

# European Economy and Business Management (B.A.) (EWUF)

University of Applied Sciences BFI Vienna



Certificate for Quality in Internationalisation



The European Consortium for  
Accreditation in Higher Education



# Assessment report - Programme

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## Glossary

ARIMA	Master programme in Quantitative Asset and Risk Management
BFI	Berufsförderungsinstitut Österreich
BIP	Blended Intensive Programme
CFA	Chartered Financial Analyst
CIS	Campus Information System
CLO	Course Learning Outcome
COIL	Collaborative Online International Learning
CQS	Cultural Intelligence Scale
CREACT	Cross-Cultural Reflection & Action
DD	Double Degree
ECTS	European Credit Transfer and Accumulation System
EduSFE	Strengthening Higher Education in the Sphere of Finance in Siberia and Far East of Russia
EHEA	European Higher Education Area
ESG	Environment, Social and Governance
ESN	Erasmus Student Network
FHG	University of Applied Sciences Act, Fachhochschulgesetz
HEI	Higher Education Institution
HS-QSG	University Quality Assurance Act, Hochschul-Qualitätssicherungsgesetz
ILO	International Programme Learning Outcome
ILV	Integrated course, Integrierte Lehrveranstaltung
IO	International Office (at the University of Applied Sciences BFI Vienna)
MA	Master of Arts in Business
PLO	Programme Learning Outcome
PRMIA	Professional Risk Managers' International Association
PROMAS	Process Management System
PS	Project seminar
SPInS	Study Programme Internationalisation Strategy
QA	Quality Assurance
QMS	Quality Management System

## 1. Executive summary

The bachelor programme in European Economy and Business Management (EWUF) (B.A.) was assessed by the expert panel on invitation by Central Evaluation and Accreditation Agency Hanover (ZEvA). ZEvA convened the panel which studied the self-evaluation report and undertook a site visit at the campus of the HEI in Vienna, the 22<sup>nd</sup> of June 2022. The procedure covered the three degree programmes “Quantitative Asset and Risk Management” (ARIMA) (M.A.), International Banking and Finance (M.A.) and EWUF, which is the subject of this assessment report.

First, the panel would like to compliment the HEI and all staff for their strong commitment to further develop the international and intercultural dimensions of the programme. All elements supporting these dimensions are adequately to more than adequately addressed in the programme. The panel was able to convince itself that the international spirit is indeed lived and continuously reflected at the HEI in order to improve internationalisation.

The panel found that the programme has clear internationalisation goals which are adequately documented and well suited to a bachelor’s programme in European Economy and Business Management. The goals are widely shared and supported by stakeholders both within and outside the programme. The panel notes that the goals include measures which undoubtedly contribute to the quality of teaching and learning. The panel likes to recommend that the standard evaluation form could integrate specifically questions that cover the quality of international and intercultural experiences made. Altogether the internationalisation goals are adequately operationalised in objectives which are verifiable to allow the monitoring of the achievement of these goals.

The panel therefore assesses *Standard 1. Intended internationalisation* as good.

The panel deems all underlying criteria of international and intercultural learning to be met. It is appreciated that the university has already taken the initiative to develop more sophisticated surveys to obtain further evidence on the extent to which the ILOs are achieved. It is evident that the HEI does not consider the ILOs merely as an add-on to traditional studies, but takes an integrated approach that includes many innovative approaches. The panel would like to recommend to put more emphasis on developing a quality cycle that measures the achievement, defines corrective measures once necessary and also follows up its impact and



results. The Panel is convinced that the HEI will easily surpass this standard if it takes a more systematic approach to surveying graduates and evaluating them in the future.

The panel therefore assesses *Standard 2: International and intercultural learning* as satisfactory.

The panel found that the content and the structure of the curriculum provide effective means for achieving its international and intercultural intended learning outcomes. Thanks to UAS BFI Vienna successful collaboration with many partner universities and international companies, the programme is able to provide different options for students to make international and intercultural experience, suitable to their different contexts. In addition, the teaching methods are fitting and the learning environment provides suitable conditions for achieving the international and intercultural intended learning outcomes.

The panel therefore assesses *Standard 3: Teaching and Learning* as good.

The panel found the staff composition, staff experiences, knowledge and skills and services provided for staff members to be very much in line with the international and intercultural dimensions of the programme. The panel found the programme to surpass the generic quality for this standard. The programme goes beyond the acceptable level of attainment across the standard's entire spectrum. The panel deems all the underlying criteria of this standard to be more than appropriately met. The panel found no shortcomings in any of the underlying criteria. To even further improve, the panel recommends to further diversify the composition of staff by integrating more people with foreign/intercultural backgrounds and to integrate the assessment of the appropriateness of staff's international/intercultural sensitivity as part of student evaluations. The panel therefore assesses *Standard 4: Staff* as good.

The panel found that the university manages the heterogenous groups and cohorts of EWUF extremely well that all students can benefit. The "EWUF groups" are composed of different levels of English skills, different work experience, they may even study full-time or career-parallel – all groups have in common that they will gain an excellent internationalisation experience in particular by learning from each other. It is the group cross-over experience which is very well managed and in addition the opportunity to spend a semester abroad in combination with the acquisition of additional language skills (Russian, Spanish, French). An internationally recognised language certification is offered. The panel deems all the underlying criteria of this standard to be systematically surpassed. The panel therefore assesses *Standard 5: Students* as excellent. The panel therefore assesses *Standard 5: Students* as excellent.



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To conclude, EWUF is a well-functioning international Bachelor programme and the panel advises the European Consortium for Accreditation (ECA) to award the Bachelor programme in European Economy and Business Management (covering all study options: in German or in English, in full-time or in career-parallel) of the University of Applied Sciences BFI Vienna (UAS BFI Vienna) the ECA Certificate for Quality in Programme Internationalisation.



## 2. The assessment procedure

The assessment procedure was organised as laid down in the Frameworks for the Assessment of Quality in Internationalisation (Frameworks) published by the European Consortium for Accreditation (ECA).

A panel of experts was convened and consisted of the following members\*:

Representative of quality management at universities and ECA trained member:

- Dr. Kees-Jan van Klaveren, Data Protection Officer, Hogeschool Rotterdam

Academic representatives:

- Prof. Dr. Oliver Kruse, Deutsche Bundesbank Hochschule - University of Applied Sciences, Professor „Zentralbankwesen/Central Banking, Vice Rector
- FH-Prof. Mag. Dr. Doris Kiendl LL.M., FH JOANNEUM, International Management (Academic representative)

Representative of professional practice:

- Dr. Nicolas Beutin, PwC (2013-2020), self-employed Consultant and Visiting Professor at Quadriga Hochschule Berlin

Student Representative:

- Herr Christoph Oswald, Master Industrial Ecology, Uni Graz as well as Bachelor International Industrial Management (member of Austrian student accreditation pool)

\*according to the general rules of ZEvA the panel groups do not have a chair but are jointly responsible for the organisation of the site visit and the report with the support of the coordinator.

The composition of the panel reflects the expertise deemed necessary by the Frameworks. The individual panel members' expertise and experience can be found in [Annex 1: Composition of the assessment panel](#). All panel members signed a statement of independence and confidentiality. These signed statements are available from ZEvA upon simple request. The procedure was coordinated by Dr. Dagmar Ridder (Head of accreditation and certification) at ZEvA.



The assessment panel studied the self-evaluation report and annexed documentation provided by the programme before the site visit. ([Annex 2: Documents reviewed](#)) The panel organised a preparatory meeting the day before the site visit. The site visit took place on 22 June 2022 at University of Applied Sciences BFI Vienna. ([Annex 3: Site visit programme](#)) The panel formulated its preliminary assessments per standards immediately after the site visit. These were based on the findings of the site visit which built upon the review of the self-evaluation report and annexed documentation.

The panel finalised the draft report on 28.09.2022. It was then sent to the BFI Vienna to review the report for factual mistakes. As no factual mistakes were identified they refrained from sending a feedback report. The panel approved the final version of the report on 10.10.2022.



### 3. Basic information

**Qualification:**

*European Economy and Business Management (B.A.) (EWUF)*

Number of credits:	180 ECTS
Specialisations (if any):	Controlling, Risk & Finance; Business in a Global Economy; Law and Politics in an International Setting; Business Development; Social Entrepreneurship
ISCED field(s) of study:	0413 Management and administration
<b>Institution:</b>	Fachhochschule des BFI Wien GmbH
Type of institution:	University of Applied Sciences
<b>Status:</b>	Accredited
QA / accreditation agency:	Accredited by AQ Austria (on national level), implemented by evalag (Evaluationsagentur Baden-Württemberg, status period 2017-2024)
Status period:	last internal evaluation and relaunch in 2019 (effective as of 2020)

**Additional information: none**

## 4. Assessment scale

The assessment-scale relates to the conclusions of the assessment panel at the level of the standards and is based on the definitions given below. Through the underlying criteria, each of the standards describes the level of quality or attainment required for a satisfactory assessment. The starting point of the assessment scale is however not threshold quality but generic quality. Generic quality is defined as *the quality that can reasonably be expected from an international perspective*.

### Unsatisfactory

The programme does not meet the current generic quality for this standard.

The programme does not attain an acceptable level across the standard's entire spectrum. One or more of the underlying criteria shows a meaningful shortcoming.

### Satisfactory

The programme meets the current generic quality for this standard.

The programme shows an acceptable level of attainment across the standard's entire spectrum. If any of the underlying criteria show a shortcoming, that shortcoming is not meaningful.

### Good

The programme surpasses the current generic quality for this standard.

The programme clearly goes beyond the acceptable level of attainment across the standard's entire spectrum. None of the underlying criteria have any shortcomings.

### Excellent

The programme systematically and substantially surpasses the current generic quality for this standard.

The programme excels across the standard's entire spectrum. This extraordinary level of attainment is explicitly demonstrated through exemplary or good practices in all the underlying criteria. The programme can be regarded as an international example for this standard.

## 5. Assessment criteria

### Standard 1: Intended internationalisation

#### Criterion 1a: Supported goals

*The internationalisation goals for the programme are documented and these are shared and supported by stakeholders within and outside the programme.*

The UAS BFI Vienna has developed an internationalisation strategy which is available to internal and external lecturers, students, partners and other stakeholders ([https://www.fh-vie.ac.at/uploads/Internationalisierungsstrategie-2019\\_Juni.pdf](https://www.fh-vie.ac.at/uploads/Internationalisierungsstrategie-2019_Juni.pdf).)

It includes internationalisation goals in four areas: 1) education, 2) research and development, 3) campus culture and administration and 4) third mission and communication. These four areas are also reflected in the ARIMA's Study Programme Internationalisation Strategy (SPInS).

The intended internationalisation goals of the EWUF programme are documented in the following EWUF SPInS.

#### **For education:**

- *We aim to equip students with the skills and competencies necessary to successfully work in international contexts and international management.*
- *We aim to equip students with language skills (English and French/Russian/Spanish) to succeed in a variety of geographical regions.*
- *We aim to foster student mobility (long-term, short-term, virtual).*
- *We aim to raise students' awareness and understanding of international and intercultural perspectives.*

#### **For research & development:**

- *We encourage lecturers to further their own international/intercultural skills.*
- *We encourage lecturers to participate in and present at international conferences.*
- *We aim to increase and strengthen our international partnerships.*

#### **For campus culture & administration:**

- *We aim to support international students (regular and incoming) in settling in at our university.*

#### **For third mission & communication:**

- *We encourage students to participate in a variety of activities within the informal curriculum and receive a social points certificate (compare criterion 2c) for their involvement.*
- *We want to encourage our staff to provide talks/workshops/lectures for civil society.*



EWUF can be studied exclusively in English or in German including classes taught in English. Also, it can be studied full-time or career-parallel. As the cohorts mix and the curriculum is more or less identical, this assessment focusses on both/all study options. If there are any differences it will be described and made transparent.

On the programme website <https://www.fh-vie.ac.at/de/seite/studium/bachelor/european-economy-and-business-management> international aspects are explained to prospect students by means of a YouTube video. Also, experiences are shared by means of a video from an alumni. In this context, selected international goals of the programme are also taken up and explained as examples.

All in all, the presented international goals provide an ambitious and clear overview of the programme's international and intercultural intentions. In particular, the fact that the goals cover the four areas of 1) education, 2) research and development, 3) campus culture and administration, and 4) third mission and communication makes them very complete on the one hand, and on the other hand, it is very challenging to develop implementable measures for all four areas. The goals are therefore challenging and demonstrate a clear ambition to further improve the quality and internationalisation of the programme.

An important part of internationalisation is the mobility window, which is recommended in the 4th semester. Various options can be chosen. The shortest option is a one-week stay at a partner university, and full-time students usually stay abroad for one semester. For study abroad, the university offers students a list of partner universities from 21 different countries (Appendix 7.5).

The Board of the University of Applied Sciences BFI Vienna is the highest body for teaching, research and development and is responsible for these areas. The Board is responsible for ensuring that the university fulfils its academic, social and cultural responsibilities. Four students are full members of this board and can therefore participate in decision making which covers also the decisions on the development of new programmes. The same applies to external lecturers being also representatives of professional practice: four of them are also member of the academic board.

The university explained that five years ago an integrated process started – covering all branches - to further internationalisation which resulted in the internationalisation strategy



2019. One result was the goal to obtain the ECA CEQUINT certificate by 2024. As it was understood that internationalisation is discipline-specific, they started to have meetings and workshops with all international degree programmes to first develop the overarching strategy and then breaking it down to the so-called SPInS (Study Programme Internationalisation Strategy). Students and external lecturers as representatives of related business companies participated in these workshops from the beginning. Also, alumni and student evaluations were considered.

During the site-visit external lecturers confirmed their satisfaction with the internationalisation goals and their achievements. They even mentioned that sometimes they like to recruit directly from the classroom. Students confirmed the relevance of the internationalisation activities and expressed their satisfaction with the international curriculum, the mobility options and even the possibility of obtaining internships also abroad or in internationally active companies with the help of external lecturers from companies.

All in all, the university described well how internationalisation goals are shared and supported by the relevant internal and external lecturers as well as administrative staff. Especially the integration of external stakeholders, e.g. from the private sector and also from the partner universities into the development of the goals is highly appreciated.

### **Conclusion and recommendations**

The panel concludes that the internationalisation goals of the programme very clearly demonstrate the internationalisation focus of the programme. These goals have been well documented. The process how the university broke down the EWUF SPInS was carried out exemplarily. The goals are shared and supported by stakeholders within and outside the programme.

### **Criterion 1b: Verifiable objectives**

*Verifiable objectives have been formulated that allow monitoring the achievement of the programme's internationalisation goals.*

To achieve the programme's internationalisation goals, the university formulated several verifiable objectives as well as related actions. They are all documented in the SPInS. These objectives are monitored by the programme management once a year before the planning-process of the following academic. The listed objectives are short-term objectives that need to be tackled at the moment.

The following verifiable objectives are extracted from the table on page 13-15 of the self-report.

*On education:*

- Long-term mobilities should be increased to 20% of active students/academic year.
- Each student should have the opportunity to experience 2 short-time mobilities during their studies.
- The percentage of traineeships abroad should be increased to 3% of active students of a cohort in an academic year.
- The percentage of traineeships with a strong international perspective should be raised to 15% of total traineeships per academic year.
- The number of international (visiting) lecturers should be increased to 8 per academic year.
- The number of virtual exchange activities should be increased to 3 per year and offered across the student cohorts.
- The percentage of students attaining an official language certificate (elective languages and/or English) should be raised to 30% per academic year

*Campus culture and administration*

- The number of incoming students (long-term mobility) assigned to our degree programme should be increased to 10 per academic year.

*Research and development*

- Our staff should participate in 3 international fairs per year.
- The ratio of international conference presentations to research staff should be increased to 2:1.
- The number of degree programme staff participating in Erasmus+ staff mobility should be increased to 2 per year.

*Third mission and communication*

- The percentage of graduates per academic year receiving a social points certificate should be increased to 8.
- The number of talks/workshops/ international lectures provided by programme staff to civil society should be increased to 6 per academic year.

For all indicators, the corresponding international programme objectives are mapped. In addition, the table on page 13-14 of the self-evaluation report shows the

quantitative/qualitative elements of the objectives, the timeframe and the most recent achievement/intermediate results. Therefore, all objectives are appropriate, verifiable, have quantitative and/or qualitative elements and allow for adequate monitoring of the achievement of the internationalisation objectives. Given how well the programme succeeds in meeting most of the goals, the panel would encourage BFI to formulate more demanding indicators covering a longer time span.

The verifiable indicators guarantee that progress of the programme as such and the achievement of the goals can be well monitored and measured. The given means of verification provide a very useful system where different people can contribute to the monitoring. All indicators are appropriate, but to some extent the HEI could have developed (in addition) more demanding indicators that also cover longer periods of time.

### **Conclusion and recommendations**

The panel concludes that objectives have been formulated and that these objectives are verifiable. They allow monitoring of the achievement of the programme's internationalisation goals. The panel recommends the development of more challenging indicators that also cover longer periods of time in order to provide a long-term perspective on progression.

### **Criterion 1c: Impact on education**

*The internationalisation goals explicitly include measures that contribute to the overall quality of teaching and learning.*

UAS BFI Vienna developed a didactic concept (laid out in the "Higher education teaching concept", p. 15) that defines the following four guiding principles for all teaching and learning activities of the university's degree programmes:

- Orientation towards learning outcomes
- Orientation towards competence
- Self-regulated learning
- Student-centred teaching

This document sets out in great detail the understanding of quality in teaching and learning and the approach to its implementation, and even gives examples of good practice. It also forms the basis for the (didactic) further training of lecturers. To ensure that all full-time and external lecturers implement these guiding principles, the higher education teaching concept is regularly discussed in the annual lecturers' meeting. The definition of quality in teaching and learning is therefore developed at institutional level rather than at programme level. Internationalisation is a chapter of this concept and includes, among other things, efforts to

teach international and intercultural competences and the internationalisation of curricula. This didactic concept also provided the framework for the development of the SPInS and its verifiable objectives.

As a result of the development of the internationalisation goals in the field of education, the university implemented the following measures into the curriculum that contribute to the quality of teaching and learning:

- Year 1 provides students with course content that raises their awareness of international/intercultural topics and aspects and allows them to experience these for the first time within our cohorts (assessed in e.g. group discussions or exams).
- Year 2 offers a deeper understanding of such topics and first-hand experiences and applications of skills outside of their cohorts e.g. in COIL activities, as well as in the first field-trip and a possible long-term mobility. These are assessed in discussions and self-reflection tasks, as well as exam questions.
- In year 3, students are required to apply and critically reflect on their acquired skills in their traineeship (if international), in the second field-trip and as of winter semester 22, in a COIL course. Assessments in this year also include self-reflection tasks, but also external evaluation by employers.

Students' course evaluations and the semi-annual evaluation talks with student representatives ensure that measures contribute to the set international learning outcomes. All necessary steps and processes are established to measure the impact of teaching and learning. As recommendation could be put forward that the standard evaluation form could integrate specifically questions that cover the quality of international and intercultural experiences made.

### **Conclusion and recommendations**

The panel concludes that the internationalisation goals relate strongly to teaching and learning. The measures included contribute to their quality.

### **Overall conclusion regarding Standard 1. Intended internationalisation**

The panel found that the programme has clear internationalisation goals which are adequately documented and well suited to a bachelor's programme in European Economy and Business Management. The goals are widely shared and supported by stakeholders both within and outside the programme. The panel notes that the goals include measures which undoubtedly contribute to the quality of teaching and learning. The panel likes to recommend that the standard evaluation form could integrate specifically questions that cover the quality

of international and intercultural experiences made. Altogether the internationalisation goals are adequately operationalised in objectives which are verifiable to allow the monitoring of the achievement of these goals.

The panel therefore assesses *Standard 1. Intended internationalisation* as good.

## Standard 2: International and intercultural learning

### Criterion 2a: Intended learning outcomes

*The intended international and intercultural learning outcomes defined by the programme are a clear reflection of its internationalisation goals.*

Graduates of the EWUF programme are expected to have acquired a broad range of skills and qualifications related to business administration. The programme takes an international perspective and covers subjects – among others – from accounting and legal frameworks to advanced topics such as setting up a company, choosing a business location, and export management. Accordingly, career options are manifold as e.g. in Management consultancy, (International) tax and accounting firms, Controlling and finance, Export management or employment opportunities in the public sector.

The degree programme Europäische Wirtschaft und Unternehmensführung (European Economy and Business Management) started in 1995 only with a German class but provided from the beginning a generalist management education with special focus on the European and international frame for entrepreneurial settings. Therefore, the focus on internationalisation has been important ever since its foundation and is integrated in the educational focus of the different fields of the degree programme as well as in the set-up of the programme. In 2013, an English-medium cohort parallel to the existing German-medium programme Europäische Wirtschaft und Unternehmensführung was successfully established.

The university describes the core competences of the programme as:

- International management and European business law;
- European integration;
- Skills in foreign languages.

The following international learning outcomes have been formulated during the relaunch process (compare chapter 1) and are highlighted as parts of the programme learning outcomes (PLOs). The Internationalised Programme Learning Outcomes are part of the SPINS document.



After successful completion of this programme, graduates will be able to

ILO 1: plan and carry out export trade transactions including insurance cover, considering international rules and regulations as well as intercultural aspects (e.g. courses Export Management, Intercultural Management and Diversity, International Accounting)

ILO 2: carry out feasibility studies to choose optimal foreign market entry and market handling, understanding, and acknowledging cultural diversity between markets (e.g. course Intercultural Management and Diversity)

ILO 3: select international suppliers (“global sourcing”) (e.g. course Materials Management, Production and Logistics)

ILO 4: understand international and intercultural characteristics in work-related situations and act accordingly (e.g. modules Communication at Work I + II, Communication in Business Settings I + II)

ILO 5: discuss main global economic, legal, and political developments and their impact for a company’s business environment (e.g. courses Policy Analysis in Europe, International Macroeconomics)

ILO 6: investigate and implement proper means to promote sustainable (social, economic, and environmental) company development within an international environment (e.g. course Corporate Strategy)

ILO 7: set up an internal communication policy considering intercultural characteristics (e.g. course Intercultural Management and Diversity, modules Communication in Business Setting I + II)

ILO 8: communicate effectively in business-related, intercultural situations in English, using appropriate English vocabulary and interculturally appropriate communicative strategies, as well as in a compulsory elective language (French, Russian or Spanish) (e.g. courses Business English 1+2, Presentations in Business Settings, Meetings & Negotiations, French, Russian, Spanish 1-6; course Global Collaboration and Networking)

Appendix 4 presents a matrix of how the different international learning outcomes of the programme are supported by selected modules. Therefore, they are fully integrated into the overall learning outcomes of the programme and the correspondence was made explicit. The module catalogue (annex 3) provides the full picture of programme learning outcomes and it is obvious that ILOs are part of them.

## **Conclusion and recommendations**

The panel concludes that the intended international and intercultural learning outcomes highly correspond with the programme's internationalisation goals. The university exemplified the process of developing (international) PLOs that are in line with international strategic goals.

### **Criterion 2b: Student assessment**

*The methods used for the assessment of students are suitable for measuring the achievement of the intended international and intercultural learning outcomes.*

The UAS BFI Vienna carries out regular evaluations to ensuring that teaching contributes to the achievement of the ILOs. The assessment of ILOs happens according to the taxonomy of intercultural competencies as defined by Bulnes Sánchez and de Louw (2013) as well as Deardorff and Arasaratnam-Smith (2017, 8) and distinguishes the acquisition of knowledge, skills and attitudes.

In February 2021, the HEI conducted a survey to examine how lecturers assess students' competencies gain to confirm that course didactics enabled achievement of the ILOs (see Annex 5 – Student's Intercultural/International Competencies Assessment Matrix). The used assessment methods are part of the courses' didactical concepts and aim to assess intercultural competencies gained through the combination of (1) raising awareness & knowledge transfer; (2) critical reflection & analytical skills; and (3) peer-group trainings & experience of real-life scenarios. The course type is chosen based on its fit to the didactical concept to transfer respective competencies.

The EWUF programme included five different course types: Lectures (VO); Integrated Courses (ILV), Seminars (SE), Project Seminars (PS) and Practical Courses (UE) (see Annex 5 – General Exam Regulations). As the survey has shown, various methods are applied, depending on course structure, course content and its place in the curriculum. Examples from the self-assessment report are:

#### *(1) Raising awareness & knowledge transfer*

*Students' awareness of the relevance of intercultural competencies is assessed when discussing texts and case studies in groups Sample Courses: "Corporate Strategy (PS)" or "Business English 1 and 2 (UE)" as well as courses of the modules "Communication in Business Settings (UE)", and "Communication in International Settings (UE)"*

#### *(2) Critical reflection & analytical skills*

*Students train and reflect their intercultural competencies through: Role playing Sample Courses: "Business English 1 and 2 (UE)" and "English Business Skills for Management (UE)", as well the semester 4 course "Meetings and Negotiations (UE, COIL part)" but also*



*once they are writing reflection tasks as home assignments with written feedback from lecturers.*

Several other examples are described in the self-assessment report.

In addition, subject leaders and programme directors are in regular contact with lecturers and student representatives to find out whether the methods are being used well by lecturers and whether they are fulfilling their purpose of increasing competence gains and achieving the desired learning outcomes.

While the assessment through a survey using the student intercultural/international competence assessment matrix is specifically designed for the purpose of assessing international and intercultural learning outcomes, the more general feedback loops are not designed for this purpose but represent a useful informal addition to complete the picture of the programme management and the higher education institution as such of the competence gain of their students.

Furthermore, the final student survey (compare also chapter 5b) includes aspects on the gain of international experiences: *“Studying at UAS BFI Vienna has provided me with professional skills and competencies which enable me to operate in an international and intercultural environment.”* The individual measures described by the HEI are all functional and adapted to the purpose. Still, an overarching concept is missing into which they should be embedded.

Summarised it seems that internationalisation is already well included and established in the programme but the quality management cycle to maintain and improve quality seems to cover these aspects only since recently and can be further developed and matured.

### **Conclusion and recommendations**

The panel concludes that methods used for the assessment of students are suitable for measuring the achievement of the intended international and intercultural learning outcomes. It is recommended that the overall approach to assess the programme’s international and intercultural learning outcomes will be further elaborated and integrated into routine tasks and performance checks of quality management.

### **Criterion 2c: Graduate achievement**

*The achievement of the intended international and intercultural learning outcomes by the programme’s graduates can be demonstrated.*



Annex 5 contains a list of students' Bachelor projects, which clearly show that international and, to a lesser extent, intercultural topics are addressed in the final thesis.

As a newly introduced measure, traineeships companies are now required to evaluate whether students successfully manage international situations/tasks in their third year, and students are asked to reflect on the international and intercultural elements in their traineeship reports.

During the “Internationalising the Curriculum project” funded by the city of Vienna, an accompanying research project was carried out to evaluate the development of intercultural competencies of the students during the programme. The Cultural Intelligence Scale (CQS) was used to measure students' individual abilities to understand, act and manage effectively in culturally diverse settings. The HEI described that despite the small sample, the participating students showed positive development of their intercultural competencies (see Annex 5 – Cultural Intelligence Scale).

Unfortunately, there is no recent systematic data on graduate retention available covering e.g. the fields of occupation. However, the HEI reported that some of their graduates work in Austrian companies with a high degree of internationalisation as well as for international companies with a relation to Austria e.g. in the fields of accounting, HR, or marketing. This was confirmed by alumni during the site visit. Also confirmed during the site visit was the fact that the HEI stays in touch with graduates via the Alumni Club, or the HEI gets directly contacted by alumni because they want to find trainees for their current company, some even return later to become lecturers in the programme.

The assessments of the language modules certainly provide a direct evidence in how far students have achieved the learning outcomes related to foreign languages. In addition, the panel suggests to put more emphasis on the thesis and/or final examination to keep track on the overall level of achievement.

The UAS BFI Vienna reported that until 2018, they conducted a graduate survey every year to gather information on the employment rate of the graduates (this survey was outsourced to a consulting company). Due to the COVID-19 pandemic and its consequences and challenges, the graduate survey was cancelled for the year 2020 and is to be continued in the autumn of 2022 for all degree programmes. Unlike before, the UAS BFI Vienna will however conduct the survey itself as it now has the necessary resources and the expertise to do so. The survey consists of around 40 questions about different areas of study, such as overall satisfaction with the studies, acquired competencies and the preparation for our graduates' careers. Furthermore, the survey also includes questions about intercultural competencies and the ability to work internationally. As the questionnaire is still work in progress the UAS

BFI Vienna is only able to provide a preliminary draft in German (see Annex 5 – Graduate Survey). In February 2022, the University of Applied Sciences BFI Vienna agreed to participate in the graduate tracking (ATRACK) of Statistics Austria which in future years will provide information on employment and labour market integration of former students. These new efforts are very much welcomed by the panel.

Other examples than the language modules, where international/intercultural learning outcomes are directly evidenced by examinations, are the various forms of examination used to assess modules with a clearly international content, such as Global Studies - Interdisciplinary Approaches, which includes one course on Policy Analysis in Europe and another on Public and European Business Law.

All in all, the panel has no doubt about the level of achievement of international/intercultural learning outcomes throughout the different tracks and study routes. The HEI proved that their graduates have achieved the intended learning outcomes. One weakness is still a missing formalised approach to measure the well elaborated learning outcomes and how to follow up results. The panel welcomes the first steps taken by the HEI towards conducting its own survey and participating in Statistics Austria's Graduate Tracking.

### **Conclusion and recommendations**

The panel concludes that the graduates achieve the intended international and intercultural learning outcomes.

### **Overall conclusion regarding Standard 2. International and intercultural learning**

The panel deems all the underlying criteria of this standard to be met. It is appreciated that the university has already taken the initiative to develop more sophisticated surveys to obtain further evidence on the extent to which the ILOs are achieved. It is evident that the University does not consider the ILOs merely as an add-on to traditional studies, but takes an integrated approach that includes many innovative approaches. The panel would like to recommend to put more emphasis on developing a quality cycle that measures the achievement, defines corrective measures once necessary and also follows up its impact and results. The Panel is convinced that the University will easily surpass this standard if it takes a more systematic approach to surveying graduates and evaluating them in the future.

The panel therefore assesses *Standard 2. International and intercultural learning* as satisfactory.

## Standard 3: Teaching and Learning

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### Criterion 3a: Curriculum

*The content and structure of the curriculum provide the necessary means for achieving the intended international and intercultural learning outcomes.*

The degree programme “Europäische Wirtschaft und Unternehmensführung” or “European Economy and Business Management” offers different study options:

- To study entirely in English
- To study especially during the first semesters mainly in German with increasing number of modules taught in English during the last two semesters.

In addition to the language option, students can always choose between full-time or career-parallel study. The transitions between the options are fluid depending on the study structure. Especially during the elective modules or international weeks, projects and field trips, students of different cohorts and study options mix up. The USP of the degree programme is independently of the learning language the focus on European and international aspects within management education.

Only recently, the university relaunched the programme to adapt the structure and content of the curriculum to an increasingly international and global business environment and to meet the need for intercultural environments at the university and in students' professional fields. The revised curriculum is described in detail in the self-assessment report. Throughout the six semesters, students improve their international and intercultural competencies by attending courses which contribute to our ILOs/CLOs to a varying degree (see Annex 3 – ECTS Course Catalogue). Thus, 24 ECTS are taken from modules within "Global Studies", 6 ECTS from "International Management", 6 ECTS from "Accounting & International Relations", 12 ECTS from "Communication in International Settings", 24 ECTS from language modules including "Communication Training" and in addition some electives also offer an international focus. In semesters 4 and 5, the can choose from the following five electives (German and English cohorts):

- Business in a Global Economy or
- Business Development or
- Social Entrepreneurship or
- Controlling, Risk & Finance (German) or

- Recht und Politik im internationalen Umfeld (German)

An added value of the language modules is the possibility to obtain an accredited language certificate. The distribution of ECTS with international content and/or focus applies to both the English- and German-speaking cohorts. The only difference with the German-speaking cohort is that, especially in the first semesters, the modules are mostly taught in German, but modules in the fifth and sixth semesters, such as "Communication in International Settings", are definitely also taught in English. The curriculum of both programmes can be also found on the internet page (<https://www.fh-vie.ac.at/en/pages/studies/bachelor>).

The list of partner universities (annex 7.5) shows 44 partner universities covering 22 foreign countries. Semester 4 is recommended as mobility window for the so-called long-term mobility of one semester. If one semester abroad is not feasible the HEI offers students to interact with students from other European countries and international experience on several days within International Week programmes.

The compulsory traineeship required by the Federal Act on Universities of Applied Sciences Studies Act (FHStG) can be also be conducted abroad. Students can choose to do their traineeship right after year 2, over the summer, to ease their workload in year 3. Originally, the traineeship takes place in semester 6 or late semester 5 and semester 6. Traineeships abroad are highly encouraged and supported by the programme. Students are supported in finding a traineeship by the traineeship coordinator who offers regular Q&A sessions throughout years 2 and 3, provides current job postings and also offers CV coaching and application training to students upon request. In addition, the university also offers its own Career Centre where students and alumni can find further current job postings.

In year 3, students apply their international and intercultural competencies when completing simulations/problem-based, collaborative learning tasks (see COIL "Global Collaboration and Networking" in Annex 3 – ECTS Course Catalogue), field-trips and carrying out their BA-projects.

The Student Intercultural/International Competency Assessment Matrix (see Appendix 5 - Intercultural/International Competency Assessment Matrix) provides information on how the development of students' international and intercultural competencies is supported across the curriculum. As all ILOs are supported by multiple modules, it is ensured that all successful students achieve the ILOs. Differences in the quality of achievement may be related to the fact that the experience of a semester abroad cannot be fully compensated by other measures. Yet given the interwovenness of intercultural and international competencies throughout the programme, the panel is convinced that regardless of the individual study path each graduate has been offered ample means to achieve the learning outcomes.

## Conclusion and recommendations

The panel concludes that the content and the structure of the curriculum provide all necessary means for achieving the intended international and intercultural learning outcomes.

### Criterion 3b: Teaching methods

*The teaching methods are suitable for achieving the intended international and intercultural learning outcomes.*

The university underpinned the importance of international and intercultural aspects for teaching and learning by its higher education teaching concept (compare criterion 1c). Accordingly, methods applied have to be consistent with the overarching concept.

The ECTS catalogue provides all teaching and learning methods used within the different modules. Summarised in simple words, the teaching methods are comprised of so-called interactive teaching in form of lectures and discussions, case studies, field trips, role plays, simulation games, team exercises, mentoring and certainly (supported) self-study. Those methods clearly reflect the programme's aim to build a competence-based curriculum, allowing students to strengthen their international and intercultural skills and abilities. Furthermore, the annex 5.2. "Learning Outcomes and Assessments" provides a detailed overview how the achievement of ILOs in the specific modules can be measured and/or made transparent.

Exam types, forms and methods are formally laid out in the "General Exam Regulations of the UAS BFI Vienna". Under paragraph 3 the subject of competence-oriented exams is described and also procedures and methods used for assessment and its quality assurance have to be devised in a way that safeguards a competence-oriented assessment of learning results.

In addition, the HEI described that with the relaunch of the degree programme, several lectures (VO) were transformed into integrated courses (ILVs) and further interactive elements were added to the curriculum to enhance the competency-based format. Integrated courses (ILVs) are characterized by a high share of interactive elements, including a combination of knowledge transfer through lecture-parts, reflection through discussions and written home assignments. Integrated courses include additional interactive didactical elements such as exercises, case studies, self-assessment, written reflection, and peer-learning. Peer-learning processes have been found to be particularly valuable when it comes to mixed student groups and enhancing international/intercultural skills and awareness. Most of these elements are

organised as home assignments and/or blended learning tasks and can make up to 49% of the final grading (portfolio exam). These new didactical elements contribute to enriching students' competencies by providing individual, formative feedback during the course and thereby enabling students to improve within the identified areas of the learning outcomes. Also, the number of practical courses, consisting only of continuous assessment activities, is relatively high across the curriculum.

Teaching and learning methods can be described as very diverse and suitable to achieve the intended (international) learning outcomes. This ensures that all students achieve all targeted international and intercultural learning outcomes. The correspondence between teaching methods and ILOs is strengthened by offering workshops and trainings to lecturers to improve their teaching by adapting teaching methods to contribute best to the ILOs. This is addressed in the higher education teaching concept chapter 5 "Good teaching methods" and chapter 8 "Internationalisation". The self-assessment report explains in detail the rationale behind ensuring competence-oriented teaching methods and exams and the achievement of defined learning outcomes.

Enrolled students are regularly asked to evaluate all attended courses to assess how these courses and the applied teaching methods contribute to the learning outcomes. Furthermore, the programme management meets semi-annually with student representatives to evaluate the alignment of teaching with the programme's SPInS and ILOs (see Annex 5 – Evaluation Talk). Adjustment of courses take students' feedback into account.

### **Conclusion and recommendations**

The panel concludes that the teaching methods are suitable for achieving the intended international and intercultural learning outcomes.

### **Criterion 3c: Learning environment**

*The learning environment is suitable for achieving the intended international and intercultural learning outcomes.*

The HEI included the learning environment already into its internationalisation strategy (annex 1). The third and fourth of four internationalisation goals are the following:

- "CAMPUS CULTURE and ADMINISTRATION. Strengthening our open-minded and welcoming campus culture through continuing development of employees' international and intercultural competencies.

- “THIRD MISSION and COMMUNICATION. Contributing to social progress and sustainability by promoting international and intercultural competencies within and beyond the university”

Also, the HEI “Strategy 2025” covers goals that have an impact on the learning environment, for example: “we will enhance the attractiveness of the university’s locations, and improve facilities in line with the needs of students and employees”.

Generally, a distinction must be made between the indirect learning environment and the direct learning environment. On one hand the university’s location in the heart of Europe provides excellent opportunities for students to gain relevant professional and cultural experience and competencies. On the other, the HEI and the programme as such provide excellent opportunities for an international and intercultural learning experience.

In addition, it is the students themselves that create an international learning environment on campus because the composition of the student group in the academic year 2020/2021 shows that in the English-speaking cohort around 53% have a citizenship other than Austrian (compare criterion 5a). The student groups are deliberately mixed by the lecturers or the programme management in order to promote mutual learning, which also contributes to internationalisation@home. To prove that the student cohorts mix up, the HEI has provided tables in the annex depicting incoming and outgoing students.

Among the measures that foster the international environment directly is the transparent information in English and German on and in the university: meaning all signs in the building are in English and information including websites are consistently presented both in German and English. All official documents such as university directives, forms, etc. are prepared in English and German versions and can be accessed via the university’s process management system PROMAS. Computer software such as Microsoft Office, the university website, the Moodle website and the campus information system (CIS) are available in both English and German versions. These measures aim to promote an international environment and consistent communication of information to all students. All staff members at the UAS BFI Vienna speak English. Regular trainings are provided to improve English language skills and intercultural skills (Annex 8, also compare next chapter). The university’s library is equipped with international publications. About half of the literature is non-German, and predominantly English (approximately 40% of all available literature). The small library is managed by a trained librarian who is approachable to organise inter-library loans. Different learning spaces for groups of different sizes (lecture halls, class rooms, project rooms) are available. Also, all necessary online facilities from wifi to online learning management systems are available. The building is bright and friendly. A variety of workplaces for staff and students, catering facilities,



a student lounge and certainly a service desk are also included. There is even one staff room for external lecturers so that they have their own place in between lectures. But the learning environment is also highly influenced by the individualised support given to students (compare 5c).

The feedback given by students and alumni during the site-visit was highly positive in regard to the international character of the programme. One direct way how the university obtains feedback on the topicality of the curriculum, the quality of teaching and the adequateness of the learning environment is that the programme director holds annual meetings with the student representatives (or “class speaker”) of each cohort to discuss, in addition to the quality of teaching, the general satisfaction and suggestions of the students. Also, the student survey at the end of study addresses the adequateness of the learning environment. Some activities that were described in the self-assessment report and were further discussed during the on-site assessment should be highlighted:

- Cross-Cultural Reflection & Action” (CREACT) – was established to prepare outgoings before and during their studies abroad (see Annex 7 – Support Services).
- The Erasmus Student Network (ESN) was established at the university in 2007 and seems to be very lively. Their main activities are organising the buddy-system for incoming students as well as social activities for incoming and outgoing students together with the International Office.
- The social point system is supposed to motivate students to do extracurricular activities that offer intercultural experience that will be rewarded with credits.
- To raise awareness of the importance of an international and intercultural university, UAS BFI Vienna is putting lots of efforts in highlighting diversity and engagement in intercultural activities e.g. by the means of posts on social media channels, website-entries, newsletters, but also competitions such as best paper awards and Erasmus+ best picture awards from students’ stays abroad.

All in all, the panel was pleased to see highly committed staff that continuously tries to improve a learning environment according to the needs of international students and programmes. The learning environment is adequate to achieve the intended learning outcomes and it is beneficial for all students.

### **Conclusion and recommendations**

The panel concludes that the learning environment is suitable for achieving the intended international and intercultural learning outcomes.



### Overall conclusion regarding Standard 3: Teaching and Learning

The panel found that the content and the structure of the curriculum provide effective means for achieving its international and intercultural intended learning outcomes. Thanks to UAS BFI Vienna successful collaboration with many partner universities and international companies, the programme is able to provide different options for students to make international and intercultural experience, suitable to their different contexts. In addition, the teaching methods are fitting and the learning environment provides suitable conditions for achieving the international and intercultural intended learning outcomes.

The panel therefore assesses *Standard 3: Teaching and Learning* as good.

## Standard 4: Staff

### Criterion 4a: Composition

*The composition of the staff (in quality and quantity) facilitates the achievement of the intended international and intercultural learning outcomes.*

The university distinguishes three different groups of teaching staff in the European Economy and Business Management programme:

1. The internal lecturers employed by UAS BFI Vienna have a strong scientific background and act as coordinators within our subject fields (management, accounting, law, economics, scientific methods, social and method competences, political science, English, and elective foreign languages).
2. The second group of teaching staff are the external lecturers (approx. 240). They contribute larger subject areas to the modules and have usually been working with the university for a long time. They focus more on the entrepreneurial environment and combine theoretical background with entrepreneurial experience in their teaching.
3. The third group is composed of guest lecturers.

According to the specific concept of a “Fachhochschule” in Austria, EWUF is taught by many external lecturers. The university has submitted CVs of around 20 members of internal staff – seven of them professors. In addition, CVs of seven external lecturers were submitted who cover larger subject areas (annex 8). The classes taught/subject disciplines covered by each lecturer have also been made transparent (Annex 8.3. Professional Coverage of the Core Areas of the Degree Programme). All topics are covered by qualified staff and all staff members have a clearly international profile. The university included in the self-documentation an interesting “Self-assessment of Staff’s International Background” (annex 8.3). The figures

provided underpin the relation of international and intercultural background of lecturers (internal and external) to teaching and research. It underlines the importance of the qualities of the staff for achieving the international learning outcomes.

In addition to the programme coordinator, the administrative staff is composed of seven staff members belonging to the International Office (IO) and six staff members working for quality management.

During the site visit the expert panel got a chance to speak to the programme director, other internal lecturers, external lecturers, the programme coordinator and additional administrative staff e.g. belonging to the international office and the QM to complete the picture provided in the self-report.

The criteria and the procedure for the selection of teaching staff are outlined in the self-report in Annex 7 (Recruitment Process) and can be found on the website (<https://www.fh-vie.ac.at/de/seite/hochschule/karriere-an-der-fh/ablauf-personalauswahl>). Apart from the academic qualification, the level of intercultural competence and international experience play an important role in the selection process.

The university explains that every new lecturer is given a kick-off introduction to the university and its processes. At the beginning of their teaching activities, external lecturers are intensively coached by the responsible heads of subject. There are annual meetings for all external and internal lecturers in the programme and, additionally, the heads of subject areas hold regular meetings with their lecturers.

As a means of quality assurance, each course is supported by an anonymous online evaluation by the students (at the end of the course, see Annex 5 – Course Evaluations). This performance monitoring helps to detect potential deficiencies and to develop counter-measures. Altogether, there is relatively little fluctuation among the teaching faculty. During the site-visit the university explains that between 50 to 70% of external lecturers are more than 5 years with the BFI. Four representatives of part time lecturers are even members of the academic council (compare criterion 1a). Part-time lecturers are even involved in programme development and considered as important resource.

During the site visit, faculty and administrative staff displayed a high level of commitment to their work and their students. The relatively small size of the internal teaching body and the administrative staff seem to foster a strong team spirit among the colleagues. The academic qualifications of the lecturers are generally quite high, in particular the link to the professional practice is evident.

## Conclusion and recommendations

The panel appreciates the existing composition of staff. They conclude that staff got the right academic profile to facilitate the achievement of the intended international and intercultural learning outcomes. Nevertheless, to even better reflect the needs of international students it is recommended to further diversify the composition of staff by integrating more people with foreign backgrounds. This is recommended for academic and administrative staff as well.

#### **Criterion 4b: Experience**

*Staff members have sufficient internationalisation experience, intercultural competences and language skills.*

Concerning the intercultural and international competencies of internal and external lecturers, a survey was conducted in February 2021 (compare previous chapter) to analyse in how far teaching staff obtained intercultural and international experience during education, in research- and/or work-related situations. The results are described in detail in the self-report. One important outcome is e.g. that all external lecturers can draw on experiences in international teams and international settings and all internal lecturers focus more on research-related international projects (100% experiences of internal lecturers). Summarised, all lecturers have more or less international and intercultural experiences.

In addition to the recruitment process there is a continuous training process in place for staff at UAS BFI Vienna. These trainings also cover the acquisition of intercultural and international experiences (see annex 8).

Before the pandemic lecturers and administrative staff used the Erasmus Teaching Mobility and Erasmus Training Mobility programmes to strengthen their intercultural competencies by working with colleagues at partner universities.

All teaching staff mentioned in the CVs in annex 8 speak at least one other language in addition to German and English. Altogether they cover 12 different languages in-depth. Administrative staff speaks at least German and English. English competences are evaluated for all staff already during the first job interview and in case of teaching staff they can further prove their English skills in teaching sequences which are part of the recruitment process.

The study programme is also directly benefitting of research activities by the HEI. Examples are EU-financed projects as e.g. on “Diversity and Social Cohesion in the European Union” (DISCEU) in the context of the Jean Monnet Chair at the BFI or on “Europe in Crisis: Challenges and Scenarios for Cohesion (EU-CSC)”. Some of the relevant research projects are even directly financed by the city of Vienna (see <https://www.fh-vie.ac.at/de/seite/forschung/fh-forschungsprojekte/stadt-wien-projekte>). Staff CVs contain

sufficient evidence that they are involved in current research activities that also lead to international lectures and publications.

Students confirmed that they perceive lecturers and in particular the diversity of external lecturers bringing in their personal (international) experiences as very enriching.

### **Conclusion and recommendations**

The panel concludes that staff members have sufficient internationalisation experience, intercultural competences and language skills. The panel appreciated the previous trainings on intercultural and international topics that were conducted during the last years. The panel likes to highlight the way how the university analysed the responsiveness of staff to the international student body. Additional consideration should be given to assessing the appropriateness of staff's international/intercultural sensitivity as part of regular student evaluations.

### **Criterion 4c: Services**

*The services provided to the staff (e.g. training, facilities, staff exchanges) are consistent with the staff composition and facilitate international experiences, intercultural competences and language skills.*

At programme level semi-annual (until 2020 - annual) performance reviews, staff exchanges and trainings as well as participation in international conferences and research are discussed. For administrative staff, focus is laid on language skills, administrative trainings with intercultural focus and international experience exchange.

More generally, staff development and continuing education are centrally organised at UAS BFI Vienna. The university explained that continuing education and conference visits are usually completely financed for all employees by UAS BFI Vienna, and are regarded as working hours. Another additional incentive is the Employer/Works Council Agreement on Education and Continuing Education, which provides for a paid three-month leave for educational purposes or for the purpose of working on publications. Semi-annual comprehensive appraisals serve, among other aspects, to reflect on staff development at individual level, i.e. on the need for developing competencies and on meeting previously established targets.

The development targets agreed on in the appraisal by employee and immediate superior and the arising need for continuing education are communicated to the head of HR, and then enter the UAS' central Continuing Education Planning.

Between 2017 and 2021 altogether 25 internal trainings with international/intercultural foci were provided to internal staff members and external lecturers (Annex 8.2). Internal staff

members include administrative staff. Topics provided cover e.g. the integration of intercultural knowledge into student interaction, internationalising the curriculum, gender & diversity didactics, English communication skills and even Russian language courses. Also, specific courses are offered for non-lecturers (e.g. train-the-trainer).

Whereas the attendance of general trainings is optional but recommended, the onboarding-programme for newly recruited employees is mandatory.

The services provided are manifold and in line with the staff composition. By the means of semi-annual comprehensive appraisals and the agreed individual targets with the immediate superior it is ensured that necessary trainings are provided and attended.

The verifiable indicators on p. 13 of the self-report mention that the number of degree programme staff participating in Erasmus+ staff mobility should be increased to 2 per year. To make use of this valuable initiative of ERASMUS mobility for staff is highly appreciated. Especially the focussed exchange among partner universities helps to better understand different viewpoints and approaches that at the end a more coherent communication to students on mobility activities can be assured.

In addition to formalised monitoring, appraisal, feedback loops and meetings, it is the small size of the university which facilitates to a certain extend communication and the direct exchange on the “fitness” and success of measures taken. It also became obvious during discussions that the university staff is highly reflective on what internationalisation means or may mean for this small university being in the heart of the international city of Vienna.

#### **Overall conclusion regarding Standard 4: Staff**

The panel found the staff composition, staff experiences, knowledge and skills and services provided for staff members to be very much in line with the international and intercultural dimensions of the programme. The panel found the programme to surpass the generic quality for this standard. The programme clearly goes beyond the acceptable level of attainment across the standard’s entire spectrum. The panel deems all the underlying criteria of this standard to be more than appropriately met. The panel found no shortcomings in any of the underlying criteria. To even further improve, the panel recommends to further diversify the composition of staff by integrating more people with foreign/intercultural backgrounds and to integrate the assessment of the appropriateness of staff’s international/intercultural sensitivity as part of student evaluations.

The panel therefore assesses Standard 4: Staff as good.

## Standard 5: Students

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### Criterion 5a: Composition

*The composition of the student group (national and cultural backgrounds) is in line with the programme's internationalisation goals.*

The composition of the student groups in the academic year 2020/2021 shows that in the English-speaking cohort around 53% have a citizenship other than Austrian. Similarly, in the German-speaking cohort, 27% of students have a non-Austrian citizenship (self-assessment report p. 34).

In total, the first-year students of the EWUF programme from 2017 to 2021 have 58 different citizenships. Besides Austria, Germany, Albania, Chile, Croatia, Bulgaria, Bosnia and Herzegovina, Georgia, Hungary, Poland, Romania, Spain, Serbia, Slovakia, Syria, Romania, Ukraine and others also from the Asian and African continent are represented. As expected, it is only the cohort studying part-time where almost 90% of the students have an Austrian background (annex 7).

As in other study programmes a certain proportion of the international students stayed during application already in Austria. At this point it must be added that the university uses a broader definition of "international" students. "International" is not limited to students from abroad, but also includes, for example, students with a migration background or students who earned their Bachelor's degree in Austria and live and work here, but originally come from another country. This reflects Vienna's situation as an international city and melting pot of nationalities and cultures. In addition, many of the students with Austrian citizenship stem from families with migratory backgrounds (mostly 2nd or 3rd generation), as is in particular typical for the Vienna region (self-assessment report p. 34).

The university explains that students do not only experience diversity within their own cohorts, but in addition, cohorts are mixed in all compulsory elective language courses throughout the 3 years, and all three cohorts are joined in the five elective modules taking place in semesters 4 and 5, of which students need to select one, as well as in the two field-trips (semesters 4 and 6). The different experiences of students do not only stem from different national and cultural backgrounds, but also from a range of backgrounds as working experience is concerned (students who have never worked/completed traineeships/are firmly rooted in their workplace – within different sectors). Student-centred learning is therefore enriched by peer-learning which uses students' various backgrounds and different first-hand experiences as an important resource, thereby also contributing to our programme's internationalisation goals.

The diverse student population composition in terms of nationalities and cultures mirrors the intended international and intercultural learning outcomes of the programme. Examples how the correspondence between the student group composition and the programme's internationalisation goals are demonstrated are for example: the university makes use of virtual exchange activities or COIL courses in the formal curriculum, e.g. in the "Meetings and Negotiations" course (semester 4) or the "Global Collaboration and Networking" COIL course in semester 5, or activities in the informal curriculum, such as the "Conversation tables". All these activities necessarily make use of different national and cultural backgrounds to obtain good results.

To maintain and even increase the international diversity of the student body, staff members have attended in recent years several international education fairs to promote the degree programme abroad and to attract international students (compare self-assessment report).

### **Conclusion and recommendations**

The panel concludes that the composition of the student group (national and cultural backgrounds) is clearly in line with the programme's internationalisation goals. Nationalities are diverse and the university strives to maintain this diversity, e.g. by attending international study fairs.

### **Criterion 5b: Experience**

*The internationalisation experience gained by students is adequate and corresponds to the programme's internationalisation goals.*

The most important opportunities of students of the European Economy and Business Management programme to gather international experiences can be summarised as following:

- semesters abroad at one of around 40 partner universities (see Annex 7) via Erasmus+ or other co-operations,
- short-term mobilities such as
  - international weeks,
  - summer schools,
  - traineeships abroad or in international companies,
- internationalisation@home activities in the formal or informal curriculum
- language classes

- International or Internationalisation Projects in the curriculum
- (international) field trips
- the internationalised curriculum taught by internationally and interculturally experienced teaching staff.

Many of the international opportunities – especially the semester abroad are voluntary and can be replaced by an international week at home and/or other activities within the frame of internationalisation@home. Others as the language classes are compulsory. Between 2017 and 2021 around 170 students from other countries studied in the programme generally for one semester. Their presence contributes to the internationally and interculturally composed student body which positively impacts internationalisation@home (annex 7.6).

For the German taught programme there is a module on Business English and students have to choose between French, Russian or Spanish as additional language. The number of modules entirely taught in English increases over the course of study.

For the English-taught programme, students can since recently choose between German and Chinese in semester 3. To learn an additional language besides English and their mother tongue became obligatory for all students. Internationalisation@home is experienced by all students e.g. in form of virtual international collaboration (COIL).

As most of the students work and study (not only those that study career-parallel but also full-time students) one semester abroad cannot always be realised (mainly time and economic constraints). The university increased the focus on different short-term mobilities to better cater to students' current life realities: instead of a single field-trip in semester 6, students participate in two field-trips (semesters 4 and 6) in the new curriculum. Additionally, further virtual exchange activities were introduced into regular courses of the curriculum.

The internationalisation experiences are highly in line with the programme's internationalisation goals as depicted in the matrix on Programme's International Learning Outcomes (annex 4). The ILO 4 claims that "graduates will be able to be aware of and understand international and intercultural characteristics in work-related situations". Due to the student body composition, incoming and outgoing students and all curricular and extra-curricular international activities offered, it is guaranteed that all graduates will have achieved the outcome.

In addition, students are encouraged to reflect on their time at the UAS BFI Vienna and their studies in a final student survey. The survey includes, among others, questions about service



providers and satisfaction with their studies. For future surveys starting in May 2022, specific questions about intercultural competencies are included to assess their ability to work in an international working environment. These issues are also addressed in the evaluation discussions (see Annex 5 – Evaluation Talk).

Recently, the university initiated talks to develop a Double Degree Programme with the Universidad de Valparaíso in Chile. This could raise the attractiveness and international experience options of the programme even more.

### **Conclusion and recommendations**

The panel concludes that the programme offers students ample internationalisation and intercultural experiences. These experiences correspond well with the programme's intended internationalisation and the backgrounds and options students have. The panel agrees that all students will make international and intercultural experiences.

### **Criterion 5c: Services**

*The services provided to the students (e.g. information provision, counselling, guidance, accommodation, Diploma Supplement) are adequate and correspond to the composition of the student group.*

Different and well-established services are provided to incoming and outgoing students.

Incoming students: The International Office (IO) supports incoming students by establishing e-mail contact prior to their arrival in Vienna to advise on the appropriate choice of courses, visa requirements, accommodation options, etc. The incoming coordinator is available to answer questions before, during and after the students' stay.

In addition, second-year students are encouraged to participate in a buddy system. The buddy helps new students understand the programme and provides tips about the university and Vienna. An advantage of this system is that both buddies and new students profit from deepening their intercultural understanding. The buddy system is organised by the Erasmus Student Network (ESN) before the student arrives in Vienna.

Outgoing students: The international degree-seeking students are supported by a staff member from the degree programme's team who organises the reception and mentoring of these students. Local students are regularly informed about the possibilities for studying abroad and related scholarships, and about available traineeships abroad. Detailed information is distributed via the IO website. In addition, the IO organises diverse information



events and provides information on short-term mobility options such as international weeks or summer schools (typically one to two weeks).

In addition to the services supporting the formal curriculum (compare chapter 3), the UAS BFI Vienna offers students various voluntary extracurricular services. Students are regularly informed about opportunities for studying and working abroad, by keeping them up-to-date (by e-mail newsletter) about English-language events and activities in Vienna.

The university website is a vital source of information for current and future students, as well as alumni, providing important information on a variety of topics, from the application procedure till graduation ceremonies and alumni topics.

For applicants, an array of online info-sessions throughout the application period will be hosted, again to facilitate access to information and to allow applicants to get to know the staff and to get a feeling of what the atmosphere in the programme will be like. For students, more detailed information on studies (content of studies), deadlines and procedures are provided via the programme's Moodle platform (the learning management system).

The information management system CIS (Campus Information System) provides students with information on their schedules and exam dates, as well as grades. In addition, students can download the Studo-App for free, via which they can access CIS and Moodle on their smartphones.

During the obligatory Onboarding Week, which was implemented in the updated curriculum, students are introduced to the structure and requirements of the programme, get to know the university, its culture, and their points of contact, start group-forming processes and are guided through the online-learning and information-tools (Moodle, MS Teams, CIS). The Onboarding Week is a useful means for international students to learn about the study culture, to get to know their colleagues (national and international) and start building a network within their new surroundings.

Correspondence between these services and the student group composition is demonstrated in the annual study environment survey, where students can evaluate, among other things, the services provided by the UAS BFI Vienna, teaching staff, coordinators and their programme director as well as the infrastructure of the UAS BFI Vienna. Furthermore, students may evaluate international/intercultural services such as short- and long-term mobility or international activities at the UAS such as International Weeks.

Of course, all graduates of the university receive a Diploma Supplement, a Transcript of Records, a Bachelor Exam Certificate and a Bachelor Diploma in English and German upon completion of their studies (see Appendix 6 - Graduation Documents).

From the interviews it was clear that students seem to be highly satisfied with the services and individual counselling provided. Staff is easily approachable and they always try to find tailor-made solutions. The diversity of students is matched by a diversity of services offered. Besides formal evaluations that address intercultural and international aspects which may lead to improved student's services, a so-called class speaker system guarantees that smaller problems can be immediately addressed and mostly solved.

### **Conclusion and recommendations**

The panel concludes that student services are diverse and well above average. The university proactively informs (future) students about their possibilities but also duties. The university found a good balance between obligatory and voluntary measures that students are supported to gain international and intercultural experiences.

### **Overall conclusion regarding Standard 5: Students**

The panel found that the university manages the heterogeneous groups and cohorts of EWUF extremely well so that all students can benefit. The "EWUF groups" are composed of different levels of English skills, different work experience, they may study full-time or career-parallel – all groups have in common that they will gain an excellent internationalisation experience in particular by learning from each other. It is the group cross-over experience which is very well managed and in addition the opportunity to spend a semester abroad in combination with the acquisition of additional language skills (Russian, Spanish, French). An internationally recognised language certification is offered. The panel deems all the underlying criteria of this standard to be systematically surpassed. The panel therefore assesses *Standard 5: Students* as excellent.

## 6. Overview of assessments

Standard	Criterion	Level of fulfilment for each standard unsatisfactory/satisfactory/good/excellent (see descriptions in chapter 4)
1. Intended internationalisation	1a. Supported goals	good
	1b. Verifiable objectives	
	1c. Impact on education	
2. International and intercultural learning	2a. Intended learning outcomes	satisfactory
	2b. Student assessment	
	2c. Graduate achievement	
3. Teaching and learning	3a. Curriculum	good
	3b. Teaching methods	
	3c. Learning environment	
4. Staff	4a. Composition	good
	4b. Experience	
	4c. Services	
5. Students	5a. Composition	excellent
	5b. Experience	
	5c. Services	

## Annex 1. Composition of the panel

### Overview panel requirements

Panel member	Subject	Internat.	Educat.	QA	Student
• Prof. Dr. Nicolas Beutin,	X	X	X	X	
• FH-Prof. Mag. Dr. Doris Kiendl	X	X	X	X	
• Dr. Kees-Jan van Klaveren		X		X	
• Prof. Dr. Oliver Kruse	X	X	X	X	
• Herr Christoph Oswald		X		X	X

Subject: Subject- or discipline-specific expertise;

Internat.: International expertise, preferably expertise in internationalisation;

Educat.: Relevant experience in teaching or educational development;

QA: Relevant experience in quality assurance or auditing; or experience as student auditor;

Student: Student with international or internationalisation experience;

*At ZEVA, the entire expert group is jointly responsible for the procedure and its outcomes. This approach is also supported by the expert group. Thus, the position of the chair is not needed.*

- Dr. Nicolas Beutin, PwC (2013-2020), self-employed Consultant and Visiting Professor at Quadriga Hochschule Berlin (Germany)

In addition to his independent consulting work, he is responsible for the MBA programme Leadership & Sales Management at Quadriga University. He was Managing Director - Pricing & Commercial Strategy Lead Europe at Accenture until 2021. Previously, he worked for PwC and E&Y EY/J&M, among others. His management activities have taken him to over 32 countries.

- FH-Prof. Mag. Dr. Doris Kiendl LL.M., FH JOANNEUM, Graz (Austria), Professor for International Management

Dr. Doris Kiendl is a full-time FH professor at FH JOANNEUM in Graz. She teaches the subjects European Law and International Business Law in the Bachelor's programme "Management of International Business Processes" and International Economics and



Transnational Law in the English-language Master's programme "Business in Emerging Markets".

- Dr. Kees-Jan van Klaveren, Data Protection Officer, Hogeschool Rotterdam (Netherlands)

One of his major duties is to monitor internal compliance with the GDPR. His previous position as Senior Auditor Quality Assurance at the Rotterdam University of Applied Sciences included the regular reviews in the area of teaching and research. He conducted an ECA training on assessing the quality of internationalisation and acted already as expert in such assessment.

- Prof. Dr. Oliver Kruse, Deutsche Bundesbank Hochschule - University of Applied Sciences, Professor „Zentralbankwesen/Central Banking

His main areas of teaching cover bank management, securities management and the financing of SMEs. Until 2021 he took over the function as a Vice Rector for the University. During his industry period he was Vice President at Commerzbank and responsible for Business Management for the Institutional Sales and Products Divisions.

- Herr Christoph Oswald, Student of the international Master Programme Industrial Ecology at the University of Graz.

He is already holding a B.Sc. in Produktionstechnik und Organisation. In 2017 he was an international exchange engineering student in Victoria, Canada. He is a member of the Austrian student accreditation pool and participated as expert in several accreditation procedures at universities in Austria.

Coordinator: Dr. Dagmar Ridder, Head of Accreditation and Certification, ZEvA

## Annex 2. Documents reviewed

- Self-evaluation report

Annexes (among other):

- Strategy 2025
- Gender Guidelines
- Higher Education Teaching Concept
- Higher Education Teaching Concept: Formulating Learning Outcomes
- Higher Education Teaching Concept: Guiding Principles
- Internationalisation Strategy
- SPInS (Study Programme Internationalisation Strategy)
- Overview of the curriculum in diagrammatic form
- Description of the curriculum components, ECTS Course Catalogue
- Mobility Options
- The programme's international learning outcomes and Assessments
- A reference to courses or other (curricular) activities where intercultural and international learning outcomes will be achieved (if not already included in the course catalogue)
- Student Handbook
- Example of a Diploma Supplement
- Table of student population over the last four years/educational background of students
- CVs of the staff, trainings conducted
- List of Student Assessments
- Students' Intercultural/International Competencies Assessment Matrix
- A list of international or internationalisation activities and/or projects related to education over the last three years and the programme's role in these
- Cultural Intelligence Scale
- General Exam Regulations
- Evaluations & Surveys

## Annex 3. Site visit programme

### Tuesday, 21 June 2022

Location:	CourtYard Hotel, Vienna
16.30-20.00	Preparatory meeting of the panel
20.00	Joint Dinner

### Wednesday, 22 June 2022

08.00-8.30:	Arrival of the panel, internal meeting and possibility to review additional documentation and studentwork.
08.30-09.30	Meeting with management of the programmes and representative of the university management

<i><b>Full name</b></i>	<i><b>Position</b></i>
• Mag. <sup>a</sup> Eva Schiessl-Foggensteiner	Managing Director
• Mag. <sup>a</sup> Evamaria Schlattau	Deputy Managing Director, Head of Quality Management
• Rektor (FH) Prof. (FH) Mag. Dr. Andreas Breinbauer	Head of the Academic Council
• Vize Rektorin (FH) Prof. <sup>in</sup> (FH) Mag. <sup>a</sup> (FH) Ina Pircher	Deputy Head of the Academic Council
• Dr. <sup>in</sup> Cordelia Menz	Project manager CeQuInt
• Ingrid Pleschberger, BA, BA, MSc	Head of International Office

09.45-10.45	Meeting with students (max. 9 persons)
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<i><b>Full name</b></i>	<i><b>Study programme and semester/year</b></i>
• Alexander Fischer, BA	ARIMA / 4 <sup>th</sup> semester (online)
• Seyed Omid Razavi Zadeh	ARIMA / 2 <sup>nd</sup> semester
• Natalya Ursul	ARIMA / 4 <sup>th</sup> semester
• Ani Kücüksivazliyan	EWUF / BEWE 2 <sup>nd</sup> semester



• Lara Maria Petritsch	EWUF/BEWU 4 <sup>th</sup> semester & member of the academic council
• Pavel Piatkin	EWUF / BEWE 4 <sup>th</sup> semester
• Valentin Slowak, BA	IBF / 2 <sup>nd</sup> semester
• Gözde Suludere, BA	IBF / 3 <sup>rd</sup> semester
• Tanja Törek, BA	IBF / 3 <sup>rd</sup> semester

11.00–12:30 Meeting with teaching staff (incl. heads of programmes, max. 12)

<b>Full name</b>	<b>Module or Course</b>
• Prof. <sup>in</sup> (FH) Mag. <sup>a</sup> Silvia Helmreich	ARIMA / degree programme director, Research Methods, ALM and RM for Banks
• Dr. <sup>in</sup> hab. Ewa Dziwok	ARIMA / Alternative Investments, DD Partner University of Katowice (online)
• Dr. Silviu Ursu	ARIMA / DD partner University of Iasi (online)
• MMag. Johannes Langthaler	ARIMA / Fundamentals of Economics
• Prof. <sup>in</sup> (FH) Dr. <sup>in</sup> Elisabeth Springler	EWUF / degree programme director, Economic policy, BA Seminar, Field Trip, Study Organisation and Business Skills
• Mag. <sup>a</sup> Barbara Ebersberger-Fischerlehner	EWUF / Internship Coordinator; Business English, Meetings and Negotiations, Field Trip
• Dr. Bernhard Zeilinger	EWUF / Introduction to Political Science, Acting in a Multilevel Governance, BA Seminar, Field Trip
• MMag. Christian Mandl	EWUF/Hon. Prof. Wirtschaftskammer Abteilungsleiter Europa; Politikfeldanalyse im europäischen Kontext, Regieren im europäischen Mehrebenensystem (BEWU)
• Mag. (FH) Gernot Kreiger, MBA, zPM	IBF / degree programme director, Distribution strategies and customer perspective
• Mag. Dr. Jan Grumiller	IBF (also teaching in EWUF) / International political economy and finance (online)

• Mag. Georg Puntus LL.M.	IBF / Fundamentals of European Banking Law, Legal framework for international banking
• Dr. Johannes Rosner, CFA, FRM, ERP	IBF/International Banking and Business Models

12.30–13.30 Lunch, including internal meeting of panel members and review of material

13:30-14.15 Walk around the building  
Degree programme directors (E. Springler, S. Helmreich, G. Kreiger)

14.15-15.00 Meeting with alumni and/or professional field (approx. 6-9 persons)

<b>Full name</b>	<b>Current position (type of stakeholder)</b>
• Verena Anna Berger, MA	ARIMA / Gutmann Kapitalanlage (alumna)
• Filippo Fratini, MA	ARIMA / Erstebank IT (prof. field and alumnus)
• Dr. Manuel Lingo	ARIMA / Stellvertretender Abteilungsleiter Abteilung Statistik–Data Governance, Stammdaten und Bankenabwicklung, Oesterreichische Nationalbank (prof. field)
• Ha Phong Trinh, BA	EWUF / BEWE alumnus, former president of Erasmus Network
• Susanne Mandl, BA	EWUF / Angestellte bei EU Vertretung Wien (BEWU alumna)
• Yalcin Duman, MA	IBF / Geschäftsleiter RaiBa Schwechat (alumnus)
• Claudia Karacs-Sollnböck, MA	IBF / Management Consultant, Accenture (alumna)
• Mag. Mario Lang	IBF / Leitung Human Resources, Organisationsentwicklung & Office Management, Wiener Privatbank SE (prof. field)

15.15-16.00 Meeting with representatives International Services (Int. Office, Quality Management,...)

<b>Full name</b>	<b>Current position</b>
• Mag.a Veronika Hallwirth	• ARIMA / degree programme coordinator
• Mag.a Marion Haberfellner	• EWUF / degree programme coordinator
• Mag.a Ulrike Haider-Moser, LL.M., MBA	• Head of Admission Office
• Sabine Gössl-Böhm, BA	• Head of HR
• Mag. Claus Inanger	• International Office (Outgoing Mobility)
• Mag.a Claudia Redtenbacher	• International Office (Staff Mobility)
• Anne Schitter, MA	• International Office (Incoming Mobility)

16.00- 18:00 Panel discussion on the outcomes of the assessment

18.00- 18.30: Final meeting with management

<b>Full name</b>	<b>Position</b>
• Mag. <sup>a</sup> Eva Schiessl-Foggensteiner	Managing Director
• Mag. <sup>a</sup> Evamaria Schlattau	Deputy Managing Director, Head of Quality Management
• Rektor (FH) Prof. (FH) Mag. Dr. Andreas Breinbauer	Head of the Academic Council
• Vize Rektorin (FH) Prof. <sup>in</sup> (FH) Mag. <sup>a</sup> (FH) Ina Pircher	Deputy Head of the Academic Council
• Dr. <sup>in</sup> Cordelia Menz	Project manager CeQuInt

18:30 End of site visit and departure



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