

# Decision of the FIBAA Certification Committee for Continuing Education Courses



**15<sup>th</sup> Meeting on 15<sup>th</sup> March, 2017**

**Project Number:** 16/036  
**Higher Education Institution:** Porto Business School, Portugal  
**Course:** Magellan Master of Business Administration

The FIBAA Certification Committee for Continuing Education Courses has taken the following decisions:

According to § 7 (2) in conjunction with § 10 (1) of the “Special Conditions for awarding the FIBAA Quality Seal for Continuing Education Courses”, the continuing education course is certified.

Period of Certification: March 15<sup>th</sup>, 2017 until end of Winter Semester 2021/22

The FIBAA Quality Seal is awarded.

## Assessment Report

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**Institution: Porto Business School (PBS), Porto,  
Portugal**

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**Continuing Education Course: Magellan Master of  
Business Administration**

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**Intended Level According to European Quali-  
fication Framework (EQF): Level 7**

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**Brief description of the continuing education course:** This further education programme is an MBA programme. It responds to the aspirations of ambitious young professionals who want to acquire advanced management education (frequently after an initial degree in engineering or business/economics) and typically aim at a significant change in their career tracks ('career switcher' profiles, in terms of industry sector and/or functional area). The Magellan MBA is fully taught in English by national and international faculty members, and attracts foreign students in significant proportions (recently between 25% and 50%).

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**Date of opening of the procedure:**

6<sup>th</sup> of July, 2016

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**Date of filing the self-assessment report:**

27<sup>th</sup> of August, 2016

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**Date of on-site visit:**

5<sup>th</sup>/6<sup>th</sup> of October, 2016 at German International Graduate School of Management and Administration (GISMA) in Hannover; 21<sup>st</sup> of December, 2016 at PBS in Porto

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**Type of certification:**

Certificate/Diploma

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**Mode of study:**

Full time

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**Initial start of the Programme:**

September 1988

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**Start of course cycle:**

Winter Semester

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**Capacity load:**

35 (two delivery sites: GISMA, Hannover (franchise mode); PBS, Porto)

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**Student intake:**

35 at each campus

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**No. of ECTS points assigned to the Course:**

80

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**Hours (workload) per Credit point:**

27

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**Intended level according to European Qualification Framework (EQF):**

7

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**Date of the Decision of FIBAA-Certification Commission:**

15<sup>th</sup> of March, 2017

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**Resolution:**

The certification of the course is valid for five years.

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**Duration of Certification:**

15<sup>th</sup> of March, 2017 until end of Winter Semester 2021/2022

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**Project Manager:**

Dr. Heinz-Ulrich Schmidt

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**Panel Members:**

Prof. Dr. Christine Volkmann  
Bergische Universitaet Wuppertal  
Professor for company start-up and economic development  
UNESCO-chair for entrepreneurship und intercultural management  
(business administration, management, entrepreneurship, emerging markets and innovation)

Prof. Juergen Bruns  
Niederrhein University of Applied Sciences  
Formerly professor for business administration  
(international) marketing, statistics,)

Dipl.-Rom. (BWL) Astrid Hock-Breitwieser  
Commerzbank AG  
Senior-consultant executive development (human resource management, banking industry)

Sinah Holtschke  
European University Viadrina Student "International Management & Marketing" (M.A.)  
(completed: Business Administration (B.A.) at HWR Berlin)

Prof. Dr. Vera de Hesselle  
Bremen City University of Applied Sciences  
Chairwoman of the examining board of eleven study programmes of the faculty of economics.  
Wide knowledge of the Portuguese Higher Education System and the interests of the  
Portuguese labour market due to a project cooperation with the Portuguese chamber of  
commerce

# Summary

The panels' assessment takes into account the self-assessment and the results of the on-site visit as well as the statement of the PBS to the assessment report dated 17<sup>th</sup> of February, 2017.

The Magellan Master of Business Administration of Porto Business School (PBS) fulfils (with one exception) the FIBAA quality requirements for certified continuing education courses and can therefore be certified by the Foundation for International Business Administration Accreditation (FIBAA). It meets the requirements of level 7 of the European Qualification Framework for lifelong learning (EQF) as well as of the German Qualifications Framework for lifelong learning (GQF), it has a modular structure and assigned ECTS points. The programme is in accordance with the European Standards and Guidelines in their applicable version valid at the time of opening the procedure, and with the Bologna declaration.

The not fulfilled quality requirement "Evaluation by faculty" (chapter 6.2.2) is not an asterisk criterion, so that a condition is not necessary and the measures the HEI takes to solve the identified problem are to be considered in the context of the re-certification.

The panel members identify a set of criteria, which exceed the quality requirements:

- Integration of theory and practice (see chapter 3),
- International and intercultural contents (see chapter 3),
- Skills for employment/employability (see chapter 3),
- Cooperation with academic institutions or enterprises (see chapter 4).

For the overall assessment please refer to the quality profile at the end of this report.

## Details on the institution

Porto Business School (PBS) was founded in 1988 as a private institution, yet under the authority of the Portuguese Ministry of Education, to offer a Master of Business Administration (MBA). PBS brings together 37 business corporations with the University of Porto (U-Porto) in a non-profit association. The school's corporate associates are some of the largest Portuguese groups (e.g. Galp, EDP, Sonae Group, Amorim Cork) as well as some large and renowned multinationals (e.g. Bosch, PwC, Deloitte, Samsung).

PBS is the Business postgraduate school within the U.Porto and has scientific, pedagogical, administrative and financial autonomy, while sharing U.Porto's demanding standards.

Apart from the full-time international programme Magellan Master of Business Administration (Magellan MBA), the school also offers an Executive MBA programme, more than 15 postgraduate specialised programmes of long duration, over 30 executive education open-enrolment programmes, industry-specific and international consortium programmes, as well as a wide range of customised solutions for companies (over 70 programmes run every year for dozens of corporate clients).

From 2016/17 onwards, the Magellan MBA shall be delivered not only at the PBS home campus (Porto, Portugal), but also on the basis of a franchise contract at the campus of GISMA Business School, HEI in foundation (Hannover, Germany), under the supervision of PBS.

According to internal U.Porto regulations, PBS can offer academic programmes, but is not allowed to award academic degrees. Thus, the MMBA ends with a certificate.

### Further development of the course

This MBA programme at PBS was launched in Portugal, back in 1988. It was created to serve the needs of a flourishing business ecosystem that existed and still exists in the North of Portugal, particularly in the greater Porto area, where the headquarters of some of the largest Portuguese multinationals are located. Since the beginning, the MBA faculty team counted on the contributions of experienced international faculty coming from highly reputed US and European business schools. In the meantime, the full-time MBA was totally redesigned to become a full-time international MBA, branded as The Magellan MBA. Since 2008, the Magellan MBA has been fully taught in English by national and international faculty members, and has attracted foreign students in significant proportions (recently between 25% and 50%). In terms of content, a number of subjects and activities have been added over time to enhance the soft skills training (communication, leadership, negotiation, teamwork, etc.) and the international exposure of the programme (International Business Core Course, International Week abroad, student exchanges with foreign business schools, final projects developed abroad, etc.).

### Statistical data and evaluation results

All the historical data and statistics about the Magellan MBA refer to the programme delivered in Porto, until the latest academic year (2015/16), as far as possible.

#### 2012-13

Gender	Apps	Intake	Success%	Grad	Avg Age	Avg Exp	Avg GMAT	Dif Nat	% Intl
F	23	7 (28%)	100%	7	25,4	4,6	549	5	71%
M	16	18 (72%)	94%	17	29,2	5,4	593	8	61%
Total	39	25	96%	24	28,12	5,16	581	9	64%

## 2013-14

Gender	Apps	Intake	Success%	Grad	Avg Age	Avg Exp	Avg GMAT	Dif Nat	% Intl
F	18	7 (27%)	100%	7	27,1	7,6	494	5	71%
M	32	19 (73%)	100%	19	29,5	9,3	532	7	37%
Total	50	26	100%	26	28,8	8,9	522	10	46%

## 2014-15

Gender	Apps	Intake	Success%	Grad	Avg Age	Avg Exp	Avg GMAT	Dif Nat	% Intl
F	17	8 (36%)	100%	8	27,4	6,1	515	5	63%
M	28	14 (64%)	100%	14	30,8	7,4	476	6	36%
Total	45	22	100%	22	29,5	6,9	490	10	45%

## 2015-16

Gender	Apps	Intake	Success%	Grad	Avg Age	Avg Exp	Avg GMAT	Dif Nat	% Intl
F	9	6	100%	6	30,2	8,4	522	2	17%
M	29	21	95%*	18	32,0	7,9	545	6	29%
Total	38	27	96%**	24**	31,6	8,0	540	7	26%

\* 1 student out of 19 did not graduate (2 CMU double-degree (see below) male students still enrolled).

\*\* 1 student out of 25 did not graduate (2 CMU double-degree (see below) male students still enrolled).

## 2016-17

Campus	Gender	Apps	Intake	Avg Age	Avg Exp	Avg GMAT	Dif Nat	% Intl
Porto	F	8	6	30,3	8,2	524	5	67%
	M	19	14	30,6	8,3	529	4	50%
	Total	27	20	30,5	8,3	527	6	55%
Hannover	F	7	5	26,4	4,8	-	4	100%
	M	24	11	34,3	11,0	-	7	91%
	Total	31	16	31,8	9,1	-	10	94%
TOTAL	F	15	11	28,5	6,7	524	9	82%
	M	43	25	32,2	9,5	529	9	68%
	Total	58	36	31,1	8,6	527	14	72%

\* For the 2016/17 cohort, the GMAT criterion was not taken into consideration for the Hannover intake; based on the other criteria, there were 5 rejections and 26 accepted candidates, of which 16 actually enrolled in the programme.

The Magellan MBA has been accredited by AMBA (since 2008) and EFMD/EPAS (since 2011) with subsequent re-accreditations in 2013/2014.

# Rating

The Magellan MBA has been able to keep the intake size around 25, despite some lower application numbers in recent years. Diversity statistics have shown some trends in recent years:

- Female ratio within the 22% to 36% range
- Average age around 30 years old (minimum 28, maximum 32)
- Average work experience around 7 years (minimum 5,2, maximum 8,9);
- A clear drop in the proportion of international students (from around 64% to 26% in the current intake);

Thus, there is a challenge to attract more international applicants, independent of the most recent total intake (2015/16), which has been the largest in number (27 students). It obviously seems that the fact that PBS is no longer active in the Erasmus Mundus programme within the U.Porto led to a reduction of enrolment of foreign students. The reason behind is that PBS focusses only on further education without awarding any Masters' degree until now due to the university imposed restriction not to offer any state-recognised degrees. Overall and after the site visits in Hannover and Porto it can be concluded that the partnership with GISMA will help to achieve further progress on both sides (see below chapter 4.4 Cooperations).

# Description and appraisal in Detail

## 1 STRATEGY AND OBJECTIVES

### 1.1 Logic and transparency of course objectives (Asterisk Criterion)

The Magellan MBA programme goals have recently been revised. They are defined as follows (“MMG” stands for “Magellan MBA Goal”). (see also section 3.2)

#### **Knowledge and understanding**

MMG 1: MBA graduates will understand the changing nature of global business and cultural contexts, as well as major trends in management theory and practice.

#### **Intellectual skills**

MMG 2: MBA graduates will demonstrate strategic thinking skills while systematically applying sustainability principles and ethical reasoning.

MMG 3: MBA graduates will master critical and analytical thinking, and will be able to tackle and solve complex problems and to make sound business decisions.

MMG 4: MBA graduates will foster creativity and innovation, and will have an entrepreneurial approach to business.

#### **Practical and transferrable skills**

MMG 5: MBA graduates will demonstrate leadership, project management and teamwork capabilities.

MMG 6: MBA graduates will demonstrate strong interpersonal and communication skills in different environments.

MMG 7: MBA graduates will show self-awareness and emotional intelligence skills.

When revising the learning objectives, the institution also takes into account the findings of alumni-tracking studies (further occupational development of the alumni). Evaluations by employees and the impact on business are taken into account.

The MBA programme currently is a postgraduate further education programme with the same requirements as the 2nd cycle of studies (master’s degree), and confers ECTS credits according to the ECTS users’ guide. It ends not with an academic degree, but with a diploma. The MMBA certificate is awarded to those students who, after completing all the MMBA coursework, successfully defend in public their final project work.

### Rating:

The Magellan MBA goals are fully compliant with the EQUAL MBA Guidelines as of 2014. The qualification objectives of the programme are explained and convincingly presented in relation to the target group, in relation to the personal development in the targeted professional field and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student’s personality in convincing relation to the scope of the course.

The course objectives are based on subject-specific and generic learning outcomes which are in line with the academic principles and the level of the qualification to be awarded on completion. The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation. In particular, a special focus lies in the development of soft skills. The course takes into account the requirements of the European Qualification Framework.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality re-quirements	n.r.
<b>1.</b>	<b>Strategy and Objectives</b>					
1.1*	Logic and transparency of course objectives			X		

## 1.2 International orientation of the course

The Magellan MBA Programme is designed to enable students to develop an integrated and globalised perspective of management. The programme also aims to meet the needs of companies by producing graduates who understand and are able to adapt to the changing global environment, and who can manage in a multicultural context.

In the Magellan MBA, many of the courses' contents and sometimes even the course designations are explicit in their adoption of an international vision (as is the case with 'International Financial Statement Analysis' and 'International Business'). Books used in individual courses are often among the most popular ones used worldwide, in top business schools, for each particular subject.

An additional source of international perspectives is the International Week, where the students spend a full week in a different country attending an immersion programme organised by a partner business school.

Final Projects are also a vehicle for bringing an international perspective and sensitivity to cultural differences and business practice diversity to students in a real business environment. In the past few years, many of the Magellan MBA students have had their Final Project experiences in an international setting.

Students are encouraged to interact during and after the MBA with the Ambassadors Alumni Network that is composed of alumni that are currently spread across over 60 countries. This network can act as a catalyst for those students seeking to share and understand business experiences in other countries or even who wish to pursue international careers in specific locations.

### Rating:

The study programme puts an emphasis on international orientation. Thus, the programme design takes into account in a convincing manner the required international aspects, thus supporting sustainably its graduates' employability. They clearly acquire knowledge and skills that enable them to competently handle international tasks. Internationality of the programme is enriched by international faculty (see below criterion 4.1 as well as by an international student cohort (see above "Details on the institution"). And it might be enriched furthermore by results of the franchise delivery mutually at PBS as well as at GISMA.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality re-quirements	n.r.
<b>1.</b>	<b>Strategy and Objectives</b>					
1.2	International orientation of the course			X		

### 1.3 Positioning of the course

There is only one competitor of PBS in the North of Portugal: the International MBA offered by Católica Porto Business School. As stated in PBS's self-assessment report, this programme has had weak internationalisation, essentially focused on Portuguese speaking countries, but the institution (Universidade Católica do Porto) is considerably reputed and has recently been awarded EQUIS accreditation. The MBA provision at this school has also been accredited by AMBA for some years now.

In Lisbon (and in Portugal), the main competitor is 'The Lisbon MBA', which is jointly run by Católica Lisbon School of Business and Economics (SBE) and Nova School of Business and Economics (SBE), both 'big players' located in Lisbon. This is a programme that has benefitted from the joint efforts of those two institutions, as well as from substantial funding that allowed the inclusion of a flagship immersion programme at MIT Sloan School of Management in the core curriculum.

Internationally, Porto Business School is mainly competing with other schools in Spain (IE Business School, IESE, ESADE, EADA, etc.) and some Western Europe regions (France, Italy, UK, Ireland, Greece, etc.) when it comes to attracting potential students from other regions in the world.

There have been market research studies in the past (conducted internally) and there is a recent broader market research study (conducted externally) that confirms the observed positioning of the MMBA. The "Rethinking the MBAs" initiative that is currently being undertaken ahead of a redesign in the school MBA portfolio (to take place in 2017/18) has the mission to reposition the MBA offer at PBS.

The Magellan MBA is a programme that has evolved over the past 28 years, since it was jointly created by academia and the corporate world to serve the needs and interests of the real economy. PBS has also evolved into a non-profit association between the University of Porto and 37 business corporations. This institutional setup and the fact that the Supervisory Board is formed by 50% academics and 50% corporations, represent the greatest assurance that the school is permanently aligned with the market needs.

Among 19 study programmes offered at PBS, the Magellan MBA is one of the two flagship programmes, the other one being the Executive MBA.

The strategic plan for 2016-2018 has two initiatives explicitly related to the MBA portfolio:

- Upgrade the Magellan MBA
- Create a Global EMBA

In addition, the strategic plan also includes a number of other strategic initiatives that directly serve the interests of the MBA portfolio.

The Magellan MBA is offered by Porto Business School and in franchise mode (see below criterion 4.4) by the German International Graduate School of Management and Administration (GISMA) in Hannover. GISMA competes with a large number of other business schools in Germany and other schools in central Europe. Based on a study by MBA-studium.de, 130 institutions offer 256 MBA programmes in Germany. The majority of these are offered by universities of applied sciences, usually in German, by German lecturers or practitioners and with predominantly German students. These programmes tend to be specialised programmes and are largely offered part-time. Very few programmes are internationally accredited and have an international faculty and student body. These programmes are also usually taught in English.

Concerning the operation in Hannover, PBS and GISMA state that Germany remains the strongest economy in Europe with many career opportunities for skilled individuals: it is predicted that demographic changes will lead to a pronounced shortage of skilled employees in the future. Graduates can stay in Germany for a limited period of time after finishing their programme to look for a job.

## Rating:

PBS and GISMA have examined the respective national and international educational markets and used the results in sharpening their competitive profiles. The reasons given for the positioning in the educational market of this study programme in Portugal as well as in Germany are plausible. The described profile and the qualification objectives are such that the course can compete on the education and job market. Market research studies are undertaken, analysed and confirm the desired position of the course's graduates.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented.

The way in which the course is integrated into the institution's overall strategy relates to the other offers of the institution e.g. cooperation with institutions like GISMA (see below criterion 4.4). The course pursues qualification objectives which correspond to the institution's concept. It is convincingly integrated into the HEI's overall strategic concept. That's true for GISMA, too (see below criterion 4.4). The study programme's qualification goals are in line with the HEI's mission and strategic planning.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>1.</b>	<b>Strategy and Objectives</b>					
1.3	Positioning of the course			X		
1.3.1	Positioning of the course in the education and job market, and the professional field ("Employability")			X		
1.3.2	Position of course within the institution's overall strategy			X		

## 2 ADMISSION

According to the admission regulations of PBS, which focusses on the target group, eligible candidates must:

- Hold a degree (or equivalent) from an accredited university;
- Be fluent in English;
- Possess at least 3 years of work experience;
- Provide a GMAT/GRE test score.

The admissions process involves:

- Submission of online application with a CV, three essays, and two referee letters;
- Submission of academic transcripts;
- Submission of a certificate of proficiency in English (TOEFL; IELTS; Cambridge standard tests, etc.);

The academic background should be at least at bachelor's level. Exceptionally, if a candidate shows an outstanding professional background and a solid set of knowledge and managerial skills, there could be an exception. But that sort of candidate would always remain with just the MBA diploma and would never be eligible to pursue for a full Master's degree.

After the review of required elements, all eligible candidates are interviewed by the MBA Admissions Committee at PBS, which is formed at least by the MBA Programme Director and one other staff element (typically the Head of MBAs, the Head of Career Services, the Head of the International Office, or a member of the Management Board). The interview could be in person or through videoconference, depending on the location of the candidate.

All the candidates are evaluated with 1 to 5 scores in the following dimensions (each one with a specific weight):

- Academic track record = 15%
- GMAT/GRE = 30%
- Professional experience/background = 20%
- Interview = 20%
  - Motivation (MOT) – 4%,
  - Maturity (MAT) – 4%,
  - Potential to succeed in programme (POT) – 4%,
  - Employability at end of programme (CC) – 4%,
  - Contribution to the cohort (CG) – 4%
- 3 Essays on proposed topics = 7.5%
- 2 Recommendation letters = 7.5%

The cut-off for acceptance in this score is in average 2.5 / 5. This means that a candidate may have a lower score in a certain component, but be very strong in other components, thus allowing his/her acceptance. In particular, the GMAT scores are typically aimed to be higher than 500. However, this does not mean that the school automatically rejects all candidates with lower scores. Some candidates may have other outstanding characteristics that may add value to the cohort as a whole, be it their international experience or rich academic/professional background. This is explicitly stated in the programme brochure: “The GMAT/GRE is an important element in each candidate’s evaluation process, but selection is never based on this alone”.

The minimum of 3 years of work experience is necessary due to the interactions required for the cohort as a whole and within smaller groups during the programme activities. PBS mentioned that the cohort average of the Magellan MBA has consistently been around 8 years.

The Magellan MBA admission requirements are publicly available in the programme websites and brochures for both Porto and Hannover.

The admissions final decisions are taken by the PBS Programme Coordination team, after the admissions process is completed. All students are enrolled as students at PBS, which is part of the University of Porto.

## Rating:

The admission requirements focus on the target group. Admission and selection procedure, criteria, weight of each criterion, decision making bodies are defined, publicly accessible and transparent for all, who are interested in. The admission requirements and the respective details are comprehensible. The national requirements are presented and taken into account. The admission conditions have been defined and are coherent. They take the specific characteristics of the target groups into account. They support the achievement of the course objectives.

The selection procedure is transparent and ensures that qualified students are admitted.

The course aims at a specific target group, which is defined on the basis of previous knowledge, experience, and educational level. The choice of the specific target group is based on the strategic objectives of the certificate course.

A contract between the provider and the students is not necessary, since the students are enrolled as students at PBS, which is part of the University of Porto. Thus, this criterion is not relevant for PBS.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>2.</b>	<b>Admission</b>					
2.1*	Focus on the target group			X		
2.2*	Admission conditions			X		
2.3*	Legal relationship					X

### 3 IMPLEMENTATION

#### 3.1 Structure

Projected study time	14 months
Number of Credit Points ECTS	80 ECTS
Workload per ECTS	27 hours
Number of modules	37 (including 6 elective modules)
Time required for processing the final thesis and awarded ECTS	4 months, 15 ECTS
Number of contact hours	783,5 structured contact hours, including 705,5 lecture hours and 78,0 hours for contact assessment activities (exams, presentations, etc.)

The Magellan MBA has the following main structural components:

Element	Period	Lecture Hours	Total Hours	ECTS Credits
Foundation Term	Sep	105	270	10,0
First Term	Oct-Dec	143	378	14,0
Second Term	Jan-Mar	180	472,5	17,5
Third Term	Apr-Jun	207	499,5	18,5
Integrative Term (final project)	Jul-Oct	40,5	432	16,0
Across all terms (elective seminars)	-	30	108	4,0
<b>TOTAL</b>	<b>14 months</b>	<b>705,5</b>	<b>2160</b>	<b>80,0</b>

# The Magellan MBA (PBS) 80

Year 1

Year 2

Courses		ECTS Credits	
Foundation	Introduction to General Management	3	10
	Quantitative Methods for Management	3	
	Financial Accounting	3	
	Communication Techniques	1	
First Term	Economics for Managers	3	15
	Marketing	3	
	Organisational Behaviour	1,5	
	Finance I	1,5	
	Human Resources Management	1,5	
	Business Ethics	1,5	
	Negotiation Skills	1,5	
	Team Management I&II	1,5	
Second Term	Personal Development I	1	17,5
	Personal Development II	1,5	
	Finance II	1,5	
	International Financial Statement Analysis	1,5	
	Change Management	1,5	
	Information Systems for Managers	1,5	
	Management Accounting and Control	3	
	Logistics and Operations Management	3	
	Strategic Management	3	
Third Term	International Week	1	17,5
	International Business	1,5	
	Value-Based Management	1,5	
	International Corporate Governance	1,5	
	Marketing Simulation	1,5	
	Leadership	1,5	
	MBA Electives	9	
Entrepreneurial Skills LLP (accross all terms)		4	4
Fourth Term	Final Project	16	16

As the number of ECTS allocated to core and elective modules is rather small, PBS is currently discussing the possibility of merging some of these modules (of the same subject area) in order to obtain broader and larger modules, with sizes around 6 ECTS per module (see also: Rating 3.1). Some examples might include:

- Merging “Financial Accounting”, “Finance I”, “Finance II” and “International Financial Statement Analysis” into a larger “Finance topics” module
- Merging “Organisational Behaviour”, “Human Resources Management”, “Team Management I&II”, “Change Management” into a larger “People and Organisations” module

- Merging “Communication Techniques”, “Negotiation Skills”, “Personal Development I”, “Personal Development II” and “Leadership” into a larger “Personal skills” module
- Merging “Marketing”, “Strategic Management” and “Marketing Simulation” into a larger “Marketing & Strategy” module
- Merging “International Week”, “International Business” and “International Corporate Governance” into a larger “Leading in a global world” module (among other possibilities)

### Study and exam regulations

PBS follows the regulations of the U.Porto concerning student assessment and ECTS issuing in continuing education and in 2nd cycle programme types (MBA included). As a public university, U.Porto follows all applicable national requirements. The relevant assessment rules as stated in the Programme Regulation, are duly communicated to the students during the induction period.

One of the most important features of the Intended Learning Outcomes-methodology that is currently under use is the ability to link each course to one or more programme ILOs, and to link every single course ILO to an assessment method. Teachers are required to assign numeric scores, in a 0-20 scale. These numeric scores are then converted to percentiles (the ordering of the scores assigned by the teacher is more important than the values). The percentiles, i.e., the relative frequency is converted into grades according to the so called “bell curve”.

GRADE	RELATIVE	ACHIEVEMENT
5	10%	Highest passing grade
4	25%	
3	30%	Middle passing grade
2	25%	
1	10%	Lowest passing grade
0	Fail group	Failing grade

The grades of 1 to 5 will be awarded to those students who performed beyond the minimum achievements of the learning outcomes stated in the module descriptions. These grades will express the relative performance of students measured according to the assessment rules in the module description.

The 0 grade will be awarded exceptionally to those students who failed to achieve the learning outcomes, as established by the lecturer. Before a final failing grade of 0 (zero) is confirmed, the programme coordination and the course lecturer may agree to give an opportunity to the student to produce extra individual work (e.g. individual assignment) that may prevent the failing grade to occur. However, if this extra work is satisfactory, the student cannot have a passing grade higher than the minimum passing grades: 10 (0-20 scale) and 1 (0-5 scale). A student with a final failing grade of 0 will have to repeat that course in the following year. A maximum of 3 courses are allowed to be repeated in the Magellan MBA programme.

Elective courses where the number of enrolled students is lower than 20 will not have to follow the “bell curve”. A suggestion of possible scores that could be assigned by teachers in a [0-20] scale and the corresponding final grades is presented in the table below.

GRADE	GRADE 0-	ACHIEVEMENT
5	[18-20]	Within the best in the class, well above expectations
4	[16-18[	Very good work, quite above expectations
3	[14-16[	Good work, within expectations
2	[12-14[	Reasonable work, somewhat below expectations

1	[10-12[	Clearly sub-par, albeit acceptable work, slightly above
0	[0-10[	Work below what is required for a passing grade

As mentioned above, the Magellan's grades facilitate the transfer of students and their grades between European higher education institutions, through a transcript table to the grading scale in the ECTS framework defined by the European Commission.

ECTS GRADE	MAGELLAN	ACHIEVEMENT
A	5	The very best 10% with an outstanding achievement
B	4 / 3+	The next 25% that surpasses the average standard
C	3	The following 30% that fulfils the average standard
D	3- / 2	The next 25%
E	1	The following 10%
FX	0	Some more work required
F	0	Considerable further work is required

Students who have a class attendance inferior to 75% in a given subject may be denied a pass in the respective subject by the Programme Director, after the latter has consulted with the relevant faculty and the Examinations Board.

All subjects must have a component for individual assessment. The final programme grade is computed as the average of all courses' grades weighted by the number of ECTS credits conferred by each individual course, for both 0-5 and 0-20 scales.

A student will be awarded the Magellan MBA Certificate, if he succeeds in all the courses required for completing the programme and get the defined minimum of ECTS, provided a minimum of 2.0 is reached in the Magellan 0-5 grade scale. Students who fail to reach in a particular term a minimum average grade of 1.5 will be scrutinised closely by the Magellan Board and may not be allowed to continue the programme.

Appropriate feedback is given to students regarding their performance in their work (class work, individual/group assignments) and in their examinations (detailed partial results and final grades). The school's Executive Committee and Programme Director recommend to all teachers that this feedback preferably be given in time for changes to be made. A student may request the Examinations Board to review an assessment. In this case, the Examinations Board may decide upon a detailed analysis of the case, or may appoint an external examiner/specialist to perform a reassessment.

### **Feasibility of study workload:**

Lecture time typically correspond to 15-20 hours/week, split by 3-4 mornings of 5 hours each, leaving the remaining mornings and afternoons for individual and group assignments, individual study, as well as to other elective activities, namely career development initiatives, networking events, workshops and seminars (which account to a total of about 40 hours per week equally distributed along the year). The only exceptions occur during the Foundation Term, with a tighter schedule (with up to five 5-hour classes per week) and on the Third Term, which depends on the elective choices but is generally smoother (up to three 5-hour classes per week). The Entrepreneurial Skills layer activities tend to become more intense towards the Third Term, which means that the actual additional workload starts below the 3 hours per week and will tend to be more than 3 hours per week towards the final sessions.

## Rating:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of modules and assigns ECTS Credit-Points per module on the basis of the necessary student workload. The course's structural elements are convincingly described and motivated. The course structure serves to promote the objectives and the students' acquisition of knowledge and competences in line with the given objectives.

Nevertheless, the structure of the modules regarding ECTS' allocation is different from German rules and practice, but is in accordance with the U.Porto rules. The peers support the consideration of the Dean, whether some courses can be merged in order to combine affine contents and ILOs, which may in addition reduce the allocated workload. Looking at the courses, e.g. the courses

- Strategic management and change management
- Management accounting and financial accounting
- Finance I, Finance II, International Financial Statement Analysis
- Marketing and Marketing simulation

and may be some other courses might be merged.

Practical components are designed and integrated in such a way that CP can be acquired. The module descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide. Depending on the didactic approach, the programme includes a substantial proportion of structured contact.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account national requirements. The study programme is designed so that students can study for a certain time at other HEIs. The recognition of degrees and periods of study at other HEIs is regulated in accordance with the Lisbon Recognition Convention; the recognition of periods of practical work is also clearly defined. The final grade is submitted with an ECTS grading table. A certificate supplement documents the course and the associated qualifications in a transparent and coherent manner analogue to the Diploma Supplement for degree programmes.

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling (see chapter 4.1). When reviewing the workload, PBS also takes into account evaluation findings (see chapter 6), including student feedback and the programme's success rate.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>3.</b>	<b>Implementation</b>					
3.1	Structure			X		
3.1.1	Structure of the course			X		
3.1.2*	Application of the „European Credit Transfer and Accumulation System (ECTS)“ and modularisation			X		
3.1.3*	Study and examination regulations			X		
3.1.4*	Feasibility of study workload			X		

## 3.2 Content

Regarding the content, please, see section 3.1. Following up on the programme goals stated in section 1.1, the programme is organised into 4 main layers (areas of knowledge & practice) and 5 terms (phases along 14 months).



### The 4 main layers:

#### Fundamental knowledge & practice

The Magellan MBA is structured to enable the students to become proficient in general management and well trained in specific functional management areas, such as Marketing, Operations, Finance & Accounting or Organisational Development.

Covers MMG1, MMG2 e MMG3.

#### Personal Development

Significant attention is also given to personal development and soft skills training throughout the programme to ensure that managerial knowledge goes hand in hand with the growth of individual skills, such as personal communication, leadership and negotiation.

Covers MMG5, MMG6 and MMG7 (emotional intelligence).

#### Entrepreneurial Skills

The programme is aimed at fast-tracking professionals who, regardless of their past academic background, seek to develop a career in management with a strong international perspective and an entrepreneurial approach to business. In particular, the programme has a strong focus on technological entrepreneurship through the offer of IT-focused elective courses, networking with IT

companies/start-ups (UPTEC and COHiTEC programme) and partnerships with universities such as Carnegie Mellon University and the University of Texas at Austin (International Week). Covers MMG4 (creativity, innovation, entrepreneurship).

### **Career Development**

In terms of career development, the school provides all its long-term postgraduate students and alumni with a variety of tools and initiatives (Mentoring, Ambassadors, Talent Link, Upgrade Programme, Leadership Grand Conference, Career Evenings, People Forum, etc.), which ensure long-standing relations and outcomes.

Covers MMG6 (personal branding) and MMG7 (self-awareness).

### **The 5 terms:**

#### **Foundation Term**

This initial term has three major objectives:

- (i) to provide an overview of the major areas of knowledge in management,
- (ii) to develop essential quantitative and other basic skills that will become essential for later courses,
- (iii) to develop presentation skills competences.

#### **First and Second Terms**

During these terms, the Magellan MBA Programme seeks to cover essential hard skills in the major knowledge areas of management including Finance, Management Accounting and Control, Marketing, Strategy, Human Resources Management, Information Systems, Operations, Logistics, Economics and Business Ethics. The students are also exposed to several soft skills development courses (Team Management I & II, Personal Development I & II, Negotiation Skills, Organisational Behaviour). Additionally, students are required to attend workshops, seminars and other networking and career development activities.

#### **Third Term**

In this term, students face a set of compulsory courses that complement their training by:

- (i) Getting an international perspective of business, by attending the “Leading in a Global World” programme at the McCombs School of Business, at the UT Austin,
- (ii) Applying their knowledge in a more practical context (Entrepreneurship, Marketing Simulation, International Corporate Governance, Value Based Management). These compulsory courses are reviewed every year according to observed trends in management training, economic climate and feedback from recruiting companies and Alumni;
- (iii) Choosing a number of up to six elective courses in one or several key areas (Organisational Development, Finance & Accounting, Operations, Marketing). This allows students to get a certain extent of specialisation or further knowledge and skills in areas closer to their specific professional goals.

#### **Integrative Term**

Finally, in this last term students have the opportunity to integrate their knowledge and skills in a comprehensive and applied manner taking advantage of one of three possibilities:

- To participate in the COHiTEC Programme ([www.cohitec.com](http://www.cohitec.com)). In this programme, students work closely with scientists from a Portuguese university to develop a business model and a business plan for an innovative hi-tech product or service currently being developed by researchers, aimed at the global market;
- A project in a corporation, NGO or other organisation where the students will have to apply in an integrated manner the knowledge and expertise that he/she developed during the

programme to solve a management problem, develop a new project or, in any other way, apply managerial capabilities to real life problems.

- An individual Business Project, which consists of the production of a Business Plan where individual students will need to analyse a business idea of their own and provide a complete business plan where they should detect a business opportunity, define a business model and analyse thoroughly a proposed investment in all relevant dimensions (strategy, marketing, technology, operations, human resources, financials, etc.).

In all three options, each student must provide a detailed report, which will then be orally presented to a Final Project Jury for approval and grading.

### **Integration of theory and practice**

The balance between theory and practice is ensured in the Magellan MBA in a vast number of ways:

- By having an appropriate mix of lecturers in the programme, including both career academics and (to an important extent) practitioners perceived as being experts in their areas of specialisation. Many of these practitioners also possess advanced training in management at either PhD or at least Master's levels;
- By ensuring that in almost all of the courses a substantial part of the assessment takes the form of practical assignments, usually developed in groups and typically focusing on case studies about real companies and markets;
- By encouraging intensive usage of high quality case studies in most courses, without any specific budget limits (for ordering case studies). As module descriptions can show, case studies are quite prevalent for most courses;
- By the continuous offering of business seminars and "Executive Lunches" with managers during the academic year where real-life business experiences are directly shared with students;
- By an involvement of students in the so-called Followers Programme (Magellan MBA) through which students have first-hand experiences with the realities of business at a large number of associate and partner companies, with many of those leading to internship or business projects with those firms in the final stages of the MMBA programme;
- By the mandatory development of the MMBA Final Projects in real business settings; the MMBA final projects will most likely become group projects (developed by a group of students) instead of individual projects (developed by a single student);
- By the involvement of students in a number of company visits during the programme, including those related to course assignments and those in the International Week (currently in Austin, Texas, an area of very dynamic hi-tech start-up activities);
- By encouraging students to actively participate in consulting activities to new business ventures (e.g. in the Creative Industries incubators of Addict and Fundação de Serralves) or NGOs with which the School or students have relationships with.

### **International and intercultural contents**

The entire curriculum content is developed for an international and diverse public, making use of international case studies based on all types of organisations and markets. Some subjects are specifically devoted to international management topics, such as "International Business" or "Global Supply Chain Management".

In particular, the International Week is designed to include lectures on global business, discussions on entrepreneurship, corporate speakers from multinational corporations, networking moments with other international MBA & Executive Education students (from the hosting institution) and company visits to large multinationals (e.g. Dell, Wal-Mart, National Instruments, Rackspace, World Foods, HEB, etc.).

The school also facilitates internships in foreign contexts (students have developed their final projects abroad in several companies and NGOs in the past) and also has several agreements for in/out student exchange programmes (e.g. Sasin in Thailand, FIA in Brazil).

The new cooperation with GISMA (see below criterion 4.4) will open new possibilities, such as the exchange of students between the two campuses (Porto and Hannover) or the deployment of courses run simultaneously in both campuses and involving group work at distance (groups composed of students located in both campuses).

The Magellan MBA programme is a full-time international programme, which means that it seeks to attract not only local/regional students, but also foreign students from any other countries or continents, to attend an intensive residential programme. Since the launch of its international version, the programme has been able to attract 40 different foreign nationalities and has had an average proportion of 36% foreign students per intake.

The present agreement with GISMA (see below criterion 4.4) has the potential of attracting substantially more students from further locations for two strong reasons:

- GISMA and the GUS network have very strong direct and digital marketing resources, capable of targeting specific regions in the world;
- Hannover, and Germany in general, have a very strong economic appeal, which will certainly attract foreign young professionals from all over the world who are seeking for new career opportunities in Europe.

Since the very beginning of the MBA programme PBS has followed a “rule” of having no less than 1/3 of international faculty members teaching in the programme. At the same time, PBS has naturally incorporated about 1/3 of high-level U.Porto scholars and the remaining 1/3 of other high-level Portuguese academic/corporate instructors in the MBA programme faculty body. PBS currently recruits a significant percentage of its MBA faculty team from overseas (over 40%).

The Magellan MBA is fully taught in English, meaning that all the lectures, teaching materials and assessments are in English.

### **Interdisciplinary thinking**

The final Integrative Term of the programme is specially designed to provide the integration of various different fields of knowledge and practice, through the choice of one of the available Final Project options (Company project, Business Plan, COHiTEC business plan) by the student. Interdisciplinary thinking is also supported by different educational and professional backgrounds of the students.

### **Methodological competence**

The MBA certificate requires a substantial amount of research competences, not only to help systematise certain processes like the search and analysis of information & data, but also to ensure that final reports and other documents make good use of citations and other bibliographic references, thus avoiding naïve/unintended plagiarism practices in professional documents.

Access to the physical and virtual libraries, access to the available bibliographic databases through the U.Porto network, and the main citation rules in various types of documents are some of the topics covered in a session that takes place in one of the first weeks of the programme (Foundation term).

Throughout the year, the MBA students can count on assistance by the library staff for physical/electronic publication searches and advice on citations/references. At the same time, lecturers are encouraged to use anti-plagiarism software (Turnitin is the package used in the U.Porto) to verify all written assignments. Students are equally encouraged to make use of reference management tools (e.g. Mendeley) and scan their written assignments for plagiarism before submission.

### **Examinations**

One of the most important features of the Intended Learning Outcomes (ILOs) methodology that is currently under use is the ability to link each course to one or more programme ILOs, and to link every single course ILO to an assessment method. In fact, each module description includes a section in which the assessment methods are specified, including their relative weighting, and includes a table where the correspondence between those assessment methods and each course ILO is made explicit.

## Rating:

According to the self-assessment report and PBS advertisement, the focus of the programme is on entrepreneurial skills and general management. One of the advantages is the specific unique economic and attractive landscape environment in Porto as well as in Hannover (GISMA).

- The curriculum adequately reflects the qualification objectives of the continuing education course. The contents of the modules are well-balanced, logically connected and oriented towards the intended learning outcomes. The lectures and seminars on offer cover the contents necessary for achieving the qualification objectives and are outcome-oriented. The MMBA electives (9 ECTS) enable students to acquire additional competences and skills.
- The contents of the programme take into account the students' prior professional experience and refer to it.
- The contents of the programme are in line with the EQUAL MBA Guidelines.
- The certificate and the programme's name correspond to the contents of the curriculum and the programme objectives.
- Theory and practice are systematically interrelated throughout the curriculum. Theoretical discourse and practical application complement each other in developing the students' qualification profile. Career-integrated methods (e.g. case studies) are part of the course. Knowledge delivery and practical contributions complement each other to develop the students' competences. Furthermore, it is ensured that practical contents are transferred by appropriate means, such as demanding practical projects, which are monitored by the institution.
- Internationality of the programme is for PBS is a must, having in mind the goals of the programme as well as the intended learning outcomes, the composition of the attracted student body and the respective faculty. English language is the medium of delivery. Thus, international contents are an integral part of the curriculum. Students are thus prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment. A significant proportion of the students at PBS as well as at GISMA come from various language areas and cultural backgrounds. Thus, discussions in the classroom and group work constantly reflect international aspects. The measures taken to ensure an international composition of the student body show a clear and sustainable effect. The international composition of the faculty is a fundamental element shaping the profile of the study programme and is promoted at both locations.
- There is evidence that the programme qualifies for interdisciplinary thinking.
- Students acquire methodological competences and are enabled to do scientific work on the required level 7 of the European qualification framework. The ability for academic work is proven through the curriculum as well as through the admission conditions, which relate to the intended qualification level of the EQF. It is laid down as a learning objective in the module descriptions. Proof of science-based teaching within the course has been provided.
- All exams, as they are defined in the module descriptions, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a variety of test formats. The

mixture is appropriate. Assessments clearly differ between group-assessment and individual assessment.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>3.</b>	<b>Implementation</b>					
3.2	Content			X		
3.2.1*	Logic and conceptual coherence			X		
3.2.2	Integration of theory and practice		X			
3.2.3	International and intercultural contents		X			
3.2.4	Methodological competence			X		
3.2.5	Academic work and science-based teaching			X		
3.2.6*	Examinations			X		

### 3.3 Multidisciplinary qualifications and skills

Practical and transferrable skills are an essential part of the MBA programme goals:

- MMG 5. MBA graduates will demonstrate leadership, project management and teamwork capabilities.
- MMG 6. MBA graduates will demonstrate strong interpersonal and communication skills in different environments.
- MMG 7. MBA graduates will show self-awareness and emotional intelligence skills

These goals are achieved through the attendance of a number of ‘soft skills’ oriented courses (under the “Personal Development” layer), namely:

- Communication Techniques
- Negotiation
- Leadership
- Change Management
- Organisational Behaviour
- Personal Development I & Personal Development II
- Team Management I & Team Management II

Most of these courses are experiential and train the students’ communication and interpersonal skills by means of case discussions, group activities, presentations and role playing. In particular, the team management courses consist of impactful outdoor activities at both HEIs, through which the learning experience becomes extremely effective, as the students learn by direct experimentation in a tailored setting (not in the school environment).

#### Rating:

Providing the students with multidisciplinary competences and skills are in the focus of the soft skills delivery part of the continuing education course. The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the module descriptions. This is supported by means of suitable didactical and methodological measures.

The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>3.</b>	<b>Implementation</b>					
3.3	Multidisciplinary qualifications and skills			X		

### 3.4 Didactics and Methodology

The teaching and learning methods in the Magellan MBA vary and depend on the individual courses' contents and intended learning outcomes. The programme's policy is to include both individual and group work components in the student assessment system for the vast majority of courses, usually in the form of individual or group assignments, including presentations. The modes of delivery include the following:

- a) Traditional lectures: These are standard in most courses, particularly those referring to the hard skills learning component of the MBA. However, basically all courses include also other forms of teaching in one or more of the next categories.
- b) Individual and group projects: most of the courses also typically include group assignments and often also individual ones. In the case of CoHitec elective offered in the Magellan MBA, students form groups with scientists which are in the process of developing a new technology and also outside with business managers that act as tutors/advisers to both scientists and students.
- c) Presentations: usually as part of group assignments, many courses require students to present their groups assignments in class. In some cases (e.g. International Financial Statement Analysis, Introduction to General Management in the Magellan MBA), such presentations are also made to special guests from the Corporate World. Individual or group presentations are especially important in some Personal Development and Communication modules in both MBA programmes.
- d) Computer simulations: In specific courses like Project Management and Marketing Simulation students engage in computer simulations in a substantial part of the learning activities.
- e) Role playing: In the course Personal Development I, students have the opportunity to engage in active role playing, assisted by a professional actor.

Each module description contains a list of bibliographic references (book chapters, articles, case studies, etc.), which includes not only those materials that are expected to be used during the classes and other study time, but also some others that may be of interest in case the students want to explore further knowledge or practical examples. This list of titles is updated every year by the responsible lecturer, and the library staff take note of it, in order to decide whether to purchase new books or new copies of existing books. The Magellan MBA students receive a complete package of teaching materials along the programme, including lecture handouts, case studies and authorised copies of other bibliographic sources. Following the internal policy of environmental sustainability, PBS encourages the use of electronic formats by staff, teachers and students.

Exceptionally, full original handbooks may be provided to students, but only if it is considered indispensable and one or more lecturers make use of it to a very great extent.

PBS is active in promoting seminars and conferences along the year, about the full range of management topics and with all types of invited lecturers, including national and international

scholars, practitioners or consultants. The invited lecturers are sometimes visiting faculty or other specialists coming over to teach in current executive education or postgraduate programmes, but could also be just renowned scholars or professionals specifically invited for those events. The Magellan MBA programme guide considers the attendance of seminars or conferences (about 40 hours) as elective structured contact hours, thus part of the total programme workload. The attendance of these events is controlled by the Programme Manager.

### Rating:

The didactic concept of the continuing education course covers a wide range of different approaches, tools and methods in order to provide the students in appropriate manner to achieve the intended learning outcomes. It is flexibly orientated towards the goals of each module and towards the target group. A mix of different teaching and learning methods depending on the contents and curricular requirements, is applied in the modules.

The faculty is rather enthusiastic on this topic and well prepared. This is true for PBS as well as for GISMA.

The core “Entrepreneurial skills” layer, the elective COHiTEC programme (technology commercialization project) or the elective “Connect2success” projects (consulting for women entrepreneurs) are good examples of integrative learning activities.

The partnership with GISMA (see below criterion 4.4) has a great potential to strengthen student project work, especially with regard to project group work developed by students located in both campuses at the same time (distance teamwork). The didactical concept is described, plausible, and oriented towards the programme objectives. It supports the application of different teaching and learning methods, such as, for instance, case studies or practical projects.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and at least partly digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies.

Guest lecturers are invited and contribute to the students’ qualification process with their special experience, either from professional practice or scientific work.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>3.</b>	<b>Implementation</b>					
3.4	Didactics and methodology			X		
3.4.1*	Logic and transparency of teaching and learning methodology			X		
3.4.2*	Course materials			X		

### 3.5 Skills for employment / Employability (Asterisk Criterion)

The programme curriculum is designed to adequately respond to the markets’ needs, which are constantly obtained through direct contacts with employers, inquiries, and meetings with faculty, alumni and other executives (including those who take part in the school governing bodies). At the same time, PBS periodically benchmarks its programme with other programmes and also takes into account the latest trends in terms of employability skills for the years to come.

In addition to equipping the graduates with relevant managerial, entrepreneurial and interpersonal skills, the Magellan MBA provides a full range of activities and customised counselling to help students get ready to take full control of their career paths, upon graduation and beyond. The Personal Development II course is also very focused on self-awareness, career planning and professional happiness.

In terms of career placement of the Magellan MBA, statistics clearly show that:

- Within 3 months after graduation, 60% to 70% of the graduates get employed;
- Within 6 months after graduation, more than 80% of the graduates get employed;
- A significant amount of graduates (currently around 40%) get their jobs through the school’s channels;
- The number of international job assignments has dramatically increased in recent years;
- Most of the positions (50% to 60%) are middle management and senior;
- There is a significant amount of top management positions (20% to 30%);
- The starting salaries (after MBA graduation) clearly represent an increase when compared to the pre-MBA salaries.

PBS regularly undertakes salary and career surveys of alumni 3 months after graduation.

### Rating:

As a full-time postgraduate continuing education course in management, “employability & career development” is one of the most important features of the Magellan MBA programme. The promotion of employability – for instance through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread of the study programme through all its modules. The contents focus on achieving the qualification objectives and have a clear profile. Employability in accordance with the qualification objectives (see chapter 1.1) and the defined learning outcomes is promoted, adding a benefit for graduates in the respective occupational field.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>3.</b>	<b>Implementation</b>					
3.5*	Skills for employment / Employability		X			

## 4 RESOURCES AND SERVICES

### 4.1 Teaching Staff

#### Course management

According to the PBS MBA Regulation, the main duties and competencies of the PBS MBA Programme Director include:

- Guaranteeing the normal functioning of the programme and ensuring its quality, including the programme as run in Hannover;
- Promoting the integration of the different courses that constitute the programme;
- Selecting and proposing to the Executive Committee the list of faculty and their service allocation in each edition of the programme;

- Guaranteeing that the syllabi for the different courses, as outlined by the faculty, contain all the required information, namely the objectives, intended learning outcomes, teaching methods, assessment methods, session plans and bibliography;
- Validating all the syllabi of the courses to be taught in each term;
- Adjusting the ECTS credits of the different courses in each edition of the programme;
- Determining and making available information on possible course prerequisites (i.e. those courses where registration requires the prior approval in other course(s));
- Proposing and publishing the types of scholarships available at each edition, after approval by the Executive Committee;
- Approving the composition of the student work groups;
- Complying with the general norms of the Programme Coordination Regulation in force at Porto Business School;
- Presenting an annual report (“Programme Coordination Report”) on the functioning of the programme.

### **Structure and number of teaching staff in relation to curricular requirements and teaching staff’s academic qualifications**

At PBS, there are 18.5 full-time equivalents faculty members assigned to the Magellan MBA, corresponding to:

- 14 Full-time;
- 4 Part-time;
- 21 Visiting faculty members.

Porto Business School recruits the majority of its faculty body from the U.Porto, which is the highest ranked university in Portugal, mainly for its teaching quality and research output (more than 20% of the ISI Web of Science articles in Portugal belong to U.Porto).

Most of the associate or visiting scholars recruited from outside the U.Porto are very experienced and come from highly reputed institutions (IE Business School, Wharton, Harvard University, Rollins College, Sasin, etc.). Thus, the faculty is rather internationally composed.

At least 50% of the faculty who will be teaching in the Hannover operation (see below criterion 4.4) will be selected among the faculty body that has previously taught the Magellan MBA at PBS in Porto. The rest of the faculty body will be selected by PBS among several renowned scholars and other professional instructors who have successfully served GISMA in the past. They will strictly follow the Magellan MBA programme and course syllabi and will be appropriately inducted and followed by the MBA Programme Director along the whole academic process. The recruiting procedure takes into account the requirements for faculty at universities of applied sciences.

Full CVs of all faculty have been made available in the self-evaluation report and during the site visits.

### **Teaching staff’s pedagogical/didactical qualifications**

Faculty members at PBS have a high level academic background and are experts in their respective fields. They form a diversified body of competences, often including relevant business experience in top corporations or consultancy firms.

PBS has been involved in several of pedagogical/didactical events held at U.Porto. Some examples include:

- A workshop on “Teaching with the Case Method”,
- “The flipped classroom” & “Online learning in Business Education”,
- Training about the U.Porto Moodle platform, delivered by the U.Porto in customised sessions for the PBS faculty members, if needed (this has already happened for the Business Ethics course of the Magellan MBA, which was delivered in blended mode in 2015/16);

- Training about the definition of “intended learning outcomes” for programmes and courses.

PBS faculty is evaluated including didactical issues by students on a regular basis. The contracts of those, who do not meet the minimum of required score twice, will be terminated. It has already happened.

### **Practical business experience of faculty**

PBS has always been involved in very important consultancy projects targeting both public and private organisations. Frequent projects for municipalities and other governmental institutions, as well as for some of the largest national and multinational companies established in Portugal has been the norm for several years. Many of the school faculty members take part in these consultancy projects, whose fields of intervention range from organisational restructuring, to the implementation of balanced scorecard approaches, to complete supply chain restructuring, or even to industry-wide market analyses and strategic reports. This valuable bond to the corporate world has flourished within the Custom Solutions department, which used to provide mainly in-company customised executive education, but is currently offering complete packages including education, consultancy, coaching/tutoring and other corporate services.

### **Internal Cooperation**

The MBA Programme Director at PBS is in charge of the academic coordination and is in close contact with all the faculty members along the full academic cycle (invitation to teach, course preparation, delivery, assessment, review). Together with the Head of MBAs, the MBA Programme Director ensures that the programme goals and learning outcomes are appropriately covered by course-specific goals and learning outcomes, and that faculty members belonging to the same broad subject areas are in touch and perfectly aligned (meetings per subject area prior to the academic term). In some specific cases, two or more courses (e.g. Quantitative Methods for Management, Entrepreneurial Skills) of the same broad subject area are delivered by the same faculty member, which ensures perfect coordination and totally avoids unintended content overlaps. Weekly meetings via teleconference between PBS and GISMA shall be established in order to keep full administrative and academic alignment. In addition, the PBS MBA Programme Director will timely ensure the coordination and integration of GISMA faculty teaching in the Magellan MBA.

### **Student support by the faculty**

Faculty members aim to provide students with all the support needed along the whole duration of the course. It all starts with the required syllabus information and educational materials, which must be available in time, prior to the beginning of the course (especially in case there are pre-readings or other preparatory assignments).

On the first session of each course, all faculty members are expected to thoroughly explain the course’s content and learning goals, as well as all the details about the teaching and assessment methods to be used during the course. Usually, at this stage, the faculty members let the students know about their off-class availability (in terms of agenda) and preferred communication channels. It is very common to have faculty members providing extra classes or special sessions to assist the students to clarify any individual/collective academic doubts, or to help them specifically with their studies and/or assignments.

In terms of the student performance control, a new procedure has been implemented in the 2015/16 edition of the Magellan MBA. Adding to the existing “Dean’s List”, which distinguishes the best performers at the end of each term, the “Academic Warning” status was created for those who stand at the bottom of the list and close to the minimum threshold (2.00 on a scale of 1-5). This status is not intended to just signal poor performance (and the risk of the student not getting graduated) but it is actually supposed to trigger a set of contingency measures, including the opportunity to spend extra time with the lecturers, or the possibility of attending extra training courses (e.g. about “time management”).

## Rating:

The qualifications and experience of the course management correspond with the requirements of the course. The institution's course management is responsible for the academic quality of the course as a whole.

The structure and number of teaching staff correspond with the requirements of the course. The faculty at PBS is highly qualified, motivated, recruited in an appropriate manner and on the basis of quality oriented criteria. The faculty's composition, consisting of full-time and part-time as well as visiting lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied. Special characteristics of the target group are incorporated. Since PBS faculty is teaching at GISMA, too, this will facilitate in future to realise common culture of both of the faculties.

The academic and pedagogical/didactical qualification of the faculty corresponds to the requirements and objectives of the study programme, too. Special characteristics of the target group are taken into account.

Both of the involved institutions verify the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented.

The practical business experience of the faculty corresponds to the requirement of the programme to integrate theory and practice. Special characteristics of the target group are taken into account. Teachers with a professional background are integrated into the course at a reasonable quantity.

The faculty members cooperate with each other for the purpose of tuning the modules towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly. Internal cooperation between PBS and GISMA (see below criterion 4.4) regarding the franchise issues is secured.

Student support is an integral part of the services provided by both of the faculties. It is offered on a regular basis and serves to help students study successfully.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>4.</b>	<b>Resources and Services</b>					
4.1	Teaching Staff			X		
4.1.1*	Course management			X		
4.1.2*	Structure and number of teaching staff in relation to curricular requirements			X		
4.1.3*	Teaching staff's academic qualifications			X		
4.1.4*	Teaching staff's educational/didactic qualifications			X		
4.1.5	Practical business experience of the teaching staff			X		
4.1.6	Internal cooperation			X		
4.1.7*	Student support and coaching			X		

## 4.2 Course Management

The Programme Manager is expected to identify any issues that may occur at any stage of the process, and to search for prompt solutions, together with the Programme Director and/or with other Area Managers, if required.

PBS constantly provides its administrative staff with a number of internal and external development opportunities, including among others:

- Formal training programme, supported and inspired by an internal development system (Upgrade Programme) based on goals (at institutional, department and individual level) and a specific “competences framework”;
- Free participation in school events, including some taking place off-campus and during working hours (e.g. the Porto Business School Grand Conference, a major event that brings together over 1000 executives in Porto every year).

The Student Services Office is the main point of contact especially for the international and also local students regarding all administrative and non-academic affairs. The Office provides extensive services to international students, ranging from support with finding or changing accommodation to support regarding medical issues. Relations have been established with the Immigration Office in Hannover, with insurance agencies who provide health insurance for international students, with housing agencies and landlords, and with banks. These services start immediately after a student has been admitted.

### Rating:

PBS takes care for trouble-free and frictionless flow of procedures of the programme and its environment. The respective Programme Director coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly.

Faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative staff is available; they are really enthusiastic and highly committed to their jobs. Decision-making processes, authority, and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved.

The opportunities of electronic service-support are used and supplement personal one-to-one counselling. The HEI offers the administrative staff opportunities for continuous professional development.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>4.</b>	<b>Resources and Services</b>					
4.2	Course Management			X		
4.2.1*	Programme Coordinator			X		
4.2.2	Process organisation and administrative support for students and teaching staff			X		
4.2.3	Service for students			X		

### 4.3 Networking

The level of cooperation and networking between PBS and the corporate world is expectedly very high, and the reason for this is not limited to the favourable circumstances that arise from the school's governance model. With their stake of 50% in the Supervisory Board (the most important strategic governing body), PBS corporate partners have a very important role in the definition of the school's strategic direction, which obviously includes the MBA portfolio at all levels. Not only do they provide important conceptual and practical insights that help in programme reviews and curriculum design, but they also contribute with high quality professional instructors, company visits, (final) project assignments, and job opportunities. Many other corporations (without a formal link to the school's association) also contribute to the PBS strategy and activities with the same, if not higher, level of commitment and enthusiasm, including many initiatives connected to the MBA portfolio.

There are also formal collaboration agreements between PBS and several organisations (private and public, for-profit and non-profit) which are in charge of delivering some of the MBA courses, mainly in the field of soft skills, innovation and entrepreneurship:

- Teamwork  
Team Management I (core course) > Outdoor Team building activity  
Personal Development I (core course) > Behavioural training through role playing
- NABIA  
Team Management II (core course) > Sailing with a CEO workshop
- COTEC/COHiTEC  
Technology Commercialization Programme (elective course)
- Embassy of the United States of America  
Connect 2 Success Programme (elective course)

#### Rating:

The scope and nature of cooperation with business enterprises and other institutions relevant to the programme are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills. Measures to create and maintain networks have been provided.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.	<b>Resources and Services</b>					
4.3	Networking			X		

### 4.4 Cooperation with academic institutions or enterprises (Asterisk Criterion for cooperation courses)

PBS is cooperating with GISMA in Hannover, as already mentioned. The Magellan MBA is delivered in Hannover in franchise mode. The two institutions have agreed to cooperate on the implementation in Hannover of the Full-time Magellan Master of Business Administration programme belonging to and awarded by PBS. PBS is totally responsible for all quality related aspects, as agreed in the franchise agreements between both of the partners. These agreements have been studied carefully by the experts. The headlines are documented here:

The **Cooperation Agreement** as of 8 April 2016 regulates:

- 1.1. Contract Management
- 1.2. Promotion and Marketing
- 1.3. Faculty
- 1.4. Administration, Equipment, Course Management and Student Services
- 1.5. PBS Role in Administration/Pedagogy
- 1.6. Transfer and Design of teaching Material
- 1.7. Alumni Services & Surveys
- 1.8. Accreditations and Quality Assurance
- 2.1. Duration of the Programme
- 2.2. Number of Students
- 2.3. The Programme Description and Content
- 2.4. Recruitment and Selection Criteria
3. Financial Conditions
4. Duration of Contract
5. Cancellation and early Termination of Contract
6. Intellectual Property
7. Confidential Information
8. Settlement of any Disputes
9. Additional Documents and Specifications

The **Addendum to the PBS-GISMA Cooperation Agreement** specifies components and processes of quality assurance in the partnership between Porto Business School (PBS) and GISMA Business School (GISMA) in delivering the Magellan MBA of PBS in Hannover, in addition to the terms of the “Cooperation Agreement for the Implementation of the Programme: Master of Business Administration (MBA)” between the two schools.

The Magellan MBA belongs to and is awarded by PBS. PBS has the responsibility for programme quality and academic standards (in particular the definition of learning outcomes, the development and delivery of the curriculum and the examination regulations) and will ensure that GISMA complies with all relevant quality standards. PBS also ensures that feedback from students and other stakeholders in the Magellan MBA as delivered in Hannover is collected and will be used to further develop the programme.

**Re admissions:** The final admission decision for applicants to the Magellan MBA as delivered in Hannover lies with PBS and the enrolment letter is supplied and signed by PBS. The admission criteria are determined by PBS in the “REGULATION FOR MBA PROGRAMMES (Master of Business Administration) OF PORTO BUSINESS SCHOOL”.

GISMA recruitment and admissions staff supports students during the application process by providing information on, for example, admission criteria or the visa process for international students.

**Re Coordination and communication:** The overall responsibility for the quality assurance of the Magellan MBA delivery in Hannover lies with the Head of MBA Programmes at PBS. The overall responsibility for quality assurance on GISMA side lies with the GISMA Dean. The Head of MBA programmes at PBS and the GISMA Dean together form a “Coordination and Evaluation Committee” for the Magellan MBA in Hannover and meet regularly (on a weekly basis) via teleconference to discuss current issues such as faculty allocation, student progress or student feedback. They inform their relevant staff of any changes to implement.

GISMA provides dedicated administrative staff to carry out the delivery of the Magellan MBA in Hannover. The majority of the task is carried out by GISMA Programme Management and the GISMA Careers Center. The GISMA Head of Academic Development is involved and all quality assurance measures are carried out. GISMA staff is in regular contact with their counterparts at PBS to ensure compliance with PBS academic standards.

The Head of MBA Programmes or the MBA Programme Director from PBS will visit Hannover to gather feedback from students foster the relationship between PBS and GISMA several times a year, at least every other term.

**Re regulations, documents and transparency:** The Magellan MBA as delivered in Hannover is fully regulated by the document “REGULATION FOR MBA PROGRAMMES (Master of Business Administration) OF PORTO BUSINESS SCHOOL”. The document is part of the information package students receive at the beginning of the programme. The students further receive a study contract (between GISMA and the student) and a GISMA student handbook which both clearly state that the MBA degree students receive after successful completion of the programme is awarded by PBS. This is also clearly stated in documents advertising the programme in Hannover, such as brochures and websites.

The curriculum and schedule taught at GISMA corresponds to that taught at PBS. There might be minor adjustments to accommodate the different locality and job market requirements (e.g. the team building course “Sailing with the CEO” might be adjusted to a more suitable activity for GISMA’s landlocked campus). The students receive the curriculum and schedule at the beginning of the programme.

**Re faculty:**

Teaching in the Magellan MBA as delivered in Hannover is conducted by faculty from PBS, from GISMA and by visiting faculty. All GISMA permanent or visiting faculty are subject to approval by PBS; they must submit their CV and teaching evaluations in the approval process. If accepted, the faculty is expected to teach the syllabus content as laid down by PBS. They will be in close contact with the corresponding PBS faculty (those who teach the same course at PBS) and will be under the supervision of the MBA Programme Director, who ensures compliance with learning outcomes and PBS academic standards for assessment and examination.

**Re student performance, evaluation and response to feedback**

Student performance is gathered and documented by GISMA Programme Management and regularly communicated to PBS. GISMA Programme Management also facilitates the faculty and course evaluation by the students and communicates results to PBS. The results are summarized and disclosed to the corresponding faculty, to the Programme Director and to the PBS Executive Committee.

For courses taught in Hannover by GISMA faculty members, PBS may request the corresponding PBS faculty to reassess exams and other assignments, so as to validate the grading and also to ensure consistency of the assessment criteria.

**GISMA Business School** currently is a HEI in foundation. The German International Graduate School of Management and Administration (GISMA) was founded in 1999 with the purpose of offering internationally recognized academic management education in Germany and to combine the benefits of an international education offered in a German environment. GISMA was founded by the State of Lower Saxony and several large companies located in and around Lower Saxony.

The rationale for the foundation of the school was and remains:

- (i) to offer young and ambitious high potentials a good alternative to renowned business schools in the USA, Europe and Asia,
- (ii) to minimize the danger of high potentials not returning to Germany after studying overseas,
- (iii) to bring international high potentials to Germany and introduce them to the German and Lower Saxony job market to meet demographic challenges, and
- (iv) to give German and Lower Saxony companies the opportunity to further educate their high potentials and executives in the region.

Since its foundation, GISMA uniquely combines the benefits of an international education offered in a German environment – internationality is part of the teaching, the students and the administration, with all the programmes being taught in English.

Since its foundation, degree programmes at GISMA have been jointly offered with partners who are able to issue the degrees. While GISMA is aiming to achieve its own degree awarding powers over the next years, international cooperation partners will remain part of the strategic plan and the programme portfolio, to offer both students and corporate partners the best possible value.

For the Magellan MBA as run in Hannover, applicants are guided through the application and admission process by dedicated staff members. Currently three Programme Consultants (3 FTE) are available for applicants throughout the process from the first point of contact to enrolment. Programme Consultants answer any questions on the process itself, on the programme, the career perspectives, accommodation, life in Germany, scholarships or similar. Programme Consultants are also in direct, regular contact with other staff at GISMA (e.g. Career and Alumni Manager, Programme Manager, Dean) and their counterparts at Porto Business School for clarification of questions they cannot answer themselves.

The Head of Academic Development (1 FTE) oversees the admission process from the GISMA side, ensuring all admission requirements are adhered to. Additionally, international students are supported in the visa process by the International Office (headed by the Head of Academic Development) in communicating with authorities in their home countries and in Germany if necessary. But at the end, all students in Porto as well as in Hannover are enrolled at PBS in Porto only.

The contract between the provider and the students, as well as between the provider and the teaching staff is set down and documented. Rights and obligations of both parties have been established and are known to all relevant parties. Transparency and legal certainty exist.

While GISMA partners with institutions for the purely practical reason of not being able to award its own degrees yet, partners are chosen carefully (e. g. with international accreditation, international minded faculty, networks) to provide the best educational experience to the students. In this regard, Porto Business School and the Magellan MBA are an attractive strategic fit for GISMA: internationally accredited programme (AMBA and EPAS), international and internationally experienced faculty and administration, and an excellent company network to enrich the programme and improve students' employability

Most of the programme features will also be available at the GISMA campus in Hannover or will be substituted by local equivalents, commonly agreed by both of the partners. In accordance with the programme goals as set by PBS, GISMA will organize guest lectures or facilitate student-company projects.

Magellan MBA students at GISMA in Hannover have access to the same electronic uses as Porto students.

The operation in Hannover has been setup so that at least 50% of the coursework is delivered by Magellan MBA faculty members, thus contributing to full compliance with the Magellan MBA goals and quality standards. GISMA currently employs three faculty members (including the Dean) which equal 1.5 FTE and is currently looking to fill two to three more permanent faculty positions (2-3 FTE) in fall. As the school moves forward with the degree awarding power application process, more permanent positions will be advertised and filled in the coming years. In the meantime, GISMA employs additional visiting faculty on a per-course basis. For the currently running edition of the MMBA, the majority of teaching faculty at GISMA is coming from PBS.

Respective facilities are available at GISMA, as demonstrated during the site visit in Hannover (see below criterion 4.5).

GISMA supports the promotion of employability in addition to the curriculum with a dedicated Careers and Alumni Manager as well as German language courses which can be taken in addition to the MBA courses. GISMA ensures that international MBA students have the required health insurance, etc. to obtain the residence permit for their studies in Germany. GISMA also constantly provides its administrative staff with a number of development opportunities. The first graduates of the GISMA MMBA programme will thus be surveyed in 2018.

GISMA is located in a vibrant economic setting and, just like PBS, was founded with the help of a number of large and successful multinational corporations (e.g. Continental, Siemens, Volkswagen). The Magellan MBA students from both sites (Porto and Hannover) will certainly benefit from this strong business network in all its dimensions (contacts, projects, job opportunities, business ventures, etc.). GISMA has already intensive co-operations with business enterprises and organisations, as demonstrated during the site visit.

## Rating:

The franchise agreements between both of the partners regulate the mutual rights and duties. They define precisely and cover completely the required issues re quality assurance at GISMA. The panel appraises these franchise documents and how they are executed as examples of good practice.

The choice of GISMA as franchise partner by PBS is a good choice vice versa. GISMA has cooperated with international academic partners since its foundation in 1999. Since then, GISMA's strategy has been

- to combine the strong German location with the international focus of the school and the programmes
- to cooperate with universities, business schools and organisations in Germany and internationally
- to share and create value for all its stakeholders.

While GISMA partners with institutions for the purely practical reason of not being able to award its own degrees yet, partners are chosen carefully (e.g. with international accreditation, international minded faculty, networks) to provide the best educational experience to the students. In this regard, Porto Business School and the Magellan MBA are an attractive strategic fit for GISMA: internationally accredited programme (AMBA and EPAS), international and internationally experienced faculty and administration, and an excellent company network to enrich the programme and improve students' employability.

The panel would wholeheartedly recommend to accredit the MMBA, if there were an academic degree at the end. Thus, the MMBA could have been recommended to become accredited, not only certified (although for accreditation there are some more requirements). Thus, it would meet the legal framework conditions of the Lower Saxonian higher education act.

The specific mission and vision for further strategic development of PBS and GISMA will be supported by recruiting additional students at different locations. It will enrich the international dimension and international aspects of the programme as well as of the involved institutions. According to the higher education act of Lower Saxonia, where GISMA is located, this franchise programme has to be certified, if not accredited, in order to assure the government that it is in line with the legally required quality assurance standards in Portugal and in addition with the respective German and international standards, too. Rights and duties are carefully regulated in the respective contracts.

According to the FIBAA requirements for franchise programmes and in line with the respective recommendations of the German Council of Science and Humanities as of 20<sup>th</sup> January, 2017, the contract regulates all respective topics:

- Rights and duties both of the partners including their advertising of the programme and respective transparency for applicants and students, also on their websites and in the Diploma Supplement
- Communication and coordination by setting up the respective committee
- Responsibility of PBS in particular

- for the academic standards, in particular definition of the programme objectives, the intended learning outcomes, the development of content and its didactical delivery and performance,
- for study- and examinations regulations and its supervision on a regular basis,
- for admission and enrolment of the students
- for criteria of selection and recruitment of the faculty members,
- for awarding the certificate

The programme cooperation agreement will be managed by the Head of MBA programmes at PBS. PBS will provide administrative support. Students and faculty exchange is aimed at. Copyright and intellectual property issues are elements of the agreement.

The scope and nature of the franchise cooperation between PBS and GISMA relevant for the course are convincingly presented. The cooperation is actively pursued and has a clear impact on the implementation of the course and its quality assurance. The agreements forming the basis of the cooperation are documented. Cooperation with GISMA is aligned with the strategy of the course and actively promoted by means of regular joint conferences/meetings of those who are involved in the continuing education course in responsible positions, to discuss the further development of the programme and to permanently assure the quality of the programme during its delivery at GISMA. Such cooperation has a formative impact on the curricular contents and on the profile of the graduates. By means of specific measures e.g. student and staff exchange, mutual sharing of course materials, they significantly contribute to the development of qualifications and skills.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality re-quirements	n.r.
<b>4.</b>	<b>Resources and Services</b>					
4.4(*)	Cooperation with academic institutions or enterprises (asterisk criterion for cooperation courses)		X			

## 4.5 Facilities

The PBS building has a total construction area of 8.970 m<sup>2</sup>, is served by a covered parking area with 9867,8 m<sup>2</sup> (Floors -1 and -2, and capacity for up to 400 vehicles) and consists of three main volumes:

- A four-storey tower which hosts the school main back-office and front-office administrative services
- One long suspended two-storey building which hosts all the classrooms, working rooms and shared services rooms
- One central public area on the ground floor, for catering and leisure:

The Information Systems and Technology department is responsible for the design, implementation and maintenance of a broad set of IT solutions that respond to the particular needs of the school and its community.

Within this remit, a range of services has been implemented and is available to the school community (teaching staff, students and researchers):

- Internet Access;
- Virtual Private Network (VPN) Service;
- Structured Cabled Network;
- Wireless Network Campus Coverage;
- Printing & copying account service;

- Computer Facilities;
- Intranet Service (Administrative support, Student support, Teaching support);
- E-mail service;
- File Server;
- The school Website ([www.pbs.up.pt](http://www.pbs.up.pt)).

At the PBS facilities, a wealth of cutting-edge ICT is available to the school community.

GISMA provides students in the MBA programme with Wi-Fi, copiers and printers. Students are required to bring a laptop of their own for their MBA studies. An IT staff member provides general helpdesk support during dedicated hours.

GISMA has two main lecture halls, one on the first floor (capacity 66) and one on the second (capacity 44). The space for a third lecture hall (capacity 44) has been prepared and will be furnished once the capacity is needed. For smaller classes (e. g. electives or workshops), a seminar room on the third floor (capacity up to 20, depending on seating) is also available. Lecture halls are equipped with desktop computers, document cameras, projectors and whiteboards. Students can charge their laptops in the lecture halls. All rooms have a climate control system.

On the second and third floor, ten study/break-out rooms are available to the students. A silent reading room is available on the first floor next to the lecture hall. In the souterrain, a large recreational space is available to the students: 40 seats for eating lunch, meeting or studying, a coffee machine and water dispenser, a football table and access to the patio. Staff and (visiting) faculty offices are located on the first, second and fourth floor.

The library center of PBS serves the school community's learning and research requirements, by gathering, organising, processing and disseminating information on different supports, namely the physical library, the programme's teaching materials on the intranet, the online bibliographic catalogues and online full-text databases.

This centre provides all services needed, e.g. reading areas; free access to documentation; customised reference service (i.e., at the user's request, in all databases); loan service, including inter-library loans (nationally and internationally); provision of the online Bibliographic Catalogue - ALEPH; On-Line access to bibliographic and full-text databases; processing and archiving of all materials used in classes etc.

There are currently over 6.000 physical titles available at the school's library, including 12 periodical publications (e.g. Executive Digest, Harvard Business Review, MIT Sloan Management Review, Marketeer, Selling Power, The Economist, Financial Times, Bloomberg Businessweek, etc.). New acquisitions have been at around 250 physical titles per year (about 20 new titles per month). Every year, the library promotes a charity sale of old titles to the school community. The number of titles requested per year has been over 700 and the number of internal service orders (documentation processing) has been over 850.

The school's community also takes advantage of all the physical and online resources made available through 24 other U.Porto libraries.

Locally, GISMA students have access to the small library (ca. 1800 titles) in the GISMA building and to a large number of online resources (magazines/e-journals and databases). The GISMA library is open during building opening hours (including weekends), access to online resources is available at any time. Courses usually have a fixed set of books, cases and other materials (e. g. newspaper or journal articles). There are 9 online resources directly offered through GISMA. GISMA students can access all the electronic resources at PBS/U.Porto via Virtual Local Network (VPN). All cases and articles used as part of the courses are provided to the students free of charge.

## Rating:

The quantity, quality, as well as media and IT facilities of the teaching rooms of PBS and GISMA both meet the required standards. The rooms are properly equipped for disabled students and give them barrier-free access.

Access to literature and journals as well as digital media (e.g. electronic media, databases) is guaranteed. The materials are aligned with the course content and are up to date. A concept for the course's continuing development (update) is available.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet re-quirements	n.r.
<b>4.</b>	<b>Resources and Services</b>					
4.5	Facilities			X		
4.5.1*	Quantity, quality, media and IT equipment of teaching rooms			X		
4.5.2*	Access to required literature			X		

## 5 Documentation

Apart from the programme commercial brochure, which contains the main highlights about the programme and is permanently updated and available online, all the enrolled students receive a "Student's Manual" at the beginning of the programme, in electronic format (in a USB pen-drive), which contains all major information and regulations applicable to the programme, including the school's Code of Ethics.

The school' internal electronic platform (virtual learning environment) contains all the programme and course academic information in detail. It shares the database with the information that is made available online, which ensures currency and consistency of the information.

All the detailed timetables for classes, assignment deadlines, exam dates and coordination meetings (with the Programme Director) are shared with the students at the beginning of each term, via email, by the Programme Manager.

The Hannover intake will have access to the exact same resources.

PBS has its own Communications & Image Department that is in charge of all internal and external communication about the school activities, including the MBA programme activities. The 'Image and Communications' team is in charge initiatives such as:

- Organisation of internal and external events and links to event management partners;
- Development of institutional printed materials, programme brochures and merchandising;

The school has been promoting the "Magellans Beyond MBA" Facebook group, which already has over 200 members, including nearly all the Magellan MBA students and alumni, as well as some school staff; it works very efficiently as an induction tool for newcomers, as well as a means for the current students and alumni to engage and keep in touch.

GISMA also has an active Facebook page, through which all the school's major events (e.g. executive seminars and conferences) are announced and reported publicly. Through the GUS network, GISMA also has access to a broad and highly effective communications network, including both internal resources and external PR/media partners.

### Rating:

The course is described in detail. This documentation is constantly updated and easily accessible for interested parties both in print and in electronic form, which ensures a high level of transparency.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.* Documentation			X		

## 6 Quality Assurance

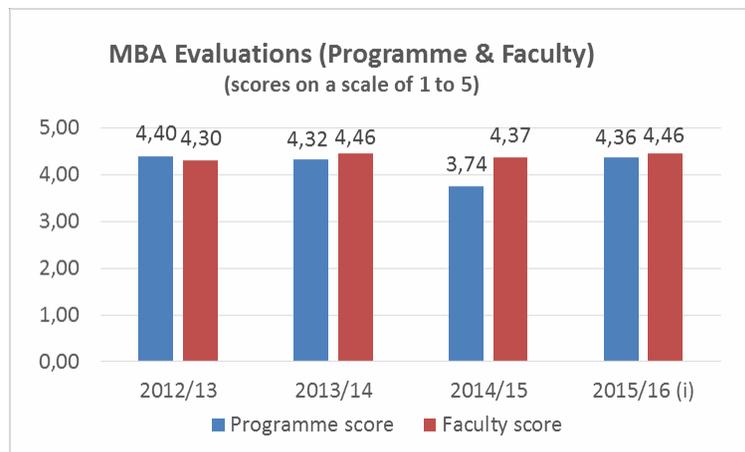
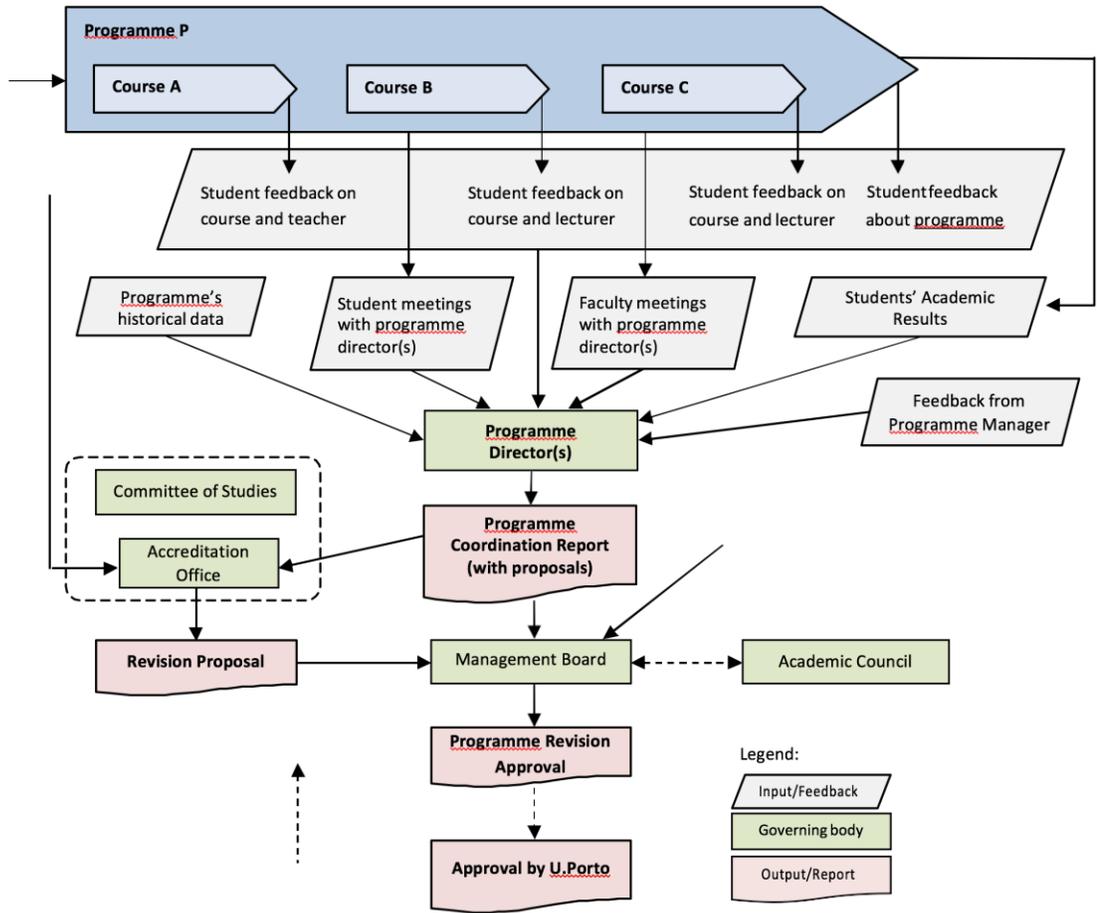
PBS has implemented a formal quality assurance system since 2000. The School first adopted a model in use within the U.Porto, improving it each year, incorporating valuable contributions from partner schools and international faculty, in order to meet the best practices.

The Programme Managers are responsible for data gathering and processing, and for delivering the final report where results are shown, trends calculated and a selection of relevant complaints and suggestions are listed. The Strategic Control and Improvement Officer guarantees that the formal quality system implemented at the school is fully operational, assuring that all educational and operational aspects are evaluated appropriately and thoroughly. The Programme Manager handles any complaints or suggestions in a timely manner and immediately ensures that suitable corrections are made whenever applicable.

All editions of all the education programmes offered by PBS are evaluated by their students. This evaluation includes the programme as a whole, its contents, relevance, teachers, support services and the infrastructures and facilities provided. The final reports are discussed internally, and the necessary measures are implemented to improve the overall quality of the School. The Magellan MBA is formally reviewed after the end of each term, upon publication of the internal quality assessment results and student grading results. The internal quality assessment results basically consist of the faculty assessment results and course assessment results (performed by students). The whole Quality Assurance and Programme Revision process is represented in a flowchart below. After the end of each term, the standard assessment items of each course are compiled and summarised into course and teacher's rankings that allow a straightforward absolute and relative comparison of the performance achieved with different teachers and courses. These assessment results are subsequently disclosed to the corresponding teachers, to the Programme Director and to the PBS Executive Committee.

Currently, there is no formal report or inquiry (including faculty feedback) other than the MBA Final Coordination Report, issued by the MBA Programme Director at the end of each programme edition (see details above). This document summarises the most important feedback received by the Programme Director from all sources (faculty members included) along the programme.

The Magellan MBA has been accredited by AMBA (since 2008) and EFMD/EPAS (since 2011), with subsequent re-accreditations in 2013/2014. In addition, there uses to be a survey of the alumni three months after they have finished. From 2016/17 onwards, PBS will be implementing a peer observation programme called "De Par em Par", which has successfully been running in other schools of the U.Porto for some years now. This project is inspired by best practices from other world-class institutions (e.g. MIT) and consists in an exchange of observation/evaluation of classes among groups of teachers. Each group is composed of 4 elements: 2 teachers from one school/department and 2 teachers from another school/department (and different subject areas). Each teacher is observed in one class and receives feedback from 2 elements within the group: 1 from the same school/department (inner view) and 1 from the other school/department/subject area (external view). This review method will enhance the focus on pedagogy and foster innovation in terms of teaching and learning options. The item categories to be evaluated in each observation include: structure, organisation, content, classroom environment and teacher's attitude.



## Rating:

At PBS quality assurance procedures are implemented. They follow and realise the management cycle “plan, do, check, act” with regard to all respective aspects. A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes, has been set up. It takes into account the evaluation results and the analysis on student workload, success rate, and graduate employment. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined. Franchise requirements are taken into account.

Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the students and provide input for the quality development process.

Quality control by the faculty is not carried out yet.

An external evaluation is carried out on a regular basis (AMB; EPAS) In order to introduce periodic fundamental external reviews of the programme a new external Programme Board has been installed and will conduct the first review as soon as possible.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality re-quirements	n.r.
<b>6.</b>	<b>Quality Assurance</b>			X		
6.1*	Quality assurance and development of course content, processes and outcomes			X		
6.2*	Instruments of quality assurance			X		
6.2.1	Evaluation by students			X		
6.2.2	Quality assurance by teaching staff				X	
6.2.3	External evaluation by alumni, employers and others			X		

# Quality Profile

**Institution:** Porto Business School, University of Porto, Portugal

**Continuing Education Course:** Magellan Master of Business Administration (MMBA)

Quality Ratings		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>1.</b>	<b>Strategy and Objectives</b>					
1.1*	Logic and transparency of course objectives			X		
1.2	International orientation of the course			X		
1.3	Positioning of the course			X		
1.3.1	Positioning of the course in the education and job market, and the professional field ("Employability")			X		
1.3.2	Position of course within the institution's overall strategy			X		
<b>2.</b>	<b>Admission</b>					
2.1*	Focus on the target group			X		
2.2*	Admission conditions			X		
2.3*	Legal relationship					X
<b>3.</b>	<b>Implementation</b>					
3.1	Structure			X		
3.1.1	Structure of the course			X		
3.1.2*	Application of the „European Credit Transfer and Accumulation System (ECTS)“ and modularisation			X		
3.1.3*	Study and examination regulations			X		
3.1.4*	Feasibility of study workload			X		
3.2	Content			X		
3.2.1*	Logic and conceptual coherence			X		
3.2.2	Integration of theory and practice		X			
3.2.3	International and intercultural contents		X			
3.2.4	Methodological competence			X		
3.2.5	Academic work and science-based teaching			X		
3.2.6*	Examinations			X		
3.3	Multidisciplinary qualifications and skills			X		
3.4	Didactics and methodology			X		
3.4.1*	Logic and transparency of teaching and learning methodology			X		
3.4.2	Course materials			X		
3.5*	Skills for employment/Employability		X			

## Quality Ratings

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>4.</b>	<b>Resources and Services</b>					
4.1	Teaching staff of the course			X		
4.1.1*	Course management			X		
4.1.2*	Structure and number of teaching staff in relation to curricular requirements			X		
4.1.3*	Teaching staff's academic qualifications			X		
4.1.4*	Teaching staff's educational/didactic qualifications			X		
4.1.5	Practical business experience of the teaching staff			X		
4.1.6	Internal cooperation			X		
4.1.7*	Student support and coaching			X		
4.2	Course management			X		
4.2.1	Administrative course director			X		
4.2.2*	Process organisation and administrative support for students and teaching staff			X		
4.2.3	Service for students			X		
4.3	Networking			X		
4.4(*)	Cooperation with academic institutions or enterprises (asterisk criterion for cooperation courses)		X			
4.5	Facilities			X		
4.5.1*	Quantity and quality of media and IT Resources of teaching rooms			X		
4.5.2*	Access to required literature					
<b>5.*</b>	<b>Documentation</b>			X		
<b>6.</b>	<b>Quality Assurance</b>			X		
6.1*	Quality assurance and development of course content, processes and outcomes			X		
6.2*	Instruments of quality assurance			X		
6.2.1	Evaluation by students			X		
6.2.2	Quality assurance by teaching staff				X	
6.2.3	External evaluation by alumni, employers and others			X		

