

Accreditation Report

Accreditation of
BAU International University of Applied Sciences
“Business Administration” (B.A.)

I Procedure

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Attendance by the ACQUIN Office: Clemens Bockmann

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The **Evaluation report** of the peer group is based on the self-evaluation report of the GUC and extensive discussions with the President, the head of the study programme, staff representatives (lectures), students.

Evaluation Criteria have been the “Kriterien des Akkreditierungsrates für die Akkreditierung von Studiengängen” in the actual official version.

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II Introduction

1 Short Profile of the Higher Education Institution

The BAU International Berlin – University of Applied Sciences (BAU IB) was founded 2012 as Campus of Bahçesehir University Istanbul and promoted in 2014 as university in its own right by the state of Berlin. This higher education institution (HEI) is a private university run by the “B.A.U. Higher Education Service gGmbH” as the German legal entity of the Bahçesehir Ugur Educational Institutions, which operates in Turkey – beside the Bahçesehir University Istanbul – 35 Kindergarden, 18 Primary and 47 Secondary Schools as well as 177 Vocational Centres with 5.000 teachers and lecturers.

The Bahçesehir University Istanbul was the first HEI of Bahçesehir Ugur Educational Institutions founded in 1998. Today, circa 1.000 lectures teach 17.000 students in Istanbul and three international campuses in Hongkong, Rom und Silicon Valley. Like BAU IB the Washington D.C. Campus was promoted in 2014 to a university in its own right.

BAU IB started with four study programmes in two faculties: The Faculty of Design and the Faculty of Business Administration (FBA). The study programme in this evaluation, the bachelor “Business Administration” (B.A.) is currently the sole study programme of the economic faculty.

BAU IB plans to establish a research institute to develop and attract future research activities. It is expected that this research institute will create spill over effects for both faculties.

2 Fact Sheet of the Study Programme

The bachelor study programme „Business Administration” (B.A.) (BA) started at 1st October 2014. Every winter semester 35 students can study business administration for six semesters (180 ECTS-points) to obtain the grad of a Bachelor of Art. The tuition fees per student are 500 Euros per month, i.e. 3,000 Euro per semester or 18,000 Euro in total.

III Evaluation

1 Targets

1.1 Strategy of BAU IB and the FBA

1.1.1 Vision and strategy of BAU IB

The vision of BAU IB is to provide students with a student-centered international and intercultural educational environment to stimulate and develop their intellectual growth, experiences and creativity. The academic and administrative staff is committed to guide students and prepare them for productive careers and responsible citizenship in a global society.

BAU IB aspires to be one of the leading private universities in Germany in the fields of international, intercultural, and interdisciplinary teaching and applied research. The academic goals include commitment to knowledge-based solutions and to societal problems and contributions to innovation and development in society. In addition, BAU IB will promote cross-cultural and cross-national understanding between Germany and Turkey through academic cooperation and joint projects. In this respect it profits from its close relationship with BAU Global Educational Network organized through the main campus of Bahçeşehir University based in Istanbul. All universities in this network share the core values of integrity, respect, excellence, innovation and social responsibility. As an independent institution within this network, BAU IB has its own individual mission statement and academic profile stipulated by the Academic Senate.

As an international and intercultural educational institution BAU IB strives to achieve its vision with the following strategies:

- Students, academic and administrative staff of BAU IB are recruited to reflect diversity in cultural background and international composition.
- BAU IB establishes productive exchange programs within the BAU Global Education Network for students as well as for its staff.
- BAU IB Design and Business Administration faculties organize events such as lecture series, panels, exhibitions focusing on current design and business topics in order to expand students' knowledge and vision.
- BAU IB will develop a foreign language center offering German, English and Turkish in order to support multilingualism and foreign language competence of its students.
- BAU IB will develop interdisciplinary and comparative projects which will help to carry out cooperation with industry as well as international academic institutions.

The peer group regards this vision and mission statements as ambitious and consistent – in a positive way. The strategies mentioned above fit to this vision. Among the activities designed to fulfil these strategies is the plan for Master-programmes. Considerable research activities are not intended in this initial phase, of course. But with the formulation of a research strategy BAU IB is prepared when resources allow for a start.

BAU IB can heavily rely on the strategic cooperation of the BAU network and on personal and financial support in the initial phase as a former affiliate to the Bahçesehir University (c. III.3.1). Especially this support could determine the future direction of the development of BAU IB. Asked about the independence of BAU IB from exercise of influence by Bahçesehir Ugur Educational Institutions the president of BAU IB as well as the lectures have pointed out the autonomy of their decision making guaranteed by the German constitution and state legislation. The independence will further grow when the academic bodies like academic senate and subcommittees are fully established. The peer group follows this argumentation.

1.1.2 Strategy of the FBA

The FBA starts with the BA-programme to which a future Master degree will be added. It is the strategy of the FBA to increase the number of graduates in Business Administration with profound intercultural knowledge particularly in Turkey. The FBA has identified a growing demand of such graduates given the expanding German-Turkish economic relations.

In research, the FBA wants to focus on intercultural and interdisciplinary topics of globalized businesses and the economy. The research strategy covers three interdisciplinary fields: “Management and Culture”, „Managing Digitalized Dynamics“, and „Influencing Networks“. How culture influences managerial personalities as well as managerial decisions is addressed in research projects of the first field – especially in the Berlin upcoming sector of entrepreneurs. The special focus of this second research area lies in the change of the economy due to the steady digitalization. Mainly, the influence of digitalization on classical business functions, business models, as well as management decisions. The third research area of “Influencing Networks” shall be focused on the role of (informal) networks within and across companies on the managerial and employee level. This means, not only the closed circles of the business elite are addressed (like Lions or Rotary Club), but also networks based upon family linkages, ethnical belonging or brotherhoods in the entrepreneurial scene as well as the big businesses. Thereby, the analysis can and shall also be linked to modern networks of organized crime within the business. These networks shall be researched especially related to human resource policy and recruiting (as one of the major electives), as well as consultancy and finance (as another major elective). Concentrating its efforts on these few areas FBA aims at publishing high impact papers in these fields to gain visibility in the scientific community.

The vision, the strategy, and the activities planned to achieve these objectives of BAU IB and the FBA are consistent. Nevertheless, it is not perfectly clear to the peer group, whether BAU IB will reach for a truly international profile or will stick to their founding ties as Turkish-German university and nurture the cooperation within the BAU network in general and Bahçesehir University in particular. This question came up during the discussion with the BAU IB president and lecturers concerning the future employers of the study programme graduates. According to the contemporary design graduates will primarily work for Turkish companies. This could in the long run restrain applicants of a broader international interest of starting the study programme.

1.2 Objectives of the Study Programme

The objective of study programme BA – as defined by the “Study and Testing Regulations” (STR) in § 2 (1) – is to provide graduates with basic knowledge in a selection of topics of economic sciences in addition with methodological basics in mathematics, statistics, and econometrics, business information and business law. This vague description may be useful at the initial phase of the study programme, especially when not all lecturers’ positions are filled yet (c. III.3.1). However, given the broad field of economics – not to mention the other disciplines mathematics, informatics and law – the peer group recommends a clearer/ narrow description.

The competences to be achieved are mentioned in the same paragraph of the STR (§ 2 (3-4): Team building competencies and other soft skills are included in the study programme. The students are trained to take up responsibilities and to use scientific methodology and insights to solve economic problems. These competencies are completed by teaching certain management skills in special modules – “General Job Preparation” (GJP): Languages, Information & Media Competencies, Gender & Diversity Competencies, Organisational & Management Skills, Personal & Socio-Cultural Competencies. In general, these competencies fit to an international study programme of BA. The peer group approves this qualification targets as solid and balanced chosen. Especially the students’ personal development and capability for civic engagement are enhanced by the international outfit of the BA study programme and the team-working learning context in many aspects (c. III.2.4). Nevertheless, in line with a clearer defined objective to the study programme mentioned above, the next reformulation of the STR should be used to present a list of the qualifications targets in § 2 more precisely, i.e. professional, interdisciplinary, intercultural and personal competencies should be described more systematically and in greater detail.

The target group of the study programme is defined as “students who want to study Business Sciences in English in an international oriented program with a strong focus on developing intercultural competencies.” This selection is in accordance with the qualification targets mentioned above. The first cohort of 2014/15 consists of merely 11 students due to a late approval of the German authorities before the start of the winter semester – the study programme began virtually

without advertising. For the upcoming second cohort the situation is totally different: 240 applications from 40 different countries have been submitted up to June 2015. The future will tell, how many applicants fulfil the legal requirements to study in Germany and are actually willing to enlist in BAU IB.

The majority of the students were attracted by the homepage of the Deutsche Akademische Auslandsdienst (DAAD); the DAAD lists BAU IB as one of the few German HEI in which English is the single teaching language. The majority of the enlisted students come from Germany and are of Turkish family origin. It is attempted to internationalise the clientele in the future. The students mentioned to the peer group that the main reason for choosing BAU IB was the English course programme and the welcoming and hospitable atmosphere, which is, *inter alia*, based on every days “open hour” of the professors (c. III.3.3).

The definition of the target group is understandably vague given the wide field of business administration on the one hand and of the few selection possibilities set by stat regulations (c. III.2.2). The first cohort fits into the profile of a German-Turkish HEI. Whether future cohorts will be of more international origin needs further observation.

The BA opens career opportunities in a many fields of the economy and civil administration (§ 2 STR), but there is – in correlation with the qualification targets – a special emphasize on marketing/ digital business, and particularly in the specialized areas of Human Resource Management, Finance & Accounting/ Controlling. Of course, the aspired position in middle to senior management (§ 2 (3) STR) is some sort of a more long term career perspective than a short term possibility. For these positions experiences and additional qualifications are regularly necessary.

A second specialisation is given by the international profile of the BA-programme which may be highly attractive for companies working both in Germany and English-speaking countries on the one side and Turkey on the other. Given Turkey's positive economic development, the BA programme has a certain unique selling point for a study programme offered in Germany.

Altogether, the peer group acknowledges the presentation of the objective of the study programme BA and the qualification targets derived from it while on the same time they recommend a more precise formulation of both objective and its qualification targets. The target group is perfectly addressed and the employability of the graduates seems to be easily possible. The placement of the study programme within the study system is very good; the study programme BA meets the requirements of the “Framework of Qualification for German Degrees”, the “Common structural guidelines of the Länder for the accreditation of Bachelor's and Master's study courses” and the decisions of the German Accreditation Council.

2 Concept of the Study Programme

2.1 Admission criteria

The admission criteria are laid down in the admission regulations of the study programme (“Zulassungssatzung”). They require the “Fachhochschulreife” or another general or subject-specific university entrance qualification (HZB). Applicants are eligible without HZB, if having completed at least two years of professional education and three years of professional experience. Additionally, as English language skills are of high importance, a B2 qualification according to the European Framework is required. The peer group considers these criteria as suitable and adequate for an international study programme in BA. In particular, these criteria should assure that students have the necessary prerequisites to successfully complete the study programme (“Studierbarkeit”).

The three criteria for the selection procedure of the applicants are the arithmetic mean of all grades of the HZB, the grades in special fields strongly related to the study programme in BA, and professional vocational trainings or an international experience. The arithmetic mean of the HZB grades weighs 51% of these criteria. By the other two criteria the grade can be reduced by one point at most, e.g. from 3.0 (“befriedigend”) to 2.0 (“gut”).

The peer group does not consider this selection procedure to be adequate. As is well known, even the comparability of HZB grades within Germany is problematic. This problem is exaggerated when comparing foreign certificates. The formal objectivity of the procedure does not guarantee a fair comparison of the competences of the applicants. What makes matters even worse is how results in the special fields are weighed in the formula. The procedure does not consider the grades in a special field, but instead reduces the information to a binary variable that takes the value of one if the applicant reached at least 11 points (equivalent to a grade of 2,0) and zero otherwise. If for example one candidate got 15 points in mathematics (the best possible result) and 10 points in the two other special fields while another applicant got 11 points in each of the special fields, the initial HZB grade of the latter one is reduced by half a grade more than the grade of the first one.

As the study programme BA tries to attract an international audience, the resulting heterogeneity of applicants calls definitely for selection criteria and procedures that more adequately consider the true differences in the qualifications. For example, entry examination or standardised interviews seem to be better suited to select the most able and promising students.

The recognition of credit points achieved at other HEIs are stipulated in § 26 of the “General Study and Examination Regulations” (GSER). Unfortunately, neither are the respective rules in accordance with the Lisbon Recognition Convention nor do they define the recognition of competences obtained outside of HEIs. This problem has to be addressed.

2.2 Concept

The study programme in BA covers six semesters (180 ECTS points), divided in the first three semesters („Basic Study Period“) and the last three semesters („Main Study Period“).

In the „Basic Study Period“ compulsory courses of 70 ECTS points have to be studied in the fields of „Business Administration“, „Accounting“, „Economics“, „Law“, „Market orientated Management“, „Business Ethics“, „Regional Studies (Turkish Speaking Countries)“ and „Research Methods“. In addition there is a module „Non-Departmental Electives“ (5 ECTS points) and three modules „General Vocational Practice“ (together 15 ECTS points).

The „Main Study Period“ covers in the fourth and fifth semester two compulsory modules about „International Management“ (together 19 ECTS points), a „Case Study“ (8 ECTS points), and an „Academic Writing Workshop“ (6 ECTS points). The fifth semester concludes with an internship comprising 15 ECTS points. In the sixth semester there is a „Business Simulation“ (8 ECTS points), and, of course, the bachelor thesis (12 ECTS points). Elective courses can be chosen in all three semesters from the five specialisations „Marketing“, „Digital Business“, „Human Resource Management“, „Controlling“ und „Finance & Accounting“ with a total workload of 17 ECTS points. Again, there is a „Non-Departmental Elective“ (5 ECTS points) in the last semester.

According to the peer group's opinion the structure of the program is generally coherent. However, there are a couple of problems in some areas which need to be addressed.

One of these problems is the organisation of the internship. This could be problematic as students may be forced to start the internship at different dates. It is expected that the students start the internship within the semester and end it after the semester holidays at the beginning of the sixth semester. But this plan could easily be sabotaged by the demand of the employer of the students to start earlier or later. Therefore, the FBA should try to organise the other modules in a way that assures that students can concentrate on their internship without having courses at the same time. Another option would be an additional internship semester which is the dominant form of bachelor study programmes at universities of applied science.

More serious are certain flaws in the content of the study programme, which may partially result from the limited personal resources at the FBA (c. III.3.1). In particular the peer group wants to address the following five problematic aspects.

1. Missing mathematical courses: There is no propaedeutic course in mathematics for economists, and statistics is only dealt with indirectly in the course on research methods. Given the diverse academic background of potential students, a course that assures a common understanding in mathematics is indispensable. Furthermore, this lack of a course in mathematics runs counter to the qualification targets of the BA programme which wants to promote „methodological basics in mathematics, statistics, and econometrics“ (§ 2 (2) STR).

Therefore, the study programme must include a propaedeutic course in mathematics and must cover statistic methods more explicitly.

2. Missing courses in production and logistics: There do neither exist any modules that explicitly deal with the central topics of production and logistics nor is there any hint that these topics are covered in other modules, e. g. "International Management". For a study programme in business administration the total neglect of production and logistic is not acceptable. This is even more relevant for an international study programme as the topic of logistics has become increasingly important for internationally oriented firms in the last years. Therefore, the topics of production and logistics need to be included in the curriculum in an adequate manner.
3. Organisation of the module for law: It is planned to introduce the students to the German Civil and Commercial Law (BGB and HGB) in English. As many of the graduates are assumed to work for companies based in Germany, the content is appropriate, but given the strong nexus of legal termini and the connected language, these courses should at least optionally be offered in German to provide the necessary competencies in law for students with appropriate German language skills. Courses in law that are only taught in English should mainly deal with international law and comparisons of different law systems (Code Law vs. Case Law).
4. Content of the courses dealing with economics: The module "Economics" mainly focuses on macroeconomics. This does not seem to be appropriate for a study programme in business administration. There should be more microeconomic content that is of interest for business students, e. g. "Managerial Economics". In the course "Economic Policy" the content should not mainly deal with macroeconomic policy but also in greater depth with topics that are especially relevant for firms as for example regulation and competition policies.
5. Amount and content of "General Vocational Practice" (GVP): The GVP courses are designed to teach soft skills to the students. For systematic reason the module "Academic Writing Skills" would fit far better to the GVP in the first semester than into the compulsory modules in the main study period and should therefore be transferred accordingly. Given the missing content mentioned above, the reviewers also advise the FBA to somewhat reduce the amount of GVP modules and to practice soft skills not in the GVP courses, but directly in the compulsory modules (e. g. presentational skills). This would give room to amend courses that deal with logistic and production and with mathematics and statistics.

Apart from these five issues, the content of the study programme fits the usual curriculum of a study programme in business administration. Accordingly the peer group is confident that the qualification targets can be reached by the competencies achieved in the modules.

2.3 ECTS & modularization

The study programme of BA is modularised. It comprises a total of 19 modules, including the internship and bachelor thesis. Each module covers a range of 5-15 ECTS points in workload, the majority more than six and less than ten ECTS points. The bachelor thesis module covers twelve ECTS points (thesis of ten with an additional seminar of two ECTS points). The size of all modules is therefore within the required range. Each ECTS point consists of 30 hours workload, which is specified in the STR. The workload in each semester is 30 ECTS points.

The field modules are almost entirely compulsory, which is quite usual for a bachelor programme in business administration. In the "Main Study Period" there is an elective module reserved for specialisation in one of five fields. Beyond that students can choose between some non-departmental electives. Overall this mixture of compulsory and elective modules is considered as adequate by the reviewers.

The relation between face-to-face study at BAU IB and self-learning periods are plausibly balanced. Naturally, in the first half of the study programme in business administration there is more face-to-face study (24-28 semester weekly hours (SWS)) than the second half (10-20 SWS). The modules can be attended once a year which is suitable given the limited number of students.

The majority of the modules are structured like in similar study programmes in business administration. Therefore an average student should be able to complete the programme within the specified time frame ("Studierbarkeit ist sichergestellt"). However, the presumably heterogeneous English language skills of the students might pose a challenge. This aspect should be monitored accordingly.

2.4 Teaching Methods

The forms of teaching in this Business Administration program are described in the enclosed STR and include (§ 8 STR): seminar-like lectures, practical exercises/ related exercises, field trips, seminars, tutorials, and projects/assignments. In general, lecture courses are more frequent in the Basic Study Period, while the emphasis is more on active teaching methods in the Main Study Period. Here pure lectures constitute only 36% of the course load and are only used when didactically necessary. Within the various teaching forms, each lecturer employs a broad range of different methods. In the context of 15-20 minutes of uninterrupted concentration, various methods are used alternately in a given class. These range from normal lectures to business exercises/games, group discussions, small group tasks, and individual research exercises.

Empowerment of the students is at the core of the didactical concept, which means that four areas of competence are promoted to successfully work together: professional competence, social competence, personal skills and methodological competence. In almost all courses, the employed

didactic tools are selected based on this didactic framework, facilitating independent learning processes in interactive and action-based learning environments.

Media forms available for lecturers' use include laptops and projectors for transparencies and videos, as well as whiteboards. Additionally, handouts can be used, and lectures are available online as videos. All the necessary course documents are distributed electronically.

As far as the reviewers can see, the nurturing of soft skills such as team work is appropriate to qualify the students for the needs of the labour market. These competences are communicated by a mix of teaching at BAU IB, virtual teaching via blended learning elements and self-studies.

All forms of teaching are given in English. As the number of students is limited, an extensive supervision is possible. The variance of the selected teaching forms is generally reasonable. In the opinion of the peer group, all competences and study content are presented appropriately by the didactical concept.

2.5 Examination System

The examination system is regulated in the GSER (§ 6ff.). Every module concludes with one module examination. There is the differentiation between oral and written examination. Both are precisely defined in the GSER as well as in the module description. For example, the range of the written examination is defined in the GSER and specified in the module description. Re-examination is possible within the semester or in the consecutive semester. In approximately 30% of the courses, the test form is an ungraded written or oral examination. In the graded courses, hand written examinations are used. These can be classical written examinations as well as presentations, written homework, project reports, case study work or seminar work. Emphasis is also placed on the student's appropriate oral participation in the course discussions. The study and examination regulations adopted are legally compliant, and have been approved by the Academic Senate of BAU International Berlin and the Berlin Senate.

The number and density of the examinations is adequate: The mix of course-related and module concluding examinations guarantees a constant flow of examinations without any incriminatory examination peaks. The number of examinations does not exceed six examinations per semester.

In the peer group's opinion the module examinations are chosen adequately according to the knowledge and competences to be tested. Regulation for disadvantages or handicapped students are in place (§ 2 (10) STR).

2.6 Interim Conclusion

Overall, the study programme BA is well structured. Only the placement of the internship within the fifth semester could limit the feasibility of finishing the studies within the standard study time of six semesters. But this will have to be checked in the reaccreditation procedure, when evidence and experience with internship is at hand.

The content of the study programme is generally appropriate, but as mentioned above, some aspects of the economics and the law module are problematic and there are some topics missing that are indispensable in a bachelor programme in business administration. Accordingly certain changes are necessary, in particular to incorporate production and logistics, and mathematics and statistics appropriately. A reduction of GVP could be used for these additional courses.

While the feasibility (“Studierbarkeit”) seems to be ensured by the admission criteria, the reviewers advise more competence orientated selection procedures. Modularization, teaching methods and the examination system seem to be appropriate.

3 Implementation

3.1 Resources

A good implementation of the new study programme BA relies heavily on the resources of the programme namely the financial, infrastructural, and personal resources.

The tuition fees per student are 500 Euros per month, i.e. 3,000 Euro per semester or 18,000 Euro in total. With these fees all costs are covered, if more than thirty students per year enlist in the BA study programme. Therefore, the financial resources are secured as BAU IB can make additional use of funds of the BAU Global Educational Network. Although these funds are not unlimited, the financial plan is not in jeopardy, if the number of students is not as high as anticipated and the point of break-even has to be delayed for some years. To monitor these eventualities BAU IB could design a financial plan for the upcoming years that includes risk scenarios to identify money shortfalls in time.

Equally adequate are the infrastructural resources. The accommodation fits the actual number of students – for the growing number BAU IB will be transferred to larger campus location. The equipment (laptops, chart boards etc.) is new and in very good shape. The library is small and has to grow in the future, but this is of minor importance as most of the study material, which the students use, is electronically available. Besides, the BAU IB students can use the other libraries of Berlin including the three university libraries and the state library. As neither laboratories nor art studies are necessary for a BA study programme the accommodations are totally satisfying.

More challenging are the personal resources. According to the plans of BAU IB in 2017 there will be 2.5 positions for professors, one position for a visiting professor and five additional lecturers.

Given the objective of the study programme BA and further plans for a master degree the peer group estimates these numbers as insufficient. Taking the Curricular Normative Standard (CNW) as starting point – despite certain arbitrariness – and calculating 35 students per year and 18 SWS as standard, the number of professors should be at least five. This conservative calculation does not include reduction in teaching load for the dean of the faculty or for research projects etc. In so far, the peer group does not agree with the president of BAU IB that visiting professors and lecturers can sufficiently compensate the number of professors. As BAU IB does charge a certain amount of tuition fees and wants to establish its own research activities the number of professors cannot be underestimated for a sustainable and adequate provision of a qualitative BA study programme. To guarantee the implementation of the qualification targets addressed in III.1.2 and the content given in III.2.2 just three resident professors are not enough.

For the international profile of both BAU IB and the BA study programme, visiting professors and foreign lecturers are an excellent support of the regular staff in Berlin. Without them, the international and intercultural background for the study programme would be compromised. But their supporting character is evident. Even an institutionalised exchange of international lecturers with concerted curricular could not compensate for a resident professor – the efforts to build up and maintain this exchange programme set aside! A calculation of merely 50% of teaching load by professors is not well founded as accidents happen and unexpected situation can easily arise. Concluding, the peer group has the opinion that BAU IB has to guarantee five positions of professors with the amount of four full time equivalents to provide the content for a BA study programme on the necessary academic level and to cover the minimal broadness of the subject, to enable a sufficient academic self-government, and to guarantee the minimal assistance to the students.

In this initial phase there are many improvisations to be made and structured procedures not yet in place and even contra productive. Nevertheless, the peer group has the opinion that BAU IB could profit from a development plan that gathers information about the number of students, the CNW, the SWS – minus the reduction in teaching load due to administrative tasks –, the ratio of external lectures, the SWS of visiting professors.

To sum up, the peer group sees the financial and infrastructural resources as secured and adequate. But the keys for the future of BAU IB are its (resident) professors which are in the moment and in the plans presented to the peer group insufficient to run the study programme effectively and efficiently.

3.2 Organization & Cooperation

Despite its young age, all major bodies required by the state law of Berlin have been founded according to the GSER. These are the Academic Senate, the Academic Senate's Research Com-

mittee, the Student Council, and the Women Affairs Representative. For the FBA, a student representative out of the Student Council has been nominated as the major spokesperson for all student-related topics. For example, this spokesperson is part of the Appointment Committee for the new professor of BA. Additionally, an Examination Committee has been founded at the faculty. A second member of the Student Council has been nominated for the Examination Committee. Hence all questions addressing the examinations are discussed together with the students. In the opinion of the peer group the organisation and decision making process is systematically developed and transparently functioning. The students' involvement in any decision making is ensured.

Given the historical background of BAU IB as an offspring of Bahçeşehir University Istanbul the international cooperation are well advanced. As BAU IB reaches now beyond the German-Turkish target group there will be considerable effort necessary to establish and maintain a highly functioning international office. Many procedures have to be developed which need the involvement of professors in many cases, which than put an additional stress to the situation of the personal staff. Nevertheless, the international cooperation of the study programme can be estimated as excellent due to the fact that BAU IB is based firmly in a HEI network.

3.3 Transparency & Documentation

The study programme, course of study, examination requirements and the prerequisites for admittance including the regulations for compensating disadvantages or handicapped students are documented and published. These documents, guidelines, handbooks and regulations have been presented to the peer group. Several of these documents and many additional information can be found on the website, although it is still under construction. The peer group was not fully satisfied with the module description. They comprise all necessary information, but the "Course targets" are not exactly competence-orientated. Indeed, they merely repeat the "Content" of the module in question. As there are certain vacancies at the moment, it is not necessary to reformulate the "Course targets" immediately, but in the next years this should consecutively be done.

According to the discussion with the students, they feel well informed. Especially the "open hour" of the professors and lecturers respectively at eight o'clock each day was positively highlighted. As mentioned before, the assistance at the moment is very good, because the study programmes of BAU IB are not fully implemented yet.

Overall the peer group considers BAU IB to have a considerable level of transparency. The documentation of all information necessary for the students is well done besides a certain lack of clarity in the module descriptions.

3.4 Gender justice and compensation opportunities for disabled people

BAU IB operates in line with the vision of achieving a broad approach to diversity. All students are treated based on their expressed and individual needs and on the basis of necessary information so that gender equality and equal opportunities are secured. A Women's Affairs Officer was elected by the female members of the university and appointed by the Academic Senate on April 2015. The appointed Women's Affairs Officer aims to support women in all matters at the university and thus to secure gender equality and equal opportunities.

The peer group did not find any apparent gender differentiation. The given study programmes are addressed to both sexes and all students are treated equally. Therefore, the system can be depicted as just, providing the same opportunities, no matter the gender. Furthermore, the peer group could attest barrier-free access to all facilities such as seminar rooms, classrooms, and the library.

4 Quality Management

According to the information presented by BAU IB the Quality Management (QM) of the study programme BA involves the dean, the professors and the students. Procedures and evaluation instruments are described in general due to the fact that many of these items are not in place, yet. But the FBA wants to develop interdisciplinary projects with industrial companies and other academic bodies, especially cooperation with other Universities of Applied Sciences to gather information and experiences about quality assurances. So far, starting point for BAU IB's QM were existing instruments and procedures of BAU Global Educational Network.

On the basis of a semi-standardised questionnaire the dean drafted a preliminary QM-report which was then discussed with student representatives. After these comments the report passed to the professors and lecturers for a SWOT-analysis. Measures for optimisations are finally adopted. The results of a second evaluation are to be compared with the first report and consecutive steps addressed.

BAU IB works continually on improving its QM by adding new quality targets, e. g. the numbers of applicants should be ten times as high as the numbers of actual candidates accepted. Given the volatility of applications and the decreasing number of pupils leaving school the peer group questions this key performance indicator (KPI). But other initiatives are promising such as the establishment of an alumni-network. The FBA hopes to get information about the acceptance of the graduates in the labour market, the first salary, the contract stipulations, the duration of the first/ second employment etc. The peer group supports this idea and advises the FAB to consult the opinion of the employer check the validity of the alumnis' statements.

To minimize the number of students, who drop out, the FAB works closely with the student office together to identify potential students at risk of dropping-out at an early stage to give help and

support. Assessing the individual circumstances, the FBA wants to find solutions to the student's problems.

Statistical data about research activity within the FBA will be monitored. Important KPIs will be Third-Party-Funding, stipends and prices for research. The amount and quality of these KPIs could indeed provide insights about the research quality. Complementary to the research activity, the teaching abilities are to be supervised by taking the ranking of the Association of University Professors of Business Administration (VHB JourQua) into account.

The peer group wants to support the FBA in development of its QM and suggests the following measures:

- The FBA should place emphasis on creating a pool of internship-partners. This enhances the quality of the programme and the acceptance on the labour market.
- The FBA should organise meetings with partner-companies, research partners, sponsors, internship-partners, professors, and students. These network-meetings are disseminating platforms for new ideas.
- The in-depth use of blended learning techniques for communication purpose between teacher and students can be used for further analysis.
- The FBA should foster its visibility on national and international conferences.

Given the restraints by the personal resources the FBA could counterweight certain deficits by promoting unorthodox positions such as "post-autistic economics". This could be achieved by cooperation with faculties of social sciences or human sciences of other HEIs or interdisciplinary projects.

Overall, results of the quality management of BAU IB and FBA are taken into consideration in the further developments of the study programme. These considerations include evaluation results, studies of the student's workload, and academic accomplishment. Further QM-instruments are planned or under development. The peer group agrees to these attempts.

5 Summary and evaluation according to the „Kriterien des Akkreditierungsrates für die Akkreditierung von Studiengängen“ (08.12.2009 in its version of 20.02.2013)

The objective of the study programme "Business Administration" (B.A.) and its qualification targets are coherent, though not described in detail. The admission criteria are sufficient, but – following legislation – give form precedence over content. The content is adequate though certain propaedeutica (mathematics) and other issues (organisation and logistics) are not (yet) included.

The didactical concept is convincing, the examination system appropriate. The facilities are sufficient concerning financial and infrastructural resources, but the programme lacks the personal staff necessary to meet the objectives and targets set. The organisation is well developed, cooperation under way and the transparency and documentation advanced. An early stage of the quality management improves the study programme continuously.

The Criteria 1 "Qualification Objectives of the Study Programme Concept", 2 "Conceptual Integration of the Study Programme in the System of Studies", 4 "Academic Feasibility", 5 "Examination System", 8 "Transparency and Documentation", 9 "Quality Assurance and Further Development", 11 "Study Programmes with a Special Profile Demand" are fulfilled.

The Criterion 3 "Study Programme Concept" is not fully met as the recognition criteria do not satisfy the Lisbon Convention and extra-curricular obtained competencies are not recognized yet.

The Criterion 7 "Facilities" is only particularly met as the number of professors is too low to guarantee the sufficient implementation of the study programme.

The Criteria 6 "Programme-related Co-operations" and 10 "Study Programmes with a Special Profile Demand" do not apply.

6 Recommendation to the accreditation commission of ACQUIN

The peer group recommends accreditation with **conditions and recommendations**:

6.1 Conditions

1. The recognition of competencies and awarding credit points has to be changed according to the Lisbon Convention. Rules and regulations for the recognition of competences achieved outside of Higher Education Institutions have to be defined.
2. The university has to guarantee five positions of professors with the amount of four full time equivalents to provide the content for a BA study programme on the necessary academic level and to cover the minimal broadness of the subject, to enable a sufficient academic self-government, and to guarantee the minimal assistance to the students.

6.2 Recommendations

1. The objective of the study programme should to be more clearly defined.
2. The qualification targets of the study programme should be formulated more precisely and systematically.
3. The target group should be more narrowly defined.
4. The fifth semester should be organised in such a way, that students can concentrate on their internship without having courses at the same time.
5. According to the qualification targets methodological basics in mathematics, statistics, and econometrics should be provided.
6. The topics production and logistics should adequately be included in the curriculum.
7. If German laws are covered in the module "Law", then the language used for the courses should be German. Vice versa, English should only be totally used if economic laws of more international relevance are introduced (e. g. Code Law vs. Case Law).
8. The module "Economics" should concentrate more on microeconomics and – concerning the course "Economic Policy" – on competition policy and regulatory aspects.

IV Decisions of the Accreditation Commission of ACQUIN¹

On the basis of the report of the expert group, the statement of the HEI and the statement of the Standing Expert Committee, on 29th September 2015 the Accreditation Commission takes the following decision:

The Bachelor's programme „Business Administration“ (B.A.) is accredited for the first time with the following conditions:

- **The recognition of competencies and awarding credit points has to be changed according to the Lisbon Convention. Rules and regulations for the recognition of competences achieved outside of Higher Education Institutions have to be defined.**
- **The University has to guarantee five positions of professors with the amount of four full time equivalents to provide the content for a BA study programme on the necessary academic level and to cover the minimal broadness of the subject, to enable a sufficient academic self-government, and to guarantee the minimal assistance to the students.**

The accreditation is of limited duration and valid until 31st March 2017.

After fulfilment of the conditions the study programme is accredited until 30th September 2020. The BAU International University of Applied Sciences has to submit the documents for the fulfilment of the condition until 1st July 2016. In case of insufficient proof of fulfilment of the condition the accreditation will not be extended.

After receiving a statement of the BAU International University of Applied Sciences, the accreditation procedure can be suspended once for a period of not more than 18 month, if it can be expected that the BAU will remedy the defects within this period. The statement has to be submitted until 28th November 2015.

For the further development of the study programme the following recommendations are given:

- The objective of the study programme should be more clearly defined.

¹ According to cl. 1.1.3 and cl. 1.1.6 of the "Rules for the Accreditation of Study Programs and for System Accreditation" of the Accreditation Council only the peer group evaluates the compliance of the study program with the criteria of the Accreditation Council. However, certain defects and critical remarks addressed by the peer group can be revised by the statement of the HEI to the evaluation report. On the other side, the Accreditation Commission can decide on new conditions based on their general perspective and/or reasons of consistency with previous accreditation decisions. Insofar, the decision of the Accreditation Commission can deviate from the accreditation recommendation made by the peer group.

- The qualification targets of the study programme should be formulated more precisely and systematically.
- The target group should be more narrowly defined.
- According to the qualification targets methodological basics in mathematics, statistics, and econometrics should be provided.
- The topics production and logistics should adequately be included in the curriculum.
- If German laws are covered in the module “Law”, then the language used for the courses should be German. Vice versa, English should only be totally used if economic laws of more international relevance are introduced (e. g. Code Law vs. Case Law).

The HEI has submitted the documents that proof the fulfilment of the conditions in due time. These documents have been forwarded to the Standing Expert Committee with request for examination. The Standing Expert Committee comes to the conclusion the the conditions are fulfilled.

Based on the statement of the Standing Expert Committee, on 28th Juni 2016, the Accreditation Commission of ACQUIN takes the following decision:

The conditions of the study programme „Business Administration“ (B.A.) are fulfilled.

The accreditation period is extended until 30th September 2020.