examinations, which are not covered by tuition. The University should ensure that these fees and other fees which could arise in the course of the programme are transparent to prospective students.

The provided sample assessments for the MBA programme include multiple-choice exams, where students must fill in missing text in a paragraph. The peers have some concerns that this type of exam may not be adequate for the Master level. The peers therefore ask the University to provide further sample exams.

Final assessment of the peers after the comment of the Higher Education Institution regarding criterion 3:

EBU has revised the Dissertation Examination Guidelines and removed the error where the University of Helsinki (from whom the University benchmarked) is referenced. The University indicates that EBU regulations are put into force and authorised through the Academic Council and Curriculum Review Committee. Additional documents are provided which describe the role of these committees. These are further discussed under criterion 6.

The University also provides thesis and dissertation guidelines, which indicate that a EBBA or MBA thesis must be completed within 6 months of registration. DBA students must present their Dissertation project within the three concurrent sessions after the completion of their classes (sessions take place in January, June and September each year). For example: if the student finishes in June, they can present their dissertation in June, September or January. The peers consider this adequate. However, it remains unclear how continuous supervision for the entire length of the dissertation period is ensured, given the short-term staff contracts. The DBA research environment is discussed in greater detail in the final assessment under criterion 4.

In response to the peers' request to indicate where the "Written Examination Guidelines" are published, the University notes that examination rules are all combined in the student guidelines and in a separate document called Examination Policy and Guidelines. The invigilators' report and Cross-moderation documents have now also been provided. In response to the peers' request, a second document has been created to be submitted to the Academic Council for review and adoption, titled EBU Examination Policy and Guidelines addendum. The peers positively view this measure, as it reduces the number of documents that students have to review in order to understand the examination rules.

The University provides a draft proposal for Student Disability Accommodation. The peers consider this proposal to be adequate and encourage the University to implement the policy in the provided form.

In the section on Tuition fees on its website, the University has appropriately published that students may face additional fees due to online invigilation via ProctorU, and has provided a corresponding link to ProctorU's website.

In its statement, the University has noted that the final assessments in modules do not include multiple-choice questions. Sample final exams are provided. The peers review these and note that some of the exams are compact. However, they consider them to be adequate overall.

4. Resources

Criterion 4.1 Staff

Evidence:

- Self-Assessment Report
- CVs of Staff
- Online Discussions

Preliminary assessment and analysis of the peers:

According to the SAR, the 28 members of the faculty were recruited and emerged from the EU Business School online programme. The teaching and administrative staff is multinational and spread across multiple countries and time zones. As the financial resources of the University are still limited, all staff members have been hired on short-term contracts, in general limited to a single term.

Based on the provided CVs, the peers see that the teaching staff members have extensive industry and online teaching experience. While few of the teaching staff members have a purely academic background, as is often the case at other universities, the teaching staff's profile corresponds to the programmes' intended focus on teaching real-world, "applied" problem-solving. The students can clearly benefit from this, as they report that they are able to directly apply some of the tools and methods taught in the programmes (ex: analysis of production figures using Excel) in their current professions. With regard to the administrative staff, the peers conclude that, given the current low number of students, the administrative support is sufficient.

During the discussions, the staff members report being very drawn by EBU's cooperative and transparent culture and its non-profit mission to provide high-quality education to stu-

dents in need. This sentiment appears to be shared by staff members who have very recently joined as well as those who have worked with the University for a while. The staff furthermore reports that the financial compensation for their services is good.

Overall, the peers are under the impression that the staff members are very engaged and are committed to the growth of the programmes and University. Nonetheless, as mentioned under criterion 3, the peers remain concerned with regards to the short-term contracts, particularly as it is unclear how student theses and dissertations will be supervised if staff members decide to leave – this should be clarified by the University.

The peers note that the previous research and development activities carried out by the teaching staff are in general in line with the focus of the programmes. However, due to the fact that a number of staff members are from industry, some have – in comparison to teaching staff found at a typical University – comparatively limited research experience overall. The peers therefore also wish to know how it is ensured that only staff with sufficient research experience supervises DBA dissertations. The peers note that DBA dissertation supervisors should be familiar with the current state of research in their areas of expertise and should be continuously conducting research on the DBA level in these areas themselves.

Criterion 4.2 Staff development

Evidence:

- Self-Assessment Report
- CPD course (online: <https://online.ebu.lu/course/view.php?id=115>)
- Moodle course (online: <https://online.ebu.lu/course/view.php?id=7>)
- Online Discussions

Preliminary assessment and analysis of the peers:

As indicated in the SAR, in order to support staff development, EBU offers online Continuing Professional Development (CPD) courses for all faculty members where they can improve their teaching practices. The objective of these courses is to ensure that the faculty's capabilities keep pace with the current standards of others in the same field and that staff knowledge stays relevant and up to date. The courses aim to make the staff aware of the changing trends and directions in their profession, as the pace of change in technology demands this continuous update. EBU also provides an online course to help teachers set up their courses on Moodle – during the discussions, new staff members confirm using this course and finding it helpful.

As a further staff development measure, the University plans on publishing faculty research in its recently launched Journal of DBA Studies. This peer-reviewed journal aims to publish articles related to business and policy issues in the context of International Doctor of Business Administration studies, written by not only EBU staff but also by external experts. The University indicates that the journal may also be used to publish student work, including research proposals that are developed in the Module DBA 201. The peers note that a new journal published by such a young institution requires an effective, transparent review mechanism involving external experts, as well as well-curated content, to boost its credibility.

The peers are satisfied that there are offers and support mechanisms available for teaching staff who wish to further develop their professional and teaching skills. However, as mentioned under criterion 4.1, the University should ensure that the teaching staff supervising the doctoral dissertations is continuously conducting research at the required level, to ensure that the DBA students can benefit from a research environment appropriate for their level of studies. While the University has formally established a research branch in the form of the EUNI, which received accreditation as a research institute in 2020, the provided evidence does not indicate that EBU ensures this type of continuous research among its staff. The peers note that the teaching staff's externally conducted research can contribute to EBU's research environment, if skilfully integrated. However, to ensure a research environment, research should also take place at the University itself, and teaching staff should involve students in their research.

Criterion 4.3 Funds and equipment

Evidence:

- Self-Assessment Report
- Photos and videos of campus and facilities
- Online Discussions

Preliminary assessment and analysis of the peers:

As previously noted, EBU is a "start-up" with still limited funds. During the discussions, the peers learn that thanks to its non-profit status and agreements with the state of Luxembourg, EBU benefits from a certain degree of subsidization and pays less for renting its physical campus than would otherwise be the case. Due to the COVID-19 pandemic, and the online-focus of the programmes, most of the current students have not visited the facilities. According to the programme coordinators, students will in the future spend one week every term on-site, in order to complete assessments, visit companies and network. Based on the provided photos and videos, and the comments of a few students who have

visited the campus, the peers are under the impression that the facilities can meet the needs of the students when on-site visits commence.

According to the SAR, students have access to various resources including e-books, journal articles, reports, cases, open access journals and other electronically-available materials that are selected and managed with input from the academic departments and faculty. The peers learn during the discussions that, for some courses, books must be purchased by the students. When asked about access to scientific journals and databases, the students report they have access to publicly available online databases. Using log-in information provided by the University, they can also access the London Library, which provides access to a number of databases including JSTOR. The students are of the opinion that the provided resources generally allow them to find the articles and information they need. One student indicates that in one case he was not able to obtain a relevant article for free and decided to purchase it himself – however, this is to be expected, as the University cannot ensure free access to all scientific resources. After reviewing the list of databases included in the London Library, the peers note that, while JSTOR covers major business and management journals, the most recent 4-6 years of issues are in most cases not available. Thus, DBA students will not be able to conduct systematic literature reviews or any kind of literature review covering the latest research. The peers note that this is a severe limitation and that the University should ensure the latest research is available.

During the discussions, the peers note that due to its small size, limited financial resources and inherent uncertainties in the market, there is a risk that the University may be unable to recruit a sufficient number of students to sustain its business model. The University believes that, due to the low fixed costs associated with its online model, and the short-term contracts, which allow it to flexibly adapt the number of staff to the number of students on a term-by-term basis, the financial risks are limited. The University notes that the launch of the programmes is always delayed until there are enough students to render them financially sustainable: the current number of students in the MBA and DBA programmes (7 and 13) is already sufficient to sustain these programmes. The number of students interested in the EBBA programme has not been sufficient, which is why its launch has been delayed.

Based on the information provided by the University, the peers are of the opinion that the financial sustainability of the programmes is precisely and adequately calculated in a manner that ensures that enrolled students can complete their degree programmes, even if the number of new students drops significantly. The peers note that a severe drop in the number of new students is possible, but that the programmes' online model is presumably particularly attractive in light of the current pandemic situation. The positive reviews of the current students also serve as an indicator that the programmes will attract further students.

While the peers recognise that the University's current staff is committed to ensuring the financial sustainability of its programmes, they note that this commitment, specifically the University's guarantee that all students who enrol will also be able to finish the programmes, should be supported by binding documents and mechanisms. Based on the provided documentation, the peers are under the impression that neither the documentation nor the mechanisms are in place.

Final assessment of the peers after the comment of the Higher Education Institution regarding criterion 4:

With regards to the peers' question how it is ensured that only staff with sufficient experience is permitted to supervise DBA dissertations, the University submits the CVs of the staff members who are currently permitted to supervise dissertations. Furthermore, the University submits a policy in which it is indicated that supervisors must have the Status of a Researcher at the University's research division: European University of Luxembourg Sarl (EUNI), and must be at least 3 years after the award of their PhD degree. For external researchers, the University only accepts requests from senior researchers affiliated to an institution which has already a collaboration agreement with the University. All applicants must furthermore demonstrate mastery and competences as well as any relevant "desirable" competences in line with the "R3 Established Researcher" profile of the European Framework for research careers. While the peers positively view this measure, they question how the University ensures that external researchers meet this profile. The University should ensure that an effective process is in place.

With regards to the peers' concern that research should take place at the University itself in order to ensure an appropriate research environment for DBA students, the University indicates that all DBA candidates will be required to engage with and conduct all their Research with and through the permanent faculty members of the above-mentioned EUNI research division.

EUNI is an independent entity that is currently in the process of securing funding from the FNR (National Research Fund) for which it has secured eligibility as a Government of Luxembourg Accredited Research Institute. Its status as a separate legal entity is due to the fact that, in Luxembourg, non-profit entities such as EBU are not eligible for research funding. However, the administrative team for both organisations is identical, so that close cooperation is ensured. EBU's Academic Council is currently reviewing and approving the process by which research will be conducted through EUNI for the coming Academic year. The University also notes in its response that teaching staff members are directly encouraged to co-author with students.

The peers gather that, since EUNI has thus far not secured any funding, and key processes must still be approved by the University's Academic Council, there is currently no permanent staff available to supervise the dissertations, so that supervision for now remains in the hands of temporary staff. As previously mentioned, this is an issue which the University should resolve.

Concerning the University's new journal, the University indicates that the journal will start a recruitment process of external experts to fill the positions of Journal Manager, Proof-reader and Reviewer. The peers consider these to be steps in the right direction.

With regards to the available resources for scientific research, the University notes that the EBU Library of Services includes, alongside the London Library, a number of other resources, all accessible in the Student Area. The University confirms that, for a number of journals, the most recent years are not accessible. However, it notes that the JSTOR database contains over 35,000 business-related results published between 2017-2020.

The peers note that not only the quantity but also the quality of articles play a role. Access to a number of recent publications from a variety of business journals is provided, but the peers consider the quality of these journals to be insufficient for the purposes of a DBA programme. As primary quality criterion, they cite the journals' standing in the academic community. While the database also contains a number of well-regarded business journals, articles for the past three years are not available for these journals. The peers consider the current resources to be adequate for the EBBA and MBA programmes. For the DBA programme, however, the University should ensure that the scientific literature is both of a sufficient quality and up-to-date.

In response to the peers' concern that there are no binding documents or mechanisms which support the University's guarantee that all students who enrol will also be able to finish the programmes, the University submits a revised admissions policy. According to the revised policy, students who are enrolled into a given study programme from the time of entry are guaranteed the completion of studies, unless dismissed under disciplinary action, "under the protective financial frameworks and mechanisms put in place by the EBU Board of Trustees and governing bodies". The peers note that this guarantee in the admissions policy is a good signal. However, it remains unclear what the protective financial frameworks and mechanisms are, and to what extent they are binding. For future assessments, the peers believe that evidence for binding financial frameworks and mechanisms should be provided, so that external observers are able to evaluate their adequacy.

5. Transparency and documentation

Criterion 5.1 Module descriptions

Evidence:

- Programme Guides

Preliminary assessment and analysis of the peers:

As previously mentioned, the submitted programme guidebooks contain module descriptions for all modules in the respective programme. As noted under criterion 2.1., however, the descriptions are in some cases incomplete, or entirely missing. Furthermore, for the EBBA and DBA programmes, the descriptions contain insufficient information about the course contents. The University should therefore submit complete and revised module descriptions.

Criterion 5.2 Diploma and Diploma Supplement

Evidence:

- Sample Diploma Supplements

Preliminary assessment and analysis of the peers:

The University submits sample diplomas and diploma supplements for all three programmes. The peers can see that these in general meet the ECTS User's Guide format. However, in addition to the final mark, statistical data as set forth in the ECTS User's Guide should be included, to allow readers to categorise the individual result.

Criterion 5.3 Relevant rules

Evidence:

- EBU Website
- Programme Guides
- Student Guidelines
- EBU Admissions Policy
- EBU Transfer Credit Policy
- Written examinations at the European Business University of Luxembourg: Policy and guidelines (Version 1, 28.10.2020)
- Faculty Guidelines

Preliminary assessment and analysis of the peers:

The University provides a variety of documents, which include the various rules and regulations associated with admissions, assessment, general student conduct, faculty responsibilities, etc. These have to some extent been discussed under previous criteria.

The peers see that the rules and guidelines are published in the “Student Area” which students can access with their student user account and log-in information. The peers are thus under the impression that all relevant rules (except for Written Examination rules) are available to students. They note that the University should publish rules in an area of the University’s website where other stakeholders such as prospective students also have access – in this manner, prospective students are better able to judge what the programmes (and theses / dissertations, etc.) entail.

Final assessment of the peers after the comment of the Higher Education Institution regarding criterion 5:

The University submits revised module descriptions (“Benchmark Course Catalogues”). The peers note that these should still be made available to stakeholders, i.e. published. Additional related issues are discussed under criterion 1.3.

In response to the peers’ observations regarding the diploma supplements, the University submits revised sample diploma supplements. The peers see that these now also contain statistical data, i.e. the overall average, allowing readers to categorise the individual result.

Concerning the visibility of rules and regulations, the University indicates that the Student Guidelines, DBA Dissertation and Thesis Guidelines have now been posted on the EBU websites for public visibility. After reviewing the website, the peers consider these to be sufficiently transparent.

In conclusion, the peers believe the University has made significant progress with regards to transparency. However, they remind the University (as already mentioned under previous criteria) that transparent and binding module descriptions play an important role. They indicate the University’s commitment to teach certain contents, thereby serving as a valuable source of information on which basis students can make informed decisions about their studies. Module descriptions should deliver a strong signal of commitment by also indicating the staff members responsible for the respective module’s contents.

6. Quality management: quality assessment and development

Criterion 6 Quality management: quality assessment and development

Evidence:

- Self-Assessment Report
- OSCQR Course Design Review Templates
- Online Instruction Rubric Tracking
- Sample survey results
- Faculty Guidelines
- Online Discussions

Preliminary assessment and analysis of the peers:

Following the review of the provided documentation, the peers recognise that University uses rubrics to help teachers design and evaluate online courses. It also employs extensive anonymous online surveying to gather feedback from students, including surveys in each course at the midpoint and end of each term. The midpoint surveys aim at giving teachers the opportunity to respond quickly to issues and make improvements before the course ends.

The peers are of the opinion that the rubrics are useful and the survey questions well suited for improving the degree programmes, especially with regard to identifying weaknesses. The surveys allow the University to gather feedback on the achievement of learning outcomes and the academic feasibility of the degree programmes. However, the peers learn during the discussions that teachers do not discuss evaluation results in class with their students. The peers note that such discussions constitute an important part of the feedback loop – in this manner, students see that their feedback is being read and taken into consideration, and are motivated to contribute feedback in the future. During such discussions, teaching staff may also learn of other areas with room for improvement and may be able to clarify unclear feedback. The University should therefore implement this practice among its entire teaching staff.

The peers learn that evaluation results are also reviewed by the dean, who can react in case a teacher appears to be underperforming. As indicated in the Faculty Guidelines, the administrative staff also keeps track of teachers' failure to comply with obligations, such as

not delivering grades within the stipulated deadline dates or failure to deliver required information and documents. While it seems that a number of such internal quality assessment procedures exist, the peers' impression is that these are not anchored in any binding institutional mechanisms, rules or policies. The peers note that the University should formalise its internal quality assessment processes, anchor these processes in binding rules, and submit these for evaluation.

During the discussions with the strategic partners and industry representatives, the participants in the discussion note that they were not consulted with regard to course contents, and would be interested in learning more about the programmes and the graduates' profiles. Consequently, in the eyes of the peers it appears that the University staff has relied largely on its own experience when designing the programmes' curricula. The peers recognise that the staff has extensive experience, including industry experience, but note that it would be conducive to the quality of the programmes if the University also regularly consults external employers to determine how the graduates' profile is accepted on the labour market. The peers believe that here as well, the University should implement binding mechanisms.

Final assessment of the peers after the comment of the Higher Education Institution regarding criterion 6:

With regards to the discussion of evaluation results with students, the University indicates in its statement that it plans to implement this practice in the future. As supporting evidence, the University provides a corresponding letter to the programme coordinators. The peers approve of this measure.

In response to the peers' concern that internal quality assessment procedures are not anchored in any binding institutional mechanisms, rules or policies, the University provides documents describing the roles of the Academic Council and Curriculum Review Committee. The University notes that EBU regulations are put into force and authorised through the above-mentioned committees and that a formal quality assessment process is functionally in place and operational.

While the peers see that the councils and committees have defined roles and responsibilities, the peers believe that they, too, should be subject to binding regulations. At a minimum, their existence and responsibilities should be published. Based on the peers' review of the website, none of the above has currently been implemented.

Concerning the peers' observation that external employers should be involved in curriculum development, the University submits its guidelines for syllabus development, including participants involved in the process. The documents suggest that, while individuals from

partner universities may be consulted, external employers are not involved in the process. However, this should be resolved once the programme advisory committee (mentioned under criterion 1) commences its activities.

In summary, the peers view the extensive feedback-gathering activities and the University's readiness to discuss results with students very positively, but see some potential for improvement regarding the formalisation of roles and responsibilities as well their transparency. An increased and regular collection of feedback from a variety of external stakeholders such as employers would also be valuable, as it would ensure that the University's staff does not focus solely on what it considers important.

D Additional Documents

Before preparing their final assessment, the panel ask that the following missing or unclear information be provided together with the comment of the Higher Education Institution on the previous chapters of this report:

- Explanation of whether the programmes have a “generalistic” or “deepening” focus and how this is organised with regards to the dual-degree packages (see criterion 1.4).
- Additional sample graded exams for MBA programme (see criterion 3)
- Explanation of mention of the University of Helsinki and process for authorizing / putting into force new University regulations, including who is involved (see criterion 3).
- Information about whether students can pursue dissertation or thesis topics outside the areas of speciality of staff, and how this is organised (see criterion 3).
- Explanation of which staff is eligible to supervise dissertations (see criteria 4.1, 4.2)
- Information about the accessibility of written examination rules (criteria 3, 5.3)
- Revised and complete module descriptions for all modules (including specialisation modules) in all three programmes with details concerning the course contents. Course contents should be binding.
- Official study plans / curricular overview for all three programmes (binding contents)

E Comment of the Higher Education Institution (15.01.2021)

The institution provided an extensive statement as well as the following additional documents :

- Revised general learning outcomes
- Resolution for the Creation of a Programme Advisory Committee
- Benchmark Course Catalogs and Syllabi
- Admissions Policy and Procedure
- Description of the Mathematics Requirements for the Programmes
- Overview of Courses and Learning Outcomes
- Description of Research Methods Seminar for EBBA and MBA
- EBBA and MBA Thesis Guidelines
- Academic Council Review Process
- Student disability accommodation policy
- Revised examination rules
- MBA / DBA Final Exam Samples
- DBA EUNI Researcher CVs
- Journal Review Process Documents
- Description of Student Access to Online Scientific Journals
- University Admission completion guarantee
- Diploma Supplements
- Letter to programme coordinators concerning discussion of evaluation results with students
- Study plans for EBBA, MBA and DBA
- Academic Council Resolution for Labour Market Consultation

F Final Recommendations of the Peer Panel

Following the evaluation of the provided documents, the online discussions and the review of the University's statement, based on the ASIIN Criteria, the peers divide their final recommendations into "strong" recommendations, which they believe would be particularly helpful for the future success of the programmes, and additional recommendations, which can be beneficial.

Strong Recommendations

For all programmes

- E 1. (ASIIN 1.1) It is recommended to adapt the overall intended learning outcomes to both the qualification level and contents of the programmes.
- E 2. (ASIIN 1.3) It is recommended to implement additional mechanisms that ensure that course contents and intended learning outcomes remain stable despite fluctuating teaching staff.
- E 3. (ASIIN 1.3, 5.1) It is recommended to ensure that module descriptions provide binding information about course contents and intended learning outcomes, and the persons responsible for each module, and that these revised descriptions are made available to stakeholders.
- E 4. (ASIIN 2.2, 5.3) It is recommended to factor the workload associated with the final thesis or dissertation into the length of the programmes as communicated in printed and online Marketing material.
- E 5. (ASIIN 3, 5.3) It is recommended to implement and render transparent the proposed assessment regulations with regards to disability compensation.
- E 6. (ASIIN 4.3) For future assessments, it is recommended to render transparent which protective financial frameworks and mechanisms are in place, which ensure that students can complete their studies.
- E 7. (ASIIN 6) It is recommended to ensure that course evaluation results are discussed with students.

For the DBA Programme

- E 8. (ASIIN 1.4) It is recommended to implement admission criteria which ensure that students have completed a sufficient amount of previous studies in business, economics or a related field, or must otherwise complete catch-up courses in these fields, in order to be awarded the DBA degree.
- E 9. (ASIIN 3) It is recommended to develop a mechanism by which it is ensured that external supervisors of DBA dissertations meet the proposed “R3 Established Researcher” profile of the European Framework for research careers.
- E 10. (ASIIN 4.1) It is recommended to ensure continuous supervision of dissertations despite short-term faculty contracts.
- E 11. (ASIIN 4.3) It is recommended to ensure that the available scientific literature for DBA students is of a sufficient quality and up-to-date.

Recommendations

For all programmes

- E 12. (ASIIN 1.4) It is recommended that University management not be directly involved in the student admissions process.
- E 13. (ASIIN 6) It is recommended to define binding regulations for the activities of the Academic Council and Curriculum Review Committee and to publish their existence and responsibilities.

For the DBA programme

- E 14. (ASIIN 1.3) It is recommended to reflect in the module descriptions that quantitative research methods are taught.
- E 15. (ASIIN 1.3) It is recommended that “MS Word and Excel basics” be removed from the contents of module 102, or else that more advanced functions of these programmes are taught, in line with the requirements of preparing a doctoral thesis.

Appendix: Programme Learning Outcomes and Curricula

According to the Programme Guide, the following **objectives** and **learning outcomes (intended qualifications profile)** shall be achieved by the EBBA degree programme:

COURSE CONTENT AND LEARNING OUTCOMES

The overall learning of the courses at the undergraduate program corresponds to the level descriptors proposed by SCQF Scottish Quality and Qualifications Framework, level 9, corresponding also with the descriptors of the European Qualifications Framework (EQF) for first cycle qualification. The overall learning of the undergraduate programs aims at students obtaining a level according to the indications below.

The descriptor for the first cycle in the Framework for Qualifications of the European Higher Education Area agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process corresponds to the learning outcomes for EQF level 6.

The learning outcomes are established according to Benjamin Bloom's taxonomy for cognitive learning. Based on this framework, courses at undergraduate level address primarily the thinking processes: Knowledge, Comprehension, Application, and Analysis.

Setting

- Operational Context: The learner operates in complex and unpredictable contexts, requiring selection and application from a wide range of largely standard techniques and information sources.
- Autonomy and responsibility for actions: The learner acts with minimal supervision or direction, within agreed guidelines taking responsibility for accessing support and accepts accountability for determining and achieving personal and/or group outcomes.

CHARACTERISTIC 1: KNOWLEDGE AND UNDERSTANDING

- Demonstrate and/or work with:
- An understanding of the scope and defining features of a subject/discipline/sector, and an integrated knowledge of its main areas and boundaries.
- A critical understanding of a range of the principles, principal theories, concepts and terminology of the subject/discipline/sector.
- Knowledge of one or more specialisms that is informed by forefront developments.

CHARACTERISTIC 2: PRACTICE: APPLIED KNOWLEDGE, SKILLS AND UNDERSTANDING

- Apply knowledge, skills and understanding:
- In using a range of the principal professional skills, techniques, practices and/or materials associated with the subject/discipline/sector.
- In using a few skills, techniques, practices and/or materials that are specialised and/or advanced.
- In practising routine methods of enquiry and/or research.

0 Appendix: Programme Learning Outcomes and Curricula

- To practise in a range of professional level contexts that include a degree of unpredictability.

CHARACTERISTIC 3: GENERIC COGNITIVE SKILLS

- Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues in a subject/discipline/sector.
- Identify and analyse routine professional problems and issues.
- Draw on a range of sources in making judgements.

CHARACTERISTIC 4: COMMUNICATION, ICT AND NUMERACY SKILLS

- Use a wide range of routine skills and some advanced and specialised skills in support of established practices in a subject/discipline/sector, for example:
 - Present or convey, formally and informally, information on standard/mainstream topics in the subject/discipline/sector to a range of audiences.
 - Use a range of ICT applications to support and enhance work.
 - Interpret, use and evaluate numerical and graphical data to achieve goals/targets.

CHARACTERISTIC 5: AUTONOMY, ACCOUNTABILITY AND WORKING WITH OTHERS

- Exercise autonomy and initiative in some activities at a professional level in practice or in a subject/discipline/sector.
- Exercise managerial responsibility for the work of others and for a range of resources.
- Practise in ways that show awareness of your own and others' roles and responsibilities.
- Work, under guidance, with specialist practitioners.
- Seeking guidance where appropriate, manage ethical and professional issues in accordance with current professional and/or ethical codes or practices.

The following **curriculum** is presented:

EBBA YEAR I	EBBA YEAR II	EBBA YEAR III
<p>Term I</p> <p>BUSINESS MANAGEMENT, I & II (10 ECTS)</p> <ul style="list-style-type: none"> - Decision Making Tools - Entrepreneurship - Ethics in Business <p>HUMAN RESOURCE MANAGEMENT, I & II (10 ECTS)</p> <ul style="list-style-type: none"> - Recruitment & Selection - Performance and Management - Employee Relations and Labour laws <p>Term II</p> <p>FINANCIAL ACCOUNTING, I & II (10 ECTS)</p> <ul style="list-style-type: none"> - Recording of Financial Transactions - Bookkeeping, T-Accounting and Journal entries - Profits, Cash Flow, Assets and Liabilities <p>BUSINESS ETHICS, I & II (10 ECTS)</p> <ul style="list-style-type: none"> - Business Problems and Issues - Corporate Strategy and Objectives - CSR, CER, and Public stakeholders <p>Term III</p> <p>CASES IN GENDER EQUALITY (10 ECTS)</p> <ul style="list-style-type: none"> - Law and governance - Promoting Gender Equality - Gender Mainstreaming 	<p>Term I</p> <p>CUSTOMER RELATIONS MANAGEMENT (5 ECTS)</p> <ul style="list-style-type: none"> - IT for Sales force - Customer Acquisition and Management - B2B Relationship Management <p>BUSINESS FINANCE, I & II (10 ECTS)</p> <ul style="list-style-type: none"> - Foundations of Finance - Risk Management - Working Capital <p>Term II</p> <p>MACROECONOMICS, I & II (10 ECTS)</p> <ul style="list-style-type: none"> - Fiscal and Monetary Policy - Unemployment and Inflation <p>THE GLOBAL ECONOMY (5 ECTS)</p> <ul style="list-style-type: none"> - International Trade - Exchange Rates, Interest Rates - Balance of Trade <p>Term III</p> <p>CASES IN FINANCE (10 ECTS)</p> <p>CASES IN MARKETING (10 ECTS)</p>	<p>Term I</p> <p>QUANTITATIVE BUSINESS METHODS, I & II (10 ECTS)</p> <ul style="list-style-type: none"> - Methods of Forecasting - Time Series Analysis - Distribution and Analysis of Variance <p>MARKETING MANAGEMENT, I & II (10 ECTS)</p> <ul style="list-style-type: none"> - Forces of Globalisation - Personal Values and Ethics - Multiple Stakeholders <p>Term II</p> <p>COMMUNICATION SKILLS, I & II (10 ECTS)</p> <ul style="list-style-type: none"> - Communication Theories - Effective Presentations - Developing Listening Skills <p>PRODUCTION & OPERATIONS MANAGEMENT, I & II (10 ECTS)</p> <ul style="list-style-type: none"> - Forces of Globalisation - Kaizen and Quality Circles - JIT and Lean Manufacturing <p>Term III</p> <p>STRATEGIC MANAGEMENT, I & II (10 ECTS)</p> <ul style="list-style-type: none"> - Crafting and Executing Strategy - Corporate Culture and Leadership - Strategies for Competing <p>THESIS (30 ECTS) MANDATORY CAMPUS WEEK ONE CYCLE: NETWORKING, FINAL EXAMS</p>

According to the Programme Guide, the following **objectives** and **learning outcomes (intended qualifications profile)** shall be achieved by the MBA degree programme:

COURSE CONTENT AND LEARNING OUTCOMES

The overall learning of the courses at the graduate program corresponds to the level descriptors proposed by SCQF Scottish Quality and Qualifications Framework, level 11, corresponding also with the descriptors of the European Qualifications Framework (EQF) for second cycle qualification. The overall learning of the undergraduate programs aims at students obtaining a level according to the indications below.

The descriptor for the second cycle in the Framework for Qualifications of the European Higher Education Area agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process corresponds to the learning outcomes for EQF level 7.

The learning outcomes are established according to Benjamin Bloom's taxonomy for cognitive learning. Based on this framework, courses at Graduate level address primarily the thinking processes: Knowledge, Comprehension, Application, and Analysis.

Setting

- Operational Context: The learner operates in complex and unpredictable contexts, requiring selection and application from a wide range of largely standard techniques and information sources.
- Autonomy and responsibility for actions: The learner acts with minimal supervision or direction, within agreed guidelines taking responsibility for accessing support and accepts accountability for determining and achieving personal and/or group outcomes.

CHARACTERISTIC 1: KNOWLEDGE AND UNDERSTANDING

- Demonstrate and/or work with:
- Knowledge that covers and integrates most, if not all, of the main areas of the subject/discipline/sector – including their features, boundaries, terminology and conventions.
- A critical understanding of the principal theories, concepts and principles.
- A critical understanding of a range of specialised theories, concepts and principles.
- Extensive, detailed and critical knowledge and understanding in one or more specialisms, much of which is at, or informed by, developments at the forefront.

- A critical awareness of current issues in a subject/discipline/sector and one or more specialisms.

CHARACTERISTIC 2: PRACTICE: APPLIED KNOWLEDGE, SKILLS AND UNDERSTANDING

- Apply knowledge, skills and understanding:
- In using a significant range of the principal professional skills, techniques, practices and/or materials associated with the subject/discipline/sector.
- In using a range of specialised skills, techniques, practices and/or materials that are at the forefront of, or informed by forefront developments.
- In applying a range of standard and specialised research and/or equivalent instruments and techniques of enquiry.
- In planning and executing a significant project of research, investigation or development.
- In demonstrating originality and/or creativity, including in practices.
- To practise in a wide and often unpredictable variety of professional level contexts.

CHARACTERISTIC 3: GENERIC COGNITIVE SKILLS

- Apply critical analysis, evaluation and synthesis to forefront issues, or issues that are informed by forefront developments in the subject/discipline/sector.
- Identify, conceptualise and define new and abstract problems and issues.
- Develop original and creative responses to problems and issues.
- Critically review, consolidate and extend knowledge, skills, practices and thinking in a subject/discipline/sector.
- Deal with complex issues and make informed judgements in situations in the absence of complete or consistent data/information.

CHARACTERISTIC 4: COMMUNICATION, ICT AND NUMERACY SKILLS

- Use a wide range of routine skills and a range of advanced and specialised skills as appropriate to a subject/discipline/sector, for example:
- Communicate, using appropriate methods, to a range of audiences with different levels of knowledge/expertise.
- Communicate with peers, more senior colleagues and specialists.

0 Appendix: Programme Learning Outcomes and Curricula

- Use a wide range of ICT applications to support and enhance work at this level and adjust features to suit purpose.

- Undertake critical evaluations of a wide range of numerical and graphical data.

CHARACTERISTIC 5: AUTONOMY, ACCOUNTABILITY AND WORKING WITH OTHERS

- Exercise substantial autonomy and initiative in professional and equivalent activities.

- Take responsibility for your own work and/or significant responsibility for the work of others.

- Take significant responsibility for a range of resources.

- Work in a peer relationship with specialist practitioners.

- Demonstrate leadership and/or initiative and make an identifiable contribution to change and development and/or new thinking.

- Practise in ways which draw on critical reflection on your own and others' roles and responsibilities.

- Manage complex ethical and professional issues and make informed judgements on issues not addressed by current professional and/or ethical codes or practices

The following **curriculum** is presented:

TERM I (OCTOBER - DECEMBER)	TERM II (JANUARY - MARCH)	TERM III (APRIL - JUNE)
MARKETING MANAGEMENT (4 ECTS) <ul style="list-style-type: none"> - Marketing Analysis & Research - Internet Marketing and ICT - Customer Relations Management 	INTERNATIONAL MARKETING (4 ECTS) <ul style="list-style-type: none"> - Competitive Advantage - Global Advertising/Promotion - Brand and Product Decisions 	OPERATIONS MANAGEMENT (4 ECTS) <ul style="list-style-type: none"> - Supply Chain Management - Logistics Management - Product Design and Development
HUMAN RESOURCE MANAGEMENT (4 ECTS) <ul style="list-style-type: none"> - Recruitment & Selection - Performance and Management - Employee Relations and Labour laws 	ENTREPRENEURSHIP (4 ECTS) <ul style="list-style-type: none"> - Foundations of Entrepreneurship - Creativity & Risk - Human Capital Management 	STRATEGIC LEADERSHIP IN ORGANIZATIONS (4 ECTS) <ul style="list-style-type: none"> - Strategic Thought and Planning - Organizational Change - Design for Results
FINANCIAL ACCOUNTING AND REPORTING (4 ECTS) <ul style="list-style-type: none"> - Recording of Financial Transactions - Bookkeeping, T-Accounting and Journal entries - Profits, Cash Flow, Assets and Liabilities 	ADVANCED MANAGERIAL ACCOUNTING (4 ECTS) <ul style="list-style-type: none"> - Job Order Costing - Activity Based Costing - Segment Reporting 	CORPORATE FINANCE (4 ECTS) <ul style="list-style-type: none"> - Capital Asset Pricing Model - Stock and Bond Valuations - Debt Management
CORPORATE POLICY AND ETHICS (4 ECTS) <ul style="list-style-type: none"> - Business Problems and Issues - Corporate Strategy and Objectives - CSR, CER, and Public stakeholders 	THE GLOBAL ECONOMY (4 ECTS) <ul style="list-style-type: none"> - International Trade - Exchange Rates, Interest Rates - Balance of Trade 	INFORMATION TECHNOLOGY AND STRATEGY (4 ECTS) <ul style="list-style-type: none"> - Technology Management - Diffusion and Absorption - Innovation and Management
STATISTICS AND DATA ANALYSIS (4 ECTS) <ul style="list-style-type: none"> - Methods of Forecasting 	GLOBAL STRATEGIC MANAGEMENT (4 ECTS) <ul style="list-style-type: none"> - Forces of Globalisation - Personal Values and Ethics - Multiple Stakeholders 	Negotiation (1 ECTS) – SEMINAR <ul style="list-style-type: none"> - Effective Negotiation - Appropriate Tactics - Confidence in Negotiation

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<ul style="list-style-type: none"> - Time Series Analysis - Distribution and Analysis of Variance <p>BUSINESS LAW SEMINAR (2 ECTS) – SEMINAR</p> <ul style="list-style-type: none"> - Elements of Contract law - Disputes, Arbitration and Settlement 	<p>COMMUNICATION SKILLS (1 ECTS) – SEMINAR</p> <ul style="list-style-type: none"> - Communication Theories - Effective Presentations - Developing Listening Skills 	
<p>THESIS (30 ECTS)</p> <p>MANDATORY CAMPUS WEEK ONE TERM: NETWORKING, FINAL EXAMS</p>		

According to the Programme Guide, the following **objectives** and **learning outcomes (intended qualifications profile)** shall be achieved by the DBA degree programme:

COURSE CONTENT AND LEARNING OUTCOMES

The overall learning of the courses at the graduate program corresponds to the level descriptors proposed by SCQF Scottish Quality and Qualifications Framework, level 12, corresponding also with the descriptors of the European Qualifications Framework (EQF) for third cycle qualification.

The overall learning of the undergraduate programs aims at students obtaining a level according to the indications below. The descriptor for the third cycle in the Framework for Qualifications of the European Higher Education Area agreed by the ministers responsible for higher education at their meeting in Bergen in May 2005 in the framework of the Bologna process corresponds to the learning outcomes for EQF level 8.

The learning outcomes are established according to Benjamin Bloom’s taxonomy for cognitive learning. Based on this framework, courses at Graduate level address primarily the thinking processes: Knowledge, Comprehension, Application, and Analysis.

Setting

- **Operational Context:** The learner operates in complex and unpredictable contexts, requiring selection and application from a wide range of largely standard techniques and information sources.
- **Autonomy and responsibility for actions:** The learner acts with minimal supervision or direction, within agreed guidelines taking responsibility for accessing support and accepts accountability for determining and achieving personal and/or group outcomes.

CHARACTERISTIC 1: KNOWLEDGE AND UNDERSTANDING

- Demonstrate and/or work with:
- A critical overview of a subject/discipline/sector, including critical understanding of the principal theories, concepts and principles.
- A critical, detailed and often leading knowledge and understanding at the forefront of one or more specialisms.
- Knowledge and understanding that is generated through personal research or equivalent work that makes a significant contribution to the development of the subject/discipline/sector.

CHARACTERISTIC 2: PRACTICE: APPLIED KNOWLEDGE, SKILLS AND UNDERSTANDING

- Apply knowledge, skills and understanding:
- In using a significant range of the principal professional skills, techniques, practices and/or materials associated with the subject/discipline/sector.
- In using and enhancing a range of complex skills, techniques, practices and/or materials that are at the forefront of one or more specialisms.
- In applying a range of standard and specialised research and/or equivalent instruments and techniques of enquiry.
- In designing and executing research, investigative or development projects to deal with new problems and issues.
- In demonstrating originality and creativity in the development and application of new knowledge, understanding and practices.
- To practise in the context of new problems and circumstances.

CHARACTERISTIC 3: GENERIC COGNITIVE SKILLS

- Apply a constant and integrated approach to critical analysis, evaluation and synthesis of new and complex ideas, information and issues.
- Identify, conceptualise and offer original and creative insights into new, complex and abstract ideas, information and issues.
- Develop original and creative responses to problems and issues.
- Deal with complex and/or new issues and make informed judgements in the absence of

complete or consistent data/information.

CHARACTERISTIC 4: COMMUNICATION, ICT AND NUMERACY SKILLS

- Use a wide range of routine skills and a significant range of advanced and specialised skills as appropriate to a subject/discipline/sector, for example:
- Communicate at an appropriate level to a range of audiences and adapt communication to the context and purpose.
- Communicate at the standard of published academic work and/or critical dialogue and review with peers and experts in other specialisms/sectors.
- Use a range of ICT applications to support and enhance work at this level and specify software requirements to enhance work.
- Critically evaluate numerical and graphical data.

CHARACTERISTIC 5: AUTONOMY, ACCOUNTABILITY AND WORKING WITH OTHERS

- Demonstrate substantial authority and exercise a high level of autonomy and initiative in professional and equivalent activities.
- Take full responsibility for your own work and/or significant responsibility for the work of others.
- Take significant responsibility for a range of resources.
- Demonstrate leadership and/or originality in tackling and resolving problems and issues.
- Practise in ways which are reflective, self-critical and based on research/evidence.
- Manage complex ethical and professional issues and make informed judgements on new and emerging issues not addressed by current professional and/or ethical codes or practices.

The following **curriculum** is presented:

0 Appendix: Programme Learning Outcomes and Curricula

TERM I (OCTOBER - DECEMBER)	TERM II (JANUARY - MARCH)	TERM III (APRIL - JUNE)
<p>DBA100 Contemporary Challenges in Business (10 ECTS)</p> <ul style="list-style-type: none"> - Change management - Crisis management - Innovation, and disruptive technology <p>DBA101 Organizational Leadership: Doctoral Theory and Practice (10 ECTS)</p> <ul style="list-style-type: none"> - Organizational culture - Leadership styles - Leadership strategies - Ethical dilemmas <p>DBA102 Business Literature Review (10 ECTS)</p> <ul style="list-style-type: none"> - Business literature review - Research design - Library tools <p>DBA103 Research Methods I (10 ECTS)</p> <ul style="list-style-type: none"> - Research Philosophies Assumptions - Personal and Organizational Ethical Considerations - Research Criteria and Quality 	<p>DBA200 Qualitative and Quantitative Methodology (10 ECTS)</p> <ul style="list-style-type: none"> - Frameworks for inquiry - Correlation - Survey - Grounded theory <p>DBA201 Dissertation Design (10 ECTS)</p> <ul style="list-style-type: none"> - Dissertation research topic. - Research questions, - Written and oral reports <p>DBA202 Dissertation Research I (10 ECTS)</p> <ul style="list-style-type: none"> - Applied dissertation proposal project - Data collection and analysis <p>DBA203 Research Methods II (10 ECTS)</p> <ul style="list-style-type: none"> - Business Research Design methods/tools - Multivariate analysis - Nvivo & SPSS 	<p>DBA 300 Dissertation Research Proposal (10 ECTS)</p> <ul style="list-style-type: none"> - Empirical support - Analysis discussion - Presentation of Dissertation Proposal to faculty <p>DBA301 Dissertation Research II (10 ECTS)</p> <ul style="list-style-type: none"> - Applied dissertation research - Project planning <p>DBA302 Research Methods III (10 ECTS)</p> <ul style="list-style-type: none"> - Interdependence techniques - Structural equation modelling <p>DBA303 Ethics in Business and Management (10 ECTS)</p> <ul style="list-style-type: none"> - Ethical decision-making models - Ethical skills - Business Problems and Issues - Corporate Strategy and Objectives - CSR, CER, and Public stakeholders
<p>DISSERTATION (90 ECTS)</p>		