



# Re-Accreditation Executive MBA – Report



## General Information

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**Name and Address of School:**

Frankfurt School of Finance & Management gGmbH  
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**Name of President of the School (there is no parent institution):**

Prof. Dr. Nils Stieglitz  
President & CEO

**Quality Management:**

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**Programme Management:**

Dr. Markus Mädler, Programme Director  
Prof. Dr. Michael Grote, Academic Director

**Study Programme:**

Executive MBA (MBA)

**Date of Programme Audit:**

26.02.2021 (programme presentation)  
05.03.2021 (programme assessment)  
13.04.2021 (decision on programme accreditation by the Accreditation & Continuous Improvement Committee)

**Auditors:**

External Faculty:	Prof. Dr. Ramakrishna Velamuri, Dean of School of Management, Mahindra University
Business representative:	Tim Shahriar Tabrizi, Sivantos
Student:	Yasemin Derviscemallioglu, Class of 2021
External Student:	Simon Mashala, GEMBA, WU Executive Academy
Alumna:	Regina Schüller, Senior Communications Executive & Interim Manager, Class of 2018

**Audit Result:**

In the conformity check ("formale Kriterien") not all criteria were fulfilled and conditions regarding the modularisation were imposed. In the assessment of the curriculum and concept part ("fachlich-inhaltliche Kriterien") all criteria were fulfilled.

## Executive MBA Programme Profile

Degree	MBA			
Type of study	Presence	<input type="checkbox"/>	Blended Learning	<input type="checkbox"/>
	Full-time	<input type="checkbox"/>	Intensive	<input type="checkbox"/>
	Part-time	<input checked="" type="checkbox"/>	Joint Degree	<input type="checkbox"/>
	Dual	<input type="checkbox"/>		<input type="checkbox"/>
	Extra-occupational	<input type="checkbox"/>		<input type="checkbox"/>
	distance learning	<input type="checkbox"/>		<input type="checkbox"/>
Standard period of study in semesters	3 Semesters (18 months)			
Number of ECTS credits awarded	60 ECTS			
Assignment of the study programme	Post-exp. master's degree			
Profile type	Application-oriented			
Start of study on (date) first year it was offered?	2010			

  

First accreditation (date)	21.07.2011
Re-accreditation (date)	24.11.2017

### 1. Programme Name and Degree

Executive Master of Business Administration (MBA)  
(Post-experience Programme)

### 2. Qualification Goals and Learning Outcomes

#### Learning Goal 1

*In-depth knowledge and understanding of executive leadership and general management, as well as business acumen.*

Graduates have the integrated understanding and strategic perspective of a senior executive or entrepreneur who administrates business and leads people in the 21st century. Graduates possess an acute perception of contemporary management challenges and provide thought leadership. They draw upon sound functional and cross-functional knowledge of management concepts and disciplines, and develop innovative solutions that work in the real world.

#### Learning Objective 1

Students demonstrate strong theoretical and practical knowledge of the concepts of business, entrepreneurship, management and leadership, as well as the interdependencies among them.

#### Learning Objective 2

Students can identify the assumptions, benefits, limitations and practical utility of the contemporary models and frameworks in general management, and benchmark them against their own professional experience.

#### Learning Objective 3

Students can explain the major trends in business and society, such as technology, economy and the environment, and know their impact on business and leadership.

#### Learning Objective 4

Students know how to integrate theoretical and practical knowledge across concepts, disciplines and functions to solve complex problems.

#### Learning Goal 2

*Independent and critical thinking skills combining analysis, judgment and creativity to generate innovative solutions and make balanced strategic decisions in a global environment.*

Graduates combine independent, forward-oriented thinking with business acumen, executive-level management techniques, and quality decision-making to address business challenges and implement effective solutions. Based on sound qualitative and quantitative research and rigorous analysis, they are able to identify opportunities, ideate innovative solutions, and implement them effectively and efficiently.

#### Learning Objective 1

Students form independent opinions by collecting, processing, synthesizing and evaluating qualitative and quantitative information from a variety of scientific, professional and practical sources to reach appropriate business decisions.

#### Learning Objective 2

Students apply comprehension, analysis, judgment and creativity to develop comprehensive, interdisciplinary solutions to complex problems.

#### Learning Objective 3

Students balance contradictory goals, risk-return tradeoffs and conflicting interests to make thoughtful, competent and farsighted decisions in imperfect conditions, under uncertainty and with incomplete information.

#### Learning Objective 4

Students translate learning into concrete actions, acting on identified opportunities and orchestrating the result-oriented implementation of decisions in a rapidly changing global context/environment and with scarce resources.

#### Learning Goal 3

*Effective executive communication, collaboration and cooperation skills.*

Graduates master concise and effective spoken and written communication based on emotional intelligence and intercultural sensitivity. They present, discuss and defend fact-based arguments that convince their audience, move people to congruent action and achieve positive change when necessary. As both leaders and members of teams, they set high standards, establish trust, and create an environment of collaboration and cooperation that inspires high performance.

#### Learning Objective 1

Students demonstrate convincing executive writing skills in research, business reports, and other forms of written business communication with stakeholders.

#### Learning Objective 2

Students persuade in spoken communication by listening actively, reducing complexity, crafting coherent arguments, interacting with honesty and empathy, and purposefully moving people to action and change.

#### Learning Objective 3

Students are effective team leaders and team members who competently collaborate and cooperate with diverse, interdisciplinary and intercultural teams towards common tangible outcomes.

#### Learning Objective 4

Students are versed negotiators who can balance opposing interests, work constructively towards mutually beneficial solutions, and are able to manage and resolve conflict.



#### Learning Goal 4

*Responsible, inspirational and ethical leaders of management teams and organizations.*

Graduates are self-aware and mindful leaders with the character needed for leading in any organizational or cultural context and in the global environment. They decide and act based on ethical considerations, comply with regulatory requirements, and enhance the well-being of their stakeholders, organizations, society and the environment.

#### Learning Objective 1

Students will reflect and develop their own leadership character based upon understanding of personal virtues and traits, ethical values, professional standards, managerial competencies, and leadership styles.

#### Learning Objective 2

Students are mindful and authentic managers who act with professionalism, integrity and compliance grounded in a strong sense of ethics, an entrepreneurial mindset and an enlightened self-awareness in their roles as leaders and members of business and society.

#### Learning Objective 3

Students lead by example, exert positive influence over others, champion diversity and inclusion along a variety of dimensions, and orchestrate personal, organizational and societal change for the better.

#### Learning Objective 4

Students balance constancy of purpose, persistence and flexibility to engage stakeholders and to create and sustain shared economic, social and environmental value.

### 3. Target Group/Student Profile

The Executive MBA targets experienced business managers who display the personal, academic and professional readiness for transforming themselves into extraordinary executives and entrepreneurs (e.g. C-level, managing director) who are inspirational and responsible leaders in business and society worldwide. They also want to achieve such transformation by acquiring additional qualifications through a rigorous, demanding study program that deepens their management expertise, boosts their leadership skills, and expands their network across industries and countries.

Formally, the program's admission criteria require from every candidate a first professionally qualifying degree at least at bachelor's level (i.e. 180-240 ECTS) or equivalent professional qualification, and normally more than seven years of relevant full-time work experience (equivalent to 30 ECTS per year), including some senior management experience.

### 4. Curriculum (e.g.: main learning content, practical relevance, student mobility, specializations, for POMs and MBAs: explanation of connection between professional qualification and study program concept, etc...)

The focus of the curriculum is on general management knowledge, skills and competences as required for a successful executive in the 21st century.

This means that the curriculum consists of a purposefully balanced combination of classic general management topics of timeless relevance (such as accounting or finance) and modern topics of critical future relevance (such as digitalization and technology). That said, also in the more classic topics, module content of course integrates modern challenges (e.g. fintech in finance or responsibility reporting in accounting). It also balances functional competences (such as marketing and operations management) with the facilitation competences (such as leadership and organizational governance) that executives critically need to working on the business rather than in the business.

## 5. Didactic Concept

The didactical concept of the EMBA rests on approaches of modern adult learning theories and relies on the premise that participants already have an existing base of knowledge and experience that they can contribute to the learning journey, that their motivation levels are high, that they are independent, self-sufficient and can organize themselves, and that the role of the “teacher” is rather one of facilitator, mentor, or moderator.

Accordingly, the teaching and learning methods in the EMBA are learner-centric and built around interactive and collaborative teaching and learning drawing from problem-based case learning, self-directed learning, experiential learning, and action learning. They harness the collective experience of the participants and enhance the practice-oriented nature of the program. Based on their expertise and in close collaboration with the program director, faculty have considerable freedom to select teaching and learning methods that best correspond to the content of their module and to their personal style.

To leverage peer-to-peer exchange and learning, the case study method is the primary didactic method followed by team projects.

## 6. Study Format (presence, blended-learning, 3-day module, etc...)

The EMBA is a part-time study program that has been designed to allow participants to continue in a full-time managerial role while completing their studies. Class sessions are scheduled with a 3-week frequency as standard. A total of 3 block weeks and 13 extended weekends (Friday afternoons, Saturdays and Sundays) assure minimum disruption to professional life.

As a part-time program, the EMBA rests on the primary pillar of in-person, face-to-face class sessions. Going forward, the increased acceptance of online learning also extends to the target group. Therefore, more strongly blending and/or hybridizing the learning experience is envisioned for the future, though the details are still to be determined. Any such measure would be applied to modernize and upgrade the learning experience, preserving synchronous in-person teaching and learning as its primary method.

## Programme Accreditation at Frankfurt School

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Programme accreditation at Frankfurt School is conducted by means of cluster audits, where sensible. Related academic programmes move through the audit process together. This allows for individual programme assessments, but also for cross-programme takeaways and identifying cross-programme improvement measures where necessary. The Executive MBA is part of a cluster audit, together with the Full-time and Part-time MBA and the MBA in International Healthcare Management.

The aim of the audit is to assure the compliance with legal regulations and quality standards, to evaluate the programmes curriculum with its learning outcomes and to continuously improve and develop the academic programme to meet Frankfurt School’s claim for excellence. It is conducted as follows:

- (1) The Quality Assurance Officer of Frankfurt School conducts one part of the audit, assessing whether the academic programme is compliant with all relevant regulations and standards.
- (2) An external auditor group assesses the programme’s curriculum and concept, the programme delivery and the continuous improvement of the programme. The external auditor group is composed of relevant stakeholders and peers, taking different perspectives into account.

The assessment is based on the self-report of the respective programme, including the relevant documentation. As a result of the assessment, the following can be imposed:

- Criterion is fulfilled
- Recommendation: Criterion is overall fulfilled but there is room for thought/improvement
- Condition: Criterion is not fulfilled

An overall positive assessment leads to the accreditation of the respective academic programme.

The underlying regulations of the audit are:

- Studienakkreditierungsverordnung des Landes Hessen (Musterrechtsverordnung)
- Hessisches Hochschulgesetz (HHG)
- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)
- ECTS Guidelines
- Lisbon Convention
- Frankfurt School: General Course and Examination Regulations (GCER) and Specific Programme Regulations, Bylaws
- Qualifikationsrahmen für Deutsche Hochschulabschlüsse (HQR)
- Deutscher Qualifikationsrahmen/Europäischer Qualifikationsrahmen (DQR/EQR)
- AACSB 2020 Guiding Principles and Standards
- MBA Accreditation Criteria
- EQUIS Standards & Criteria

Due to the current COVID 19 situation, on-site visits were conducted online.

## Results

### (1) Conformity Check

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In the conformity check ("formale Kriterien") not all criteria were fulfilled. The quality assurance officer imposed conditions regarding the modularisation. The structure of the modules must be compliant with regulations (StakV and ECTS- Study Guide), i.e. they must be coherent study units with competence oriented assessments related to the learning outcomes of the module.

In addition, recommendations concerning the following topics were made: (1) specification of relevant job experience on which the programme built on, (2) a clearer template for qualification of external lectures, (3) determination of workload, (4) review of assessment concept is necessary.

The quality assurance officer did not recommend the re-accreditation of the Executive MBA, due to the fact that the requirements for modularisation were not considered, modularisation of the study programme is not compliant.

### (2) Assessment Curriculum and Concept

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The overall impression of the Executive MBA was very positive and all criteria in the assessment of the curriculum and concept part ("fachlich-inhaltliche Kriterien") were fulfilled. They highlighted the following points: the programme has many strengths and a clear goal to improve the programme. The group assessment in the admission process is good. A benefit of the programme is that the students can learn from each other and from different cultures and have a chance to take some modules abroad.

Recommendations concerning the following topics were made: (1) diversity of the group (increase number of students from medium management and women), (2) clearer recruitment and admission process, (3) implementation of a network tool for students and Alumni, (4) more data-based continuous improvement process, (5) increase the number of cooperation and relationships with peer Schools, (6) consider double/joint degree.

The external auditor group recommended the re-accreditation of the Executive MBA.

## Decision of Programme Accreditation

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Based on the results of

- (1) the conformity check by the Quality Assurance Officer and
- (2) the assessment of the external auditor group

the Accreditation & Continuous Improvement Committee decided on the re-accreditation of the Executive MBA on 13 April 2021.

With six votes in favour, the following decision was made:

**The Executive MBA will be accredited for a period of 8 years (until 30 April 2029) and the seal of programme accreditation of the "Akkreditierungsrat" will be awarded. A "Kompaktverfahren" has to be conducted after 4 years (until 30 April 2025). This re-accreditation is valid under the conditions that the module descriptions will be revised to meet formal requirements. The module descriptions have to be handed in to the Quality Assurance Officer for final review until 31 July 2021. As well as that the set-up of the curriculum has to be discussed in the Curriculum Committee MBA Programmes which then has to report back to the Accreditation & Continuous Improvement Committee within one year's time (until 30 April 2022).**

Programme Management was given 6 weeks' time (until 25 May 2021) to formally object against this decision or against conditions and recommendations. No objections were raised.

Programme Management has to define the improvement measures and their implementation. Within one year Programme Management has to present the results to the Accreditation and Continuous Improvement Committee (by April 2022).