

Institutional Assessment
Luxembourg School of Business
Programme Assessment
MBA programme

19 June 2017,

Transmitted to the Ministry of Higher Education and Research of

Luxembourg on 9 August 2017

Index

1	Executive Summary	4
2	Introduction	6
	2.1 Procedure	6
	2.2 Panel report	7
3	Description of the institution and the programme	8
	3.1 Overview	8
	3.2 Profile of the institution	8
	3.3 Profile of the programme	9
4	Institutional assessment	10
	4.1 Criterion A – Strategic objectives	10
	4.2 Criterion B – Origin of financial resources	11
	4.3 Criterion C – regular academic programmes	12
	4.4 Criterion D – staff recruitment	13
	4.5 Criterion E – qualified staff	14
	4.6 Criterion F - infrastructure	16
	4.7 Criterion G – collaboration with other institutions	17
	4.8 Criterion H – participation in international exchange	17
	4.9 Overall conclusion	18
	4.10 Overview of the assessments	19
5	Programme assessment	20
	5.1 Standard 1 – intended learning outcomes	20
	5.2 Standard 2 - teaching learning environment	21
	5.3 Standard 3 – assessment	25
	5.4 Standard 4 – internal quality assurance	26
	5.5 Standard 5 – research	28
	5.6 Overall conclusion	28
	5.7 Overview of the assessments	29
	Annexes	30
	Annex 1 – Composition of the panel	30
	Annex 2 – Schedule of the site visit	31
	Annex 3 – Documents reviewed	34
	Annex 4 – Abbreviations used	35
	Annex 5 – Strategic plan Luxembourg School of Business	36

1 Executive Summary

This document reports on the institutional assessment of the Luxembourg School of Business (LSB) as well as on the programme assessment of the Master of Business Administration (MBA) programme at LSB by an international expert panel convened by NVAO on behalf of the Ministry of Higher Education and Research of Luxembourg.

The panel studied the application submitted by LSB and discussed the state of play of both the institution and the MBA programme with a variety of stakeholders in Luxembourg on 15-17 May 2017. The Luxembourg School of Business is a private start-up created in 2014, currently offering a part-time executive MBA and short executive programmes. The panel noticed that the assessment framework and criteria are particularly suited for mature institutions but more difficult to apply strictly for start-ups. For that reason, the panel has applied the criteria to the institution and the MBA programme in their present state to the maximum, but also considered a realistic medium term-plan of LSB, when the institution and programme reach sufficient maturity. This plan is described in a five-year strategy document to which LSB commits and which feasibility the panel has reviewed.

The panel gathered from the visit that there is a great need for an MBA programme and for executive business education in Luxembourg. LSB discovered a market niche and over the past two years offered good-quality education targeted at and attractive for companies, organisations and individuals in Luxembourg. The ongoing growth of the Luxembourg economy, the continuous inflow of international companies and staff and the relatively limited supply of graduate and executive business education tend to convince the panel that the potential for the educational services of LSB is substantial, provided the school is accredited.

As for the institutional assessment, it is clear that LSB cannot present an impressive track record yet in terms of programmes, collaborations and international exchanges. Nonetheless, comparing the eight criteria of the framework for institutional assessment to the situation of the Luxembourg School of Business, the panel considers that LSB meets seven criteria. The framework requirement for a specialised higher education institution to employ at least 15 full-time staff equivalents is met partly as LSB commits itself to building a team of administrative and academic staff that exceeds these minimum requirements.

Since two years LSB offers an advanced part-time general management programme with a strong international dimension. This programme is broadly comparable to a typical executive master of business administration programme. LSB intends to offer also a full-time version of this programme.

In terms of programme assessment, the panel considers that the current MBA curriculum is up to professional standards. The programme is well-structured, knowledge and skill based and includes excellent international faculty. As LSB is still in a start-up phase, checks on achieved learning outcomes, quality assurance procedures and research are basic but are considered adequate.

The panel is confident that there is a potential demand for the MBA programme provided the programme is accredited. Student numbers mentioned in the five-year strategy plan of LSB are attainable. However, in view of the programme expansion, LSB will have to adjust, develop and formalise several components of the MBA programme, such as the assessment system and the internal quality assurance provisions. For now, the panel judges all five standards to be satisfactory and considers that the Luxembourg reference criteria for programme assessment are met.

The likely expansion of the institution and the MBA programme brings along new challenges which LSB should address in due course. First, the panel recommends LSB to consolidate its governance structure, with inclusion of internal and external stakeholders – faculty, staff, students, alumni and the professional field. Second, the overall coherence of the MBA programme would benefit from a programme matrix linking programme objectives, curriculum, assessments and achieved outcomes. Third, the sequence of courses and the insertion of more contact hours in the full-time MBA programme deserve further consideration. Finally, when hiring additional academic staff sufficient focus on reinforcing research is essential.

Based on the above-mentioned findings and considerations as to the institutional assessment of LSB and the programme assessment of its MBA programme, the panel issues a positive recommendation on both institutional and programme accreditations.

The Hague, 19 June 2017

On behalf of the international expert panel charged with the institutional assessment of the Luxembourg School of Business and the programme assessment of its Master of Business Administration programme

Prof. Dr. Walter Nonneman
(chair)

Mark Delmartino, MA
(secretary)

2 Introduction

2.1 Procedure

The Ministry of Higher Education and Research of Luxembourg requested NVAO to carry out an institutional assessment of the Luxembourg School of Business (LSB) as well as a programme assessment of the Master of Business Administration (MBA) programme the LSB is offering. The LSB is a private institution that recently set up base in Luxembourg. It submitted an application to the Luxembourg authorities to be recognised as a higher education institution and to get its MBA programme accredited.

Given the particular features of this request, the NVAO convened an international panel of experts consisting of:

Prof. dr. Walter Nonneman, Belgium, chair
Prof. dr. Christian Koenig, France, member
Prof. dr. Celeste Wilderom, Netherlands, member
Prof. dr. Kristiaan Versluys, Belgium, member
Ms Mary Hayrapetyan, Armenia, student-member

The composition of the panel reflects the expertise deemed necessary by NVAO for this double accreditation exercise. Short CV's of the panel members are provided in annex 1. On behalf of NVAO, Dr. Mark Frederiks was responsible for the coordination of the assessment process. The external secretary, Mr. Mark Delmartino MA, drafted this report in close cooperation with all panel members and in agreement with the chair. All panel members and the secretary signed a statement of independence and confidentiality.

The panel is carrying out the assessments after which the Board of NVAO will make a recommendation to the Ministry of Higher Education and Research of Luxembourg. It is up to the Ministry to make the final decision on the accreditation of the institution and the MBA programme. The frameworks for assessment comprise the criteria under article 4 of the Grand Ducal Regulation of 24 August 2016 on accreditation of institutions and programmes of higher education, as well as the Flemish standards for programme assessment.

The panel members studied the application documentation and discussed their preliminary findings at an online meeting on 26 April 2017. Following this meeting, LSB was asked to produce some further clarification and to make available programme-related materials for consultation on site. The site visit took place on 15-17 May 2017. The panel talked to the management of the institution and the programme, as well as to lecturers, students and the professional field. The schedule of the visit is presented in annex 2. Annex 3 lists the materials made available by the programme either before or during the site visit.

Immediately after the discussions, the panel formulated its considerations and preliminary conclusions per standard. These are based on the findings of the site visit and build on the assessment of the documents. The external secretary then drafted the advisory report and circulated it to all panel members for review and feedback. The comments of the members were incorporated in a second version, which was validated by the chair and submitted to LSB for comments on factual errors. Following this review, a final draft is prepared and

submitted on behalf of the panel to NVAO, which in turn will send the report to the authorities in Luxembourg.

2.2 Panel report

The first chapter of this report is the executive summary, while the current chapter is the introduction. The third chapter describes the institution, the programme and their position within the higher education system of Luxembourg. The fourth and fifth chapters describe the quality of the institution (LSB) and the programme (MBA) according to the standards and criteria for accreditation. For each standard/criterion the panel describes its findings and considerations and issues a judgement. Findings are the objective facts as found by the panel in the programme documents, in the complementary materials and during the site visit. Considerations are the panel's interpretation of these findings and their respective importance. Panel considerations logically lead to a concluding assessment per standard / criterion. The panel concludes each chapter with an overall judgement on the quality of the institution / programme and a table containing an overview of its assessments.

3 Description of the institution and the programme

3.1 Overview

Country: Luxembourg
Institution: Luxembourg School of Business
Programme : Master Business Administration
Degree: MBA
Location : city of Luxembourg
Study Load : 60 ECTS

3.2 Profile of the institution

The Luxembourg School of Business was founded in August 2014 by dr. Djuro Njavro, dean of the Zagreb School of Economics and Management (ZSEM), in co-operation with his two sons, Dr. Mato Njavro and Mr. Marin Njavro. The founder has issued a loan in his private capacity to LSB to finance the start-up costs of the school. While there are clear personal and professional ties between the founders of LSB and the ZSEM, the Njavro family stated very clearly during the visit that there are no formal institutional dependencies between the schools. ZSEM is a preferred partner of LSB and can be considered a sister organisation, but not a parent institution of LSB.

The legal status of the school is a non-profit non-governmental organisation (asbl) according to Luxembourg law, with the three co-founders constituting the Board of Administration. According to its mission, the LSB was established to provide an inspiring and multicultural learning environment for business leaders from international companies operating in Luxembourg, as well as across Europe and the world. The LSB wants to provide, promote and advance top quality high-level international business education in Luxembourg. LSB wants to make a difference in today's business education in Luxembourg and aspires to do so through: (i) a strong commitment to faculty development, (ii) dedication to quality, (iii) strong links with the local and international business community and (iv) internationalization. The latter point is very prominent in the LSB strategy as it focuses on international faculty and curriculum, a network of partner business schools worldwide and the enrolment of international students.

Currently, LSB is offering a part-time MBA programme, as well as executive education. It has hosted study visits and is co-organising conferences and events. Faculty linked to LSB have undertaken published research also on behalf of LSB.

While LSB has the permission to provide training in Luxembourg, it is not accredited as a higher education institution. Apart from adding to the credibility of the school, obtaining accreditation will increase the willingness of companies and potential students to invest in an MBA programme. Moreover, foreign students can only be allowed into the country if they enrol for a programme that is accredited.

According to the strategic plan of LSB – and subject to accreditation - the institution will reach maturity in 2021 featuring 38 employees including 16 full-time professors and a

budget of € 5.2 m. The (financial) volume of its executive education and other activities is scheduled to increase considerably too. It is the explicit intention of the school to repay the loan by 2020, i.e. prior to reaching maturity stage.

3.3 Profile of the programme

The Master of Business Administration at LSB consists of a general management studies curriculum that is currently offered as a part-time two-year programme. As face-to-face courses are held on Friday evenings and Saturdays, the programme is referred to as the Weekend-MBA. Currently six students are in the second year, while nine students enrolled in September 2016 and are now in their first year. The Weekend-MBA targets mainly mid-level managers from various EU nationalities who have a full-time job based in Luxembourg. Their average age (late 30's) is somewhat higher than in other MBA programmes. More than 30 students expressed an interest in the part-time MBA programme starting in September 2017.

Upon accreditation, the LSB will also offer a full-time one-year MBA programme for students who completed their undergraduate studies and have a minimum of two years of professional experience. As the programme contents, assignments and assessments are identical for both variants, the request for accreditation of the MBA programme covers both part-time and full-time variants. The programme is open to students without a business or economics degree, and has organised its curriculum accordingly. Applicants can express the wish to get pre-course training in subjects relevant to the programme. Although no publicity has been made yet for the full-time MBA, about 40 students from across the globe already inquired about the programme.

According to the strategic plan of LSB, the MBA programme will reach maturity in 2021 with a regular inflow of 20 students per year for the part-time programme and 80 students per year for the full-time MBA.

4 Institutional assessment

The panel has studied the information materials and has held lengthy discussions with different stakeholders internal and external to the institution and its programme. When comparing the findings from the materials and the discussions with the assessment criteria, the panel noticed that these criteria are designed for larger institutions that have reached a certain maturity and are operating as a going concern. According to the panel it is very difficult to apply these criteria strictly to a start-up educational institution such as the Luxembourg School of Business when one is focusing exclusively on the present scope and size of its activities and programmes.

In what follows, the panel has applied the assessment criteria to the Luxembourg School of Business and its MBA programme both in its present state and to what it aspires to achieve in a few years' time. On request of the panel, LSB has produced an updated strategic plan with a scenario of its activities and resources by 2021, the year LSB expects to have reached maturity. The panel has discussed this scenario, which is attached to this report, and assessed its feasibility, considering that the elements of the plan constitute a commitment from LSB to be fulfilled by 2021.

Several external stakeholders emphasised that there is a great need for an MBA programme and for executive business education in Luxembourg. They indicated that LSB has found a market niche and has been offering over the past two years, good-quality education targeted at and attractive for companies, organisations and individuals in Luxembourg. The ongoing growth of the Luxemburg economy, the nature of its industry mix, the inflow of international companies and international staff and the relatively scarce supply of executive education make the panel believe that the services offered by LSB will be in demand over the next few years. Hence the panel's decision to not only look at the current situation of LSB, but to assess the criteria for institutional and programme accreditation taking into account also the LSB development plans until 2021.

4.1 Criterion A – Strategic objectives

The higher education institution bases its activity on the guidelines and strategic objectives that it makes public. It publishes clear, accurate and updated information on its activities, including its academic programmes, admission requirements, achieved learning outcomes and qualifications achieved at the end of these programmes.

Findings

According to its mission, the LSB was established to offer an inspiring and multicultural learning environment for business leaders from international companies operating in Luxembourg, as well as across Europe and the world. The LSB vision is to be a globally recognised high-quality business school in Luxembourg.

Ever since its creation in 2014, LSB wanted to make a difference in today's business education in Luxembourg. It does so based on four strategic directions: (i) commitment to faculty development, (ii) dedication to quality, (iii) links with the local and international business community and (iv) internationalization. The latter point is very prominent in the

LSB strategy as it focuses on international faculty and curriculum, a network of partner business schools worldwide and the enrolment of international students.

The panel noticed that the mission and vision of the LSB are described on promotional materials, the course syllabi as well as on the school's website. This website is an important channel of information for potentially interested students and companies: it describes the school, its programmes (curriculum, admission, tuition) and staff and features a section for potential candidates wanting to start the application procedure.

Preparing for the site visit, the panel noticed that there were some inconsistencies in the programme information provided on the website and in the application for accreditation, notably with regard to admission requirements. The management clarified the requirements to the panel and indicated it would double-check the website information. Furthermore, the panel noticed that the information on the website with regard to the contents of the individual modules was rather limited: whilst a useful introduction, the course descriptions were not sufficiently detailed according to the panel to get a clear view on the contents of the individual modules. Moreover, some relevant materials seemed to be available only after the visitor of the website had communicated his/her identity, diminishing the public nature of the available information.

Considerations

Following several discussions with LSB management and external stakeholders, the panel considers that LSB has found a niche in the market. There is hardly any (executive) business education on offer for companies, institutions and individuals in Luxembourg and the wider region. The ongoing growth of the Luxembourg economy and the continuing inflow of international staff will increase rather than reduce the needs for executive education in the years to come.

According to the panel, LSB has developed its position in Luxembourg thanks to its entrepreneurial spirit and an interesting offer of relevant courses and high-quality international lecturers. Its development is in line with its mission, vision and strategy. The panel considers that the international dimension – international faculty, students, curriculum contents and partner network - is strongly embedded in the strategy and activities of LSB.

The LSB website is an important promotion tool of the school. It contains the school's vision and mission, as well as an introduction into the programmes and services on offer and the lecturers that are linked to LSB. In view of the likely expansion of the school in the near future, the panel recommends LSB to include information on the governance structure of the school, and to expand the existing information on the module contents and their learning outcomes.

Conclusion

The panel judges that the Luxembourg School of Business **meets** criterion A.

4.2 Criterion B – Origin of financial resources

The origin of the financial resources available to the institution is transparent and organised in compliance with the rules of scientific neutrality.

Findings

The initial financial resources required to start LSB's operations were provided by the founders. The panel was shown a loan agreement signed between the founder and the school, allowing LSB to start its activities and run its operations effectively. According to the LSB managing director, the loan will be repaid completely in three years' time. Currently, the main sources of income are the revenues from the executive education activities and the part-time MBA enrolment. In the future, the resources are likely to grow but will originate mainly from the same sources: MBA tuition fees, executive education programmes and advisory activities. Main costs are – and will continue to be – salaries, marketing/sales and office expenses including rent. On request of the panel, LSB provided an updated financial projection of income and expenses at maturity stage, which is envisaged for 2021. The figures in this forecast are in line with the intended growth path of the school, including a considerable provision for renting bigger premises.

The school has the legal status of a not-for-profit non-governmental organisation (asbl) according to Luxembourg law. The panel has looked at the registration act and the statutes of the organisation. The Luxembourg School of Business asbl submits and publishes its annual accounts every year to the Luxembourg Régistre des Commerces et Sociétés (Trades and Companies Register). In doing so, LSB bases its financial reporting on the Luxembourg 'plan comptable normalisé'. The panel has seen the latest annual accounts of the LSB covering the fiscal year 2015. The financial reporting is reportedly sent to the main stakeholders.

Considerations

Taking into account the additional information provided during the site visit, the panel considers that it has a clear view on LSB's sources of income and expenditure. The school reports on its accounts to the Luxembourg authorities and is running its operations paying attention to the stability, growth and long-term sustainability of the school. The financial projection of the school's situation at maturity stage is realistic. According to the panel, there is a good balance between income and expenditure, which can be adjusted in case of (income) targets not being reached to the envisaged extent. The school intends to pay back the loan to the founder by 2020, i.e. before LSB reaches full maturity.

The financial activities of LSB seek to adhere to its mission and financial plan, taking into account the stability of the School and future sustainable development. Priority will be given to investing in human resources and to improvements in the teaching methods, particularly in the early phases of the school's development.

Conclusion

The panel judges that the Luxembourg School of Business **meets** criterion B.

4.3 Criterion C – regular academic programmes

The institution provides regular academic programmes as defined under article 28bis, paragraph 3 of the law.

Findings

The current education activities of LSB consist of executive education and an MBA programme. In the future it may expand its portfolio to include for instance consultancy

work, but in terms of academic programmes as defined by Luxembourg law, LSB is offering one programme, the Master of Business Administration.

The Master of Business Administration programme at LSB consists of a general management studies curriculum that is offered as a part-time two-year programme. Currently six students are in the second year, while nine students enrolled in September 2016 and are now in their first year. During the site visit, the panel learned that more than 30 students already expressed an interest in the part-time MBA programme starting in September 2017.

Upon accreditation, the LSB will also offer a full-time one-year MBA programme for students who completed their undergraduate studies and have a minimum of two years professional experience. As the programme contents, assignments and assessments are identical for both variants, the request for accreditation of the MBA programme covers both part-time and full-time variants. Although no publicity has reportedly been made yet for the full-time MBA, about 40 students from across the globe already inquired about the full-time programme variant at the time of the site visit.

Considerations

The panel considers that the educational activities of LSB include a regular academic programme, the Master of Business Administration. According to the panel the MBA programme offered by LSB fulfils the legal requirements for an academic programme as defined in article 28bis paragraph 3 of the Luxembourg Law on Higher Education, which constitutes a pre-condition for accreditation. The quality of the MBA programme is assessed in a separate section of this report.

Conclusion

The panel judges that the Luxembourg School of Business **meets** criterion C.

4.4 Criterion D – staff recruitment

The recruitment of staff members follows clearly defined procedures.

Findings

The panel gathered from the application documents and discussions on site that the teaching activities at LSB are performed by faculty members with adequate academic and professional qualifications. Faculty appointments are performed by the Faculty Recruitment Committee in line with the personnel development policy of LSB. The committee consists of the LSB Dean and the Managing Director, and can be extended with Faculty Board members upon appointment by the Managing Director.

LSB faculty is appointed as lecturer, associate professor or professor. For each category clear requirements are stipulated in terms of level, teaching expertise and research. LSB being a business school with a focus on professional development, the recruitment policy aims to find people with a relevant academic background and good professional qualifications as they will be teaching courses that require hands-on experience and practical knowledge. As a result, faculty will often have relevant and significant managerial expertise.

Given the vision of LSB to become a globally recognised high quality business school, the panel found the minimum requirements for associate and full professors to be rather limited. Several interviewees, however, indicated that these are regular expectations for business schools with a professional perspective. Moreover, these requirements are already particularly tough if the school wants to recruit a number of full-time Luxembourg-based faculty.

Staff members involved in the operations and administration of LSB are hired by the Managing Director of LSB. They are required to have at least a bachelor degree and an excellent knowledge of the English language.

Considerations

The panel considers that LSB has worked out the necessary procedures for the recruitment of both academic and administrative staff. The requirements and procedures are described adequately. So far, staff and faculty have mainly been recruited through the extensive network of the LSB representatives and through spontaneous applications. LSB staff and faculty hired until now fulfil the requirements for the positions offered. In view of the envisaged increase in academic and administrative staff, the recruitment process is likely to be more streamlined in the future with vacancies being publicised in relevant media and attracting competitive applications.

Conclusion

The panel judges that the Luxembourg School of Business **meets** criterion D.

4.5 Criterion E – qualified staff

In the Grand Duchy of Luxembourg, the institution employs staff with the necessary scientific and professional qualifications to provide training within the frame of the academic programmes offered by the institutions under the provisions of the law (art. 28ter, paragraphs 1-2).

Findings

At the time of the site visit, LSB employs six non-academic staff in charge of the management and administration of the School. Furthermore it has issued short-term contracts with 35 mostly part-time professors who hold teaching or research positions at LSB. The school is adopting this approach because it allows balancing costs (hiring teaching faculty) and income (tuition fees from MBA and executive education). In the current circumstances of starting up the school and its educational offerings, it is not financially viable to hire full-time professors with a reputation similar to those experts who are currently involved part-time in the programme.

The panel learned during the visit that LSB manages to attract companies, institutions and individuals because its courses are taught by high quality international experts who are active in business/academia and bring a fresh practitioner's / scientific perspective to the topic. When such staff is hired for a specific assignment such as a module of the MBA programme, they are responsible for the entire module, i.e. they develop materials, offer face-to-face lectures, produce and follow-up on assignments, provide online guidance and counselling to students, develop the assessment and give feedback.

A key element in achieving LSB's vision is to align the recruitment efforts with the specific educational needs and goals. In this regard, the LSB has developed a medium and long-term recruitment strategy to support the development of the school and of its study programmes. It includes the intention to hire more full-time employed faculty members: such candidates may be already based in Luxembourg or could be attracted to come to Luxembourg.

Considerations

The panel considers that LSB is adopting an efficient recruitment policy in view of the very early stage of development it is still in. The specific advantage of this approach is that – supported by a limited yet permanent number of administrative and management staff – the school can offer attractive programmes run by distinguished professors with a very diverse set of expertise and backgrounds who bring a wealth of knowledge and experience to the classroom. In terms of staff quality, the panel is convinced that LSB employs administrative staff and hires scientific faculty with the necessary qualifications to implement the current executive education courses and the MBA programme in terms of contents, didactics and organisation.

According to article 28ter of the law on the organisation of higher education, LSB can be accredited as a specialised higher education institution offering a master degree if it employs at least 15 full-time equivalent employees with a professional qualification that is at least equivalent to the level of studies for which the final diploma is awarded. Based on a strict interpretation of the legal requirement, the panel cannot endorse that this criterion is fully met at present. However, the law offers the possibility that newly established institutions can present a forecast plan in case the required number of staff is not yet reached. In this regard, the panel considers that the criterion is “partially met” because the concept of working with top quality part-time professors is an important strength of LSB and the programmes it offers. It allows LSB to attract good quality professors and renew faculty in a flexible way, thereby adapting rapidly to new needs. The panel also endorses the fact that these international lecturers are more than just short-term visitors, but teachers carrying full responsibility for a complete course over a full semester.

The size of the faculty and staff is commensurate with the development phase of the School and the number of programmes it offers, and thus is likely to increase considerably in the near future. In view of the strategic plan and the anticipation that the school will reach maturity in 2021, the panel considers it necessary for the school to complement its network of high quality part-time faculty with full-time academic faculty dedicating their time exclusively to LSB, if it wants to attain the goals put forward in the strategic plan. This requires the development of a core group of academics ultimately carrying the school forward so that there is a strong and permanent human capital base for teaching core courses, extensive student follow-up and support, developing (applied) research and management of the school. This recruitment should of course happen adopting the prudential standards of viable financial management. In the projected medium term scenario, which the panel considers as a commitment of LSB, the school recognizes this need for more administrative staff and a core group of full-time academic faculty complementing the part-time professors. According to the personnel plan at maturity stage, LSB will have 38 employees, including 16 full-time professors. At that point the LSB will have exceeded the minimum requirements of the Luxembourg law.

Conclusion

The panel judges that the Luxembourg School of Business **partly meets** criterion E.

4.6 Criterion F - infrastructure

On the territory of the Grand Duchy of Luxembourg the institution has adequate infrastructure for the various academic programmes and allowing students to complete the required work to achieve the educational objectives.

Findings

The LSB rents a floor in a modern office building in the Gasperich area of Luxembourg. The panel performed the site visit on the LSB premises and noticed that the campus includes offices, classrooms, a library and learning space for students as well as a kitchen and further breakout areas. The size of the premises is in line with the current educational offer of LSB. Students are satisfied with the facilities in terms of lecture and seminar rooms, IT equipment, as well as with the opening hours after regular office time.

The school uses an online learning management system (LMS) which enables students and faculty to remain constantly connected, and to continue working on class assignments and related research, whenever they have time and wherever they are located. The flexibility delivered through such LMS is important for students with work and family commitments. As face-to-face teaching hours are rather limited, it would be useful to further encourage teaching staff to use video material and extend the practice of setting Skype "office hours".

LSB also features student services in terms of programme and career guidance, a job centre and personalised support during the application phase. Students are particularly satisfied with the small size of the programmes, the availability of the faculty and the personalised attention they get from LSB management and the programme coordinator. The panel noticed that the current size of the student cohorts allows for informal and personalised support. As student numbers are likely to grow in the future, LSB may need to formalise its support services to ensure a similar level of quality. Furthermore, the LSB managing director indicated that all students have access to online business databases and literature search facilities free of charge.

Considerations

The panel considers that the infrastructure which LSB has currently at its disposal is adequate in terms of size and quality. It is obvious that the expected growth in terms of programmes, students and staff will require LSB to look for other and larger premises. Based on its discussion with the school management, the panel considers that LSB is anticipating this development correctly. Moreover, LSB indicated in its strategy plan that it will seek solutions to further expand the campus in order to welcome more international students. In 2021, about one quarter of its envisaged expenses concerns investment in infrastructure.

Conclusion

The panel judges that the Luxembourg School of Business **meets** criterion F.

4.7 Criterion G – collaboration with other institutions

The institution regularly collaborates with other institutions on the national and international levels as well as with economic and social actors of the Grand Duchy of Luxembourg.

Findings

Currently, LSB is collaborating with a range of national and international stakeholders. In Luxembourg, the School has signed agreements with companies that send participants to the MBA degree programme as well as to Executive Education courses. For example, SES Astra S.A. has entered into a framework agreement with LSB allowing SES to send employees to the MBA and to open enrolment in Executive Education programmes. The School is also cooperating with several institutions in Luxembourg for the organization of events, such as Ergo Luxembourg, Arendt & Medernach Law Firm, Banque de Luxembourg and the European Court of Auditors. During the visit, the panel spoke to several representatives of the professional field, who confirmed that they are interested in setting up or continuing the cooperation with LSB. All interviewees indicated that the future intensity of this cooperation largely depends on the accreditation of LSB.

Considerations

The panel considers that in view of its short existence, LSB has undertaken considerable efforts to contact and cooperate with the economic actors in Luxembourg. While the outlook of its educational offer is international, the school definitely wants to anchor itself in Luxembourg society and in the wider region (parts of France, Germany and Belgium). In view of the school's future development, the panel suggests to enlarge the school's Advisory Board with representatives of key economic and social actors in Luxembourg. In this way, the Advisory Board will reflect the diversity of the students/clients who enrol in the educational programmes at LSB.

Conclusion

The panel judges that the Luxembourg School of Business **meets** criterion G.

4.8 Criterion H – participation in international exchange

The institution actively participates in international exchange programmes for students and teachers.

Findings

Since its creation in 2014, LSB has entered into partnerships with four universities: Nagoya University of Business and Commerce (Japan); Hong Kong Polytechnic (China); Moscow State Institute of International Relations (Russia); Zagreb School of Economics and Management (Croatia). So far, student exchange has taken place on an ad hoc basis with the Japanese and Croatian partners.

The LSB management elaborated on the internationalisation plans during the site visit, describing ambitious yet feasible plans for the years to come. Whilst LSB is not dependent on ZSEM in any legal or institutional way, the panel learned that the cooperation with this well-established business school is very beneficial for the development of LSB.

Considerations

Notwithstanding the fact that LSB is still in its start-up phase, the panel considers that the school has already established relevant partnerships, leading to different types of cooperation. While student and staff exchange is still very limited and a lot of the internationalisation effort is still work in progress, the panel considers that the plans of LSB are interesting and credible. Nonetheless, initiatives such as double degree programmes with some partner institutions or the MBA-with-a-job scheme are still to be finalised and are therefore not yet part of this assessment exercise.

Conclusion

The panel judges that the Luxembourg School of Business **meets** criterion H.

4.9 Overall conclusion

The panel has met with an ambitious school and an entrepreneurial management team that identified a largely unserved market niche: offering advanced business education courses and programmes for the international community in Luxembourg and for the local corporate world with an international dimension. Since its creation in 2014, LSB has set up a two-year part-time MBA programme, organised more than 30 executive education programmes and held a few conferences. The panel gathers that LSB is not only filling a blank, but that it also offers attractive courses and programmes, which the professional field is increasingly interested in and is likely to attend even more intensively in case the institution obtains accreditation.

It is obvious that given its recent creation, LSB cannot present an impressive track record yet in terms of programmes, collaborations and international exchanges. Nonetheless, comparing the eight criteria of the framework for institutional assessment to the situation of the LSB, the panel considers that LSB meets seven of these criteria. The only criterion LSB is meeting only in part is the requirement for a specialised higher education institution to employ at least 15 full-time staff equivalents. Through its forecast personnel plan at maturity stage in 2021, however, LSB commits itself to employ a team of administrative staff and academic faculty – including a contingent of full-time Luxembourg-based faculty - that exceeds the minimum requirement.

In addition to the issues mentioned in the criteria, the panel recommends LSB to consolidate its governance structure including internal and external stakeholders – faculty, staff, students, alumni and professional field.

Having judged seven criteria as “met” and one criterion as “partially met”, the panel’s overall judgement of the institutional assessment criteria is **positive**.

4.10 Overview of the assessments

	Criterion	Judgement
A	The higher education institution bases its activity on the guidelines and strategic objectives that it makes public. It publishes clear, accurate and updated information on its activities, including its academic programmes, admission requirements, achieved learning outcomes and qualifications achieved at the end of these programmes.	meets
B	The origin of the financial resources available to the institution is transparent and organised in compliance with the rules of scientific neutrality.	meets
C	The institution provides regular academic programmes as defined under article 28bis, para 3 of the law.	meets
D	The recruitment of staff members follows clearly defined procedures.	meets
E	In the Grand Duchy of Luxembourg, the institution employs staff with the necessary scientific and professional qualifications to provide training within the frame of the academic programmes offered by the institutions under the provisions of the law (art. 28ter, para 1-2).	partially meets
F	On the territory of the Grand Duchy of Luxembourg the institution has adequate infrastructure for the various academic programmes and allowing students to complete the required work to achieve the educational objectives.	meets
G	The institution regularly collaborates with other institutions on the national and international levels as well as with economic and social actors of the Grand Duchy of Luxembourg.	meets
H	The institution actively participates in international exchange programmes for students and teachers.	meets
	Overall judgement	positive

5 Programme assessment

5.1 Standard 1 – intended learning outcomes

With respect to level, orientation and content, the intended exit level reflects the current requirements that have been set for the programme by the professional field and/or discipline from an international perspective

Reference criteria

- *The academic programme has a structured curriculum, which reflects the objectives of the programme. It includes knowledge, specific skills and transversal skills.*
- *The academic programme is defined in line with the European standards and the Bologna process. It is defined in terms of ECTS credits and designed based on student centred learning and in particular in support of the student's success, active participation in the studies and the development of skills, knowledge and know-how.*
- *The academic programme is divided into modules each of which is assigned a certain number of ECTS credits. The objectives and the learning outcomes of each module are clearly defined.*

Findings

The MBA programme has a general management focus and provides students with the hard know-how and soft skills in business and management within a global context. The MBA programme is currently offered in a part-time variant of two years and – upon accreditation - will also be available as a full-time one-year programme. Objectives, course contents, assignments and assessments are identical in both variants.

The purpose of the programme is derived from LSB's mission and has been translated in seven learning goals and objectives for students:

- Learning goal 1: LSB students will have internalized a value system where ethics and corporate social responsibility are important. Objective: The students will be able to identify the problems of ethics and corporate social responsibility, as well as forecast costs and benefits of good ethical conduct related to a company's business.
- Learning goal 2: LSB students will be able to apply the acquired knowledge in new and unknown circumstances through conceptual understanding of certain fields within Management, Marketing, Finance and Accounting. Objective: The students will study different literature from the field of Business Administration. They will link theoretical knowledge with real business cases. When they face a business problem, in order to solve it, they will apply adequate methods, coming from different fields of Management, Marketing, Finance and Accounting.
- Learning goal 3: LSB students will have the capacity of critical and analytical thinking. Objective: The students will discover problems and offer possible solutions, as well as identify possible risks of a proposed solution.
- Learning goal 4: LSB students will have the capacity for adaptation which is necessary for doing business in the global environment. Objective: The students will identify key global trends in their discipline and discuss the influence of those trends on the entire activity of a company.

- Learning goal 5: LSB students will communicate effectively in a way appropriate for management positions. Objective: The students will develop interpersonal and communication skills needed in business, such as teamwork, oral and written communication, and presentation skills.
- Learning goal 6: LSB students will be able to use new technologies. Objective: The students will know how to use information technology in the delivery of course projects and results of their analysis.
- Learning goal 7: LSB students will be able to understand how to motivate and influence others. Objective: The students will identify appropriate leadership approach to every context. The learning goals and objectives were developed through a process involving key constituencies, such as the faculty and LSB management.

The programme was constructed by the former Dean of LSB, who is still teaching in the programme. The aim was to develop a programme that focuses on both general management know-how and practical business skills. During the discussion, the former dean indicated that particular attention was paid to the variety and comprehensiveness of the topics and their relevance for an MBA programme. Moreover, the modules were designed in such a way that their size, credits and study load were similar.

The panel noticed that the objectives are adequate for an MBA programme, but not particularly distinctive from other similar programmes. Given the specific mission and vision of the school and its educational offerings, the intended learning outcomes of the MBA programme could be formulated in a more focused way to reflect the unique selling propositions of LSB and the programme.

Considerations

The panel considers that the intended learning outcomes are described adequately reflecting the contents, level and orientation of the MBA programme. The programme also complies with the reference criteria set by the Luxembourg authorities: the panel considers that the MBA programme features a structured curriculum in line with the European standards and that it is made up of modules with a defined study load expressed in ECTS credits.

Notwithstanding its positive appreciation, the panel strongly recommends the programme to develop a document in which the link between objectives, curriculum, assessments and achieved learning outcomes is visibly demonstrated. Such overview makes it possible to verify whether all learning outcomes are eventually covered, assessed and reached.

Conclusion

The panel judges this standard to be **satisfactory**.

5.2 Standard 2 - teaching learning environment

The teaching-learning environment enables the students to achieve the intended learning outcomes.

Reference criteria

- *The workload is appropriate and distributed in a balanced way between semesters.*

- *The relationship between theoretical and practical courses is in line with the programme objectives. Based on the objectives of the programme, internships are planned.*
- *Within the frame of the academic programme leading to the Bachelor's degree, with the exception of alternating courses, a compulsory training period with a university or a higher education institution abroad is included in the programme which is subject to the validation of studies followed outside the home institution.*
- *The admission requirements to the academic programme are clearly defined and published. The admission criteria provide validation of prior experience.*
- *The academic programme has sufficient resources in terms of teachers as well as financial and material resources to cover its specific needs and achieve its objectives. Such resources are available for the entire duration of the academic programme.*
- *Courses are provided by competent staff on the teaching and pedagogical level, capable of linking subject matters to professional practice in the relevant field and current research. Teaching is based on student centred learning, promoting active participation by the students.*
- *The proportion between permanent teachers and external speakers is adapted to the objectives of the academic programme.*
- *Continuing education programmes are provided to teachers.*
- *Adequate supervision and comprehensive information for students are provided. Students are offered tutoring or mentoring programmes.*

Findings

The MBA programme is currently offered in a part-time variant of two years (see overview below). It consists of six modules of 10 ECTS each, which open with a leadership workshop followed by three topics that are related to the overall focus of the module. The courses are identical for both variants, but are grouped differently, in three 20 ECTS modules, in the full-time MBA. A part-time MBA module lasts 15 weeks, the full-time module takes up 16 weeks.

Module 1 – Foundations (10 ECTS)

Business Foundations (3 ECTS)

Competitive Markets (3 ECTS)

People and Organisations (3 ECTS)

Leadership (1 ECTS)

Module 2 – Tools (10 ECTS)

Macroeconomics and Financial Markets (3 ECTS)

Financial Reporting (3 ECTS)

Managerial Economics (3 ECTS)

Leadership (1 ECTS)

Module 3 – Functions (10 ECTS)

Marketing (3 ECTS)

Operations (3 ECTS)

Finance (3 ECTS)

Leadership (1 ECTS)

Module 4 – Directions (10 ECTS)

Strategy (3 ECTS)

Power and Persuasion (3 ECTS)

Data Analysis and Decision-Making (3 ECTS)

Leadership (1 ECTS)

Module 5 – Extensions (10 ECTS)

Business Law and Ethics (3 ECTS)

Entrepreneurship (6 ECTS)

Leadership (1 ECTS)

Module 6 – Applications (10 ECTS)

Technology and Innovation (3 ECTS)

Simulation (2 ECTS)

Practicum (4 ECTS)

Leadership (1 ECTS)

The information package which the panel received briefly describes the key learning goals of each module and its constituent units. In a separate annex, the panel learned about the details of each course, as well as their rationale, purpose, textbook, instructional methods, assessment and schedule. Moreover, the panel reviewed some of the learning materials such as course syllabi and handouts on site. Apart from face to face classes, students continue the classroom discussions with their peers and professors through the online LMS. Each module/course focuses on one aspect of economics or business. Cross-disciplinary know-how is integrated and verified through simulations, case studies, teamwork, work on real-life company problems, and in the consulting project.

LSB's approach to learning contains both theory and practice. Courses provide students with the theoretical and academic underpinnings as well as with practical knowledge through group discussions of business problems, case studies, practical exercises and simulations. Overall, the programme is more practice-oriented than academic. The focus is on solving real-life business problems that MBA students are facing in their jobs. The final module (Applications) addresses explicitly the practice component: students apply what they previously learned, they work on real-world business projects, identify problems and find creative and feasible solutions.

The curriculum is designed keeping in mind the relative workload of each module in terms of ECTS credit points. The total curriculum amounts to 1500-1800 hours of study, which corresponds to 25-30 hours per credit. A student of the full-time programme is expected to attend classes for about 10 hours per week and study on individual assignments, projects and home work for another 30 hours.

In order to be admitted to the programme, students should have an undergraduate degree of 180 ECTS or 240 ECTS, sufficient English language proficiency, at least two years of work experience and a clear motivation for an intensive study programme. The panel noticed that some admission criteria (minimum GPA or not, English proficiency through TOEFL/IELTS or interview, compulsory pre-semester for students without business/economics background) were mentioned in the application dossier, but not on the LSB website: during the visit, the programme management indicated it would double-check the information and adjust the website accordingly.

Faculty who is currently teaching on the MBA programme is qualified to do so in terms of subject and didactics. The panel gathered from the overview of LSB faculty that 30 out of 40 faculty members have a PhD while three others have an MBA degree. Other faculty is

educated at master's level. The large majority of this faculty is reportedly teaching in the MBA programme. While LSB has started building additional core faculty capabilities in Luxembourg by identifying and engaging academics and professionals from the wider Luxembourg region, the majority of the professors come from abroad.

In general, faculty members are involved in the entire curriculum management as they prepare the syllabi as well as specific materials for their courses, conduct lectures and assessments, identify assignments for students and follow these up with individual students during the period of the module. As these professors are responsible for the entire course / module, they are considered permanent members of the LSB faculty. Currently 23 professors are fully responsible for one MBA course. Most faculty additionally participates in scientific and research activities as well as in seminars or executive education programmes. The Faculty Board meets at least once a year; all LSB faculty members are invited. Such occasions serve to discuss the possibilities of improving courses as well as the overall programme. LSB recently started faculty development activities: faculty members sign up for free to Executive Education classes and their participation at conferences can be funded.

In July 2016, LSB moved to a new campus located in Gasperich, which provides MBA students and staff with modern state-of-the-art learning and teaching facilities. The associate dean and several LSB services provide support to the MBA students. Moreover, one administrative staff is appointed as MBA coordinator and is the first contact for students. As most students are working (full-time), the assistance provided to them by LSB has to reflect their time constraints. The campus, faculty and administration are available also in the evening. Students indicated that they feel very welcome and facilitated by LSB and the MBA coordinator. The learning management system (LMS) is not only a useful repository of course materials, but also organises the communication between professors and students, and among students. Having enrolled into the MBA programme, every student receives an e-mail account that grants access to the LMS platform. Through LMS, students can send questions to professors, discuss matters on a bilateral basis and view other student discussions with a given faculty member.

Considerations

The panel considers that the teaching-learning environment is sufficiently developed to allow MBA students to reach the intended learning outcomes. Despite the lack of a clear and explicit linkage of learning outcomes to module goals and assessment (as indicated under the previous standard), the proposed course content, the design of the modules and the learning formats, the expertise of the faculty and the quality of the teaching facilities make the attainment of the intended learning outcomes highly plausible. Furthermore, the panel considers that the MBA programme fulfils all relevant Luxembourg reference criteria for programme assessment: workload, course balance between theory and practice, admission requirements, staff qualifications and development, student guidance.

Based on the discussions with several stakeholders and the envisaged development plans for the MBA programme, the panel considers that three issues need swift attention of the programme management. First of all, the proposed order of modules / courses in the full-time MBA programme requires further consideration and possibly adjustment, taking into account the sequential nature of some courses and content logic.

Secondly, in order to ensure the feasibility of the full-time MBA (and to some extent also the part-time MBA) the programme requires more intense coordination of individual course requirements so as to maintain a balanced workload for students.

Thirdly, the organisation of sufficient contact hours in the full-time MBA requires further attention. The panel is concerned that the full-time variant – with face-to-face contacts during the weekend and personal study during the working week – will not be very attractive for full-time students. LSB may want to investigate opportunities for contact hours (tutorials, group work, etc.) during mid-week periods. Furthermore, as the school explicitly targets partners of expats as potential candidates for the full-time MBA, the weekend period does not seem to be the most relevant moment for courses.

Conclusion

The panel judges this standard to be **satisfactory**.

5.3 Standard 3 – assessment

The programme has an adequate assessment, testing and examination system in place to ascertain whether the intended learning outcomes are being achieved.

Reference criteria

- *The evaluation methods are defined on the basis of the educational objectives.*
- *The evaluation methods applied in the various modules are clearly communicated to the students.*
- *Diplomas and degrees issued by the higher education institution provide information on the acquired qualifications. They are accompanied by a diploma supplement describing the knowledge and skills acquired by the holder.*

Findings

From the application dossier and the discussions on site the panel gathered that the assignments and assessments are designed in such a way that they follow the course materials and goals, and enable students to demonstrate their knowledge in an appropriate way. Each professor is responsible for the assessment of his/her own module. The assessment methods for a given module are defined based on the specific learning goals of the subjects taught within the module. In each course students are tested continuously, i.e. during and at the end of the module, which in turn enhances the accuracy of the assessment.

Students indicated to the panel that they are informed about the assessment methods and the grading criteria in the respective course syllabi and by the individual professors at the start of each course. During assignments, students can interact with the professor through the learning management system, where they also upload their assignments. Faculty is required to provide feedback to students on assignments and assessments, a task which they take seriously according to students.

Although no diplomas have been issued yet, LSB indicated adherence to the European good practice of adding a Diploma Supplement, describing the knowledge and skills acquired by the graduate.

Considerations

The panel considers that the assessment of individual courses is organised adequately. Based on the sample of exams reviewed, individual assessments seem to comply with the requirements of validity, reliability and transparency. Per course, assessments are organised in line with the learning goals of the module and the expectations of the faculty with regard to assessment are clearly communicated to students. In this regard, the MBA programme also complies with the relevant Luxembourg reference criteria for programme assessment.

Given that the programme is likely to expand considerably in the near future and building further on the recommendation under standard 1, the panel suggests that the MBA programme develop and formalise a system of assessment and assessment review that goes beyond individual exams at course level. When developing such system, the programme may also want to look at a more systematic grade calibration, a more systematic review of the assessment methods (such as rewarding participation in on line or live discussions) and their validity, and a formal procedure for handling complaints. The school is aware of these issues and handles them now – in view of the present size of the institution – in a reasonable but informal way. As the school reaches maturity, it is required that proper formal procedures are put in place to substitute for the current informal procedures.

Conclusion

The panel judges this standard to be **satisfactory**.

5.4 Standard 4 – internal quality assurance

The set-up and the organisation of the internal quality assurance are aimed at systematically improving the programme with the involvement of the relevant stakeholders.

Reference criteria

- *The higher education institution ensures to collect, analyse and use relevant information for the effective management and the continuous improvement of its academic programmes and research activities.*
- *The higher education institution has an internal and external quality assurance system that it makes public and that forms an integral part of its strategic management. The internal and external measures for the quality assurance of the institution are in compliance with the standards and guidelines for quality assurance in the European Higher Education Area (ESG).*
- *The academic programmes are regularly subject to an internal review to ensure they reflect the latest results of research and teaching in the relevant field, that they fulfil the targeted objectives and meet the continuously changing needs of students and society.*
- *Responsibilities, competencies and the decision-making process within the higher education institution are clearly and transparently defined.*
- *Teachers and students have sufficient means to make known their position and to participate in the decision-making process.*
- *The defined institution has a person or a committee dealing with issues relating to equal opportunities policy.*

Findings

LSB collects information for the management and continuous improvement of the MBA programme through end-of-semester student surveys, course satisfaction surveys and faculty satisfaction surveys. The data are analysed and used to improve the curriculum, the study experience and the achievement of the learning objectives per course. In the future, when the programme has been running for some years, additional data will be collected, notably through alumni surveys and a benchmark with other MBA programmes.

Furthermore, LSB intends to develop the Assurance of Learning (AOL) process to monitor, evaluate and revise the intended learning outcomes of the programme. Currently the expertise on AOL is mainly with colleagues who are linked to ZSEM. They will support LSB staff in acquiring the specific knowledge and in setting up a plan of direct measurements to verify that the MBA learning outcomes continue to be met. It is an explicit choice of LSB to opt for the AOL approach as this is a requirement of the AACSB international accreditation process with which ZSEM has good experience. LSB faculty, moreover, has often had teaching experience at AACSB accredited business schools.

LSB will also develop a system for internal course evaluations in order to ensure that they take account of the most recent research and teaching results in relevant fields, that they achieve the course and programme objectives and that they respond to the changing needs of students and society. As a result of informal feedback provided by students, the programme management replaced the Global Economy course by a course on Business Foundations.

The panel was informed of the governance structure of LSB through the application dossier and noticed that relevant information is also publicly available on the website of the school. Teaching staff participate in the work of LSB through the Faculty Board, the highest academic body of LSB: the board formally gathers once a year and decides on programme issues, academic appointments, student learning objectives and the assessment of learning outcomes. Students are involved in the decision-making process through indirect measurements such as student satisfaction surveys. In line with the requirements of Luxembourg law, the panel was shown the decision of the managing director to set up an equal opportunities committee at LSB.

Considerations

According to the panel, the internal quality assurance system at LSB is developed to an extent that can be expected of a small-size institution and a recently created programme. The panel, moreover, considers that LSB and its MBA programme comply with the relevant reference criteria for programme assessment in Luxembourg.

In view of the likely expansion of the programme, the panel recommends LSB to formalise the quality review processes and to formally include students and alumni in the governance structure of the school and in the relevant body that reviews the overall quality of the MBA programme.

The LSB management is aware that it needs to step up its efforts with regard to quality assurance. Following the discussions, the panel is confident that there is sufficient expertise within the staff and network of LSB to set up and implement the AOL process adequately.

Conclusion

The panel judges this standard to be **satisfactory**.

5.5 Standard 5 – research

Reference criteria

- *The higher education institution performs, in the relevant areas, basic oriented research activities or applied research activities as defined in article 1 of the law of 3 December 2014 on the organisation of public research centres. These research activities will lead to publications in the institution's name in international scientific and peer-reviewed journals.*
- *The institution incorporates the results of its research in the education it is providing.*

Findings

Most LSB faculty currently teaching on the MBA programme and in the executive education courses do applied research activities in their respective academic disciplines. Several professors are active researchers, engage in projects and publish their research in international journals or specialised magazines. They put their knowledge and research results at the disposal of the students during courses and/or as part of their feedback on assignments. Students indicated to the panel that they appreciate the specialist knowledge of the faculty and their research expertise.

Until now, most LSB faculty are connected to several institutions and often perform research and publish it without referring to their position at LSB. The panel learned during the discussions that this is changing slowly but steadily. In an annex to the application dossier, two research examples are quoted from LSB-related professors.

Considerations

The panel is aware that LSB has not yet much to show in terms of research activities that are carried out on behalf of the school. The faculty teaching the MBA programme, however, has considerable research experience and shares this knowledge with students. The school is aware that it needs to step up its efforts with regard to research and has indicated in the strategy plan that it will hire local faculty members who will teach and perform research activities. By 2021, the school is likely to have 16 full-time professors and four research assistants, which should increase the volume of original research undertaken on behalf of LSB. This, in turn, should contribute and enhance the reputation of LSB as a high quality business school.

Conclusion

The panel judges this standard to be satisfactory.

5.6 Overall conclusion

The panel has assessed an MBA programme that aims to attract international and local professionals who are working for Luxembourg-based companies with a global outlook. In line with its institutional strategy, LSB is offering a general management studies curriculum with a clear international dimension and an orientation geared towards professional practice. Courses are set up in such a way that students can apply what they have learned in class to real-life situations at work.

So far, the part-time programme is still in its early phase with the first cohort of six students graduating this summer. The panel considers that the MBA curriculum has been developed to an extent that is sufficient for a small-scale and very young programme. The panel learned during the interviews with stakeholders that there is a clear interest in a Luxembourg-based MBA programme from the professional field and that – provided the programme is accredited - student numbers are likely to reach the forecast mentioned in the strategy plan of LSB.

In view of this programme expansion, however, LSB will have to adjust and develop several components in the near future: a programme matrix demonstrating the link between objectives, curriculum, assessments and achieved outcomes; the organisation and feasibility of the course modules in the full-time MBA programme; the assessment policy; the internal quality assurance system reflecting the role of students and alumni; the research activities. In these cases, the panel has issued a judgement on programme standards taking into account both the current merits and the plans of the school/programme in the medium term.

Keeping in mind the necessary adjustments and the commitment of LSB to develop its activities in line with the five-year strategic plan, the panel judges all five standards to be satisfactory. Furthermore, the panel considers that the programme complies with all Luxembourg reference criteria for programme assessment. As a result, the panel's overall judgement of the programme quality is positive.

5.7 Overview of the assessments

Standard		Judgement
1	Intended learning outcomes	satisfactory
2	Teaching-learning environment	satisfactory
3	Assessment	satisfactory
4	Internal quality assurance	satisfactory
5	Research	satisfactory
Overall judgement		positive

Annexes

Annex 1 – Composition of the panel

Prof. Dr. Walter Nonneman, panel chair

Emeritus Professor in Economics, University of Antwerp. Visiting scholar at Harvard Business School and Warwick University. Specialised in economic policy, public economics and management in the public and non-profit sector. Member of the board of KBC Group NV, Cera BM NV and Fluxys Belgium NV. Expert/chair in several NVAO assessments.

Prof. Dr. Christian Koenig, expert

Associate Dean, International Affairs, Associate Professor Department of Management, ESSEC Business School. Executive Director, Council on Business and Society. Former member of the Board of University Paris-Descartes. Research areas: Strategic alliances, international development, public sector. Consulting or training programmes for: Essilor, Usinor-Sacilor, Sonatrach, Philips, AGF, Sommer Allibert, EDF, Paribas, France Telecom. PhD in Management, Université Paris IX – Dauphine; MA Business Economics, Harvard University.

Prof. Dr. Celeste Wilderom, expert

Chair in Change Management & Organizational Behaviour, University of Twente. Research foci: Effective Leadership, Organizational Change/Culture, Team Dynamics, Change and Service Management. Ph.D. in Psychology: State University of New York. Expert in NVAO assessments.

Prof. Dr. Kristiaan Versluys, expert

Emeritus Professor in American Literature and Culture, Director of Education, Ghent University. Worked with Columbia University, Fordham University, Netherlands Institute for Advanced Studies. PhD at Harvard University. Member of Royal Flemish Academy of Sciences and Arts. Member of Resonance Group for Flemish Institutional Reviews.

Mary Hayrapetyan, student expert

MBA student, Armenian State University of Economics. Trained by ESU (European Students Union), member of ESU Quality Assurance Pool. Armenian national student expert, participant and trainer in a number of international projects and seminars.

The panel is supported by:

Mark Delmartino MA, secretary trained and certified by NVAO

Dr. Mark Frederiks, NVAO process coordinator

All panel members and the secretary have signed a declaration of independence.

Annex 2 – Schedule of the site visit

Sunday 14 May 2017

17.00 Preparatory meeting of the panel

Monday 15 May 2017 – focus on institutional assessment

09.00 Arrival at Luxembourg School of Business

09.15 Meeting with institutional management

- Dr. Dino Dogan, Dean LSB
- Dr. Djuro Navro, Co-founder LSB
- Dr. Mato Navro, Co-founder LSB
- Marin Njavro, Co-founder and Managing Director LSB
- Arturo Cardelusn President Advisory Council LSB
- Dr. Zoran Barac, Managing Director ZSEM
- Jean-Bernard Zeimet, member Advisory Council LSB

11.00 Meeting with LSB staff

- Dr. Dino Dogan, Dean LSB
- Marin Njavro, Managing Director LSB
- Dr. Anna Canato, Vice-Dean Academic Affairs LSB
- Maria Vargas, Admissions Manager LSB
- Karlo Definis, Operations Manager LSB
- Marc Vanacker, Corporate Learning Manager LSB

12.00 Lunch and internal meeting

13.00 Meeting with LSB professors

- Dr. Mark van Dongen, Professor of Leadership
- Dr. George J. Siedel, Ross School of Business, University of Michigan

13.30 Meeting with LSB external stakeholder

Cristina Agostinelli, Head of Ferrero Corporate University

14.00 Tour of the LSB facilities

14.15 Demonstration of LSB electronic learning platform

Karlo Definis, Operations Manager LSB

14.30 Meeting with external stakeholders

- Christoph Lemke, L&D Manager, SES
- Dr. Pierre-Antoine Boulat, CEO, USB Fund Services
- Monique Bernard, Head of Training, Banque de Luxembourg
- Carole Milani, Cargolux International Airlines

15.30 Meeting with international officers LSB

- Marin Njavro, Managing Director LSB

- Karlo Definis, Admissions / Operations Manager LSB
 - Maria Vargas, Admissions Manager LSB
 - Javier Aguayo, Director International Office ZSEM, Advisor LSB
- 16.15 Attending executive training session by Dr. George J. Siedel
- 17.00 Closed panel meeting
- 17.45 Meeting with LSB Management
- Dr. Dino Dogan, Dean LSB
 - Marin Njavro, Managing Director LSB
- 18.00 End of day one

Tuesday 16 May 2017 – focus on programme assessment

- 09.00 Arrival at LSB – closed panel meeting to review MBA materials
- 11.30 Meeting with MBA programme management
- Dr. Dino Dogan, Dean LSB
 - Marin Njavro, Managing Director LSB
 - Dr. Anna Canato, Vice-Dean Academic Affairs LSB
 - Maria Vargas, Admissions Manager LSB
 - Dr. John Branch, former Academic Director MBA programme
- 12.15 Lunch and closed panel meeting
- 13.00 Meeting with MBA teachers and researchers
- Dr. Mark van Dongen, Professor of Leadership
 - Dr. George J. Siedel, Professor of Power and Persuasion
 - Dr. Jonathon Read, Professor of Finance
 - Dr. Anna Canato, Vice-Dean for Academic Affairs
 - Dr. Peter Boumgarden, Professor of People and Organisations
 - Dr. Aleksandar Pekec, Professor of Data analysis and decision-making
- 14.00 Meeting with examination board and programme committee
- Dr. Dino Dogan, Dean LSB
 - Marin Njavro, Managing Director LSB
 - Dr. Anna Canato, Vice-Dean Academic Affairs LSB
 - Dr. Jonathon Read, Professor of Finance
- 15.00 Meeting with Weekend MBA students
- Angela Laghezza
 - Daniel Santos
 - Chris Leesar
 - David Villegas
 - Jonathon Tabet
 - Lina Kavoliune
 - Marco Pacitto
 - Natalia Nosonovska

- Jan-Willem Wit
- Vitali Fiadkovich

16.15 Meeting with alumni of executive programmes

- Philippe Harles, Arendt & Medernach
- Matteo Soffriti, Ferrero
- Philippe Van Boxel, European Investment Bank
- Philippe Ragot, SWM International

17.00 Closed panel meeting

18.00 End of day two

Wednesday 17 May 2017

09.00 Arrival at LSB and internal panel meeting

10.30 Feedback to LSB

- Dr. Djuro Navro, Co-founder LSB
- Marin Njavro, Managing Director LSB
- Dr. Dino Dogan, Dean LSB
- Karlo Definis, Operations Manager LSB
- Marc Vanacker, Corporate Learning Manager LSB
- Dr. Zoran Barac, Managing Director ZSEM
- Javier Aguayo, Director International Office ZSEM, Advisor LSB

11.00 End of site visit

Annex 3 – Documents reviewed

Documents studied prior to the site visit:

- Information dossier: LSB Request for the institutional accreditation and the accreditation of the MBA programme
- Application to Luxembourg Ministry of Higher Education and Research
- Statutes of Luxembourg School of Business asbl, published in the Official Journal
- LSB High-level 5-year strategic plan
- Education activities of LSB
- Research activities of LSB
- Staff and facilities of LSB
- Statement of support by ZSEM to LSB
- Establishment of Equal Opportunities Committee
- Personnel plan and organisational chart LSB
- Overview of teaching and administrative staff
- MBA programme - module descriptions

Materials put at disposition on site:

- Student Handbook
- Assurance of Learning
- Faculty CV's
- Examples of teaching materials
- Student assessments
- MBA curriculum and syllabi
- Study agreements 2017
- Corporate partnerships
- Attendance lists workshops and seminars
- Cooperation agreements
- Grade transcripts
- Declined scholarships
- Registration list Weekend MBA
- Weekend MBA students 2015 & 2016
- Communications with Ministry of Higher Education and Research
- Decisions by the managing director
- LSB list of pre-applications MBA 2017
- Updated LSB High-level 5-year strategic plan

Annex 4 – Abbreviations used

AACSB	Association to Advance Collegiate Schools of Business
AOL	Assurance of Learning
asbl	association sans but lucratif (non-profit non-governmental organisation)
ECTS	European Credit Transfer Scheme
FTE	full-time equivalent
LSB	Luxembourg School of Business
MBA	Master of Business Administration
NVAO	Dutch-Flemish Accreditation Body
ZSEM	Zagreb School of Economics and Management

Annex 5 – Strategic plan Luxembourg School of Business

LSB HIGH-LEVEL 5-YEAR STRATEGIC PLAN

Guided by its founding vision of creating a globally recognized high-quality business school in Luxembourg, LSB has managed to position itself as a graduate business school that attracts talented and hard-working professionals who are interested in improving their business skills. To this date, LSB has over 80 client companies in Luxembourg and in the region.

Where are we now?

The following are some of the achievements by Luxembourg School of Business since its inception in August 2014:

Academics

- LSB is currently running a 2-year Weekend-MBA program which has started in September 2015;
- The first generation of MBA students consists of professionals (average age is 38) coming from a variety of industries (Banking, Satellites, Insurance, Telecom, Entertainment, ...), representing seven different nationalities;
- In delivering its academic and executive education programs, LSB works with a network of professors from universities such as: Harvard, University of Michigan, Duke University, St. Gallen University, Copenhagen Business School, London Business School, MIT, ESADE Business School, ... Many of these professors teach in LSB MBA program, while some of them teach exclusively in our executive education program;

Executive Education

- As of May 2017, LSB has organized more than thirty different executive education programs with over 480 participants in aggregate over the period March 2015 - May 2017;
- LSB organizes a number of different conferences on a variety of subjects (leadership, management, economics, the EU ...)
- LSB has developed and organized two sessions of the Blockchain Bootcamp. Blockchain Bootcamp is a unique event that combines a conference and a 2-day workshop into a dynamic format targeted for people who want to learn the basics of how blockchain technology functions. The events were in aggregate visited by over 150 people, sponsored by two different companies in Luxembourg (Banque de Luxembourg and Arendt & Medernach). The success of LSB's Blockchain Bootcamp was reported by Bloomberg Technology in the United States;

Research

- LSB faculty members have published several research papers in international journals (e.g. PlosONE), and have even been quoted by Luxembourgish and international media outlets;

Other Activities

- LSB has welcomed two groups of Executive MBA students from the United States, from University of Michigan (15 students) and Louisville University (35 students). Both

groups visited LSB for a week-long study trip whereby they had an opportunity to participate in some courses and visit/discover Luxembourg;

International

- LSB has developed four international partnerships with universities in Japan, Hong-Kong, Russia and Croatia;
- Currently LSB is undergoing the procedure of establishing a double degree program with one of the high-ranking universities in the United States;
- LSB has co-organized two international conferences in Croatia (i) Higher Education Institutions Conference, organized together with Zagreb School of Economics and Management and AACSB International, and (ii) New Europe Business Forum (www.nebf.eu);

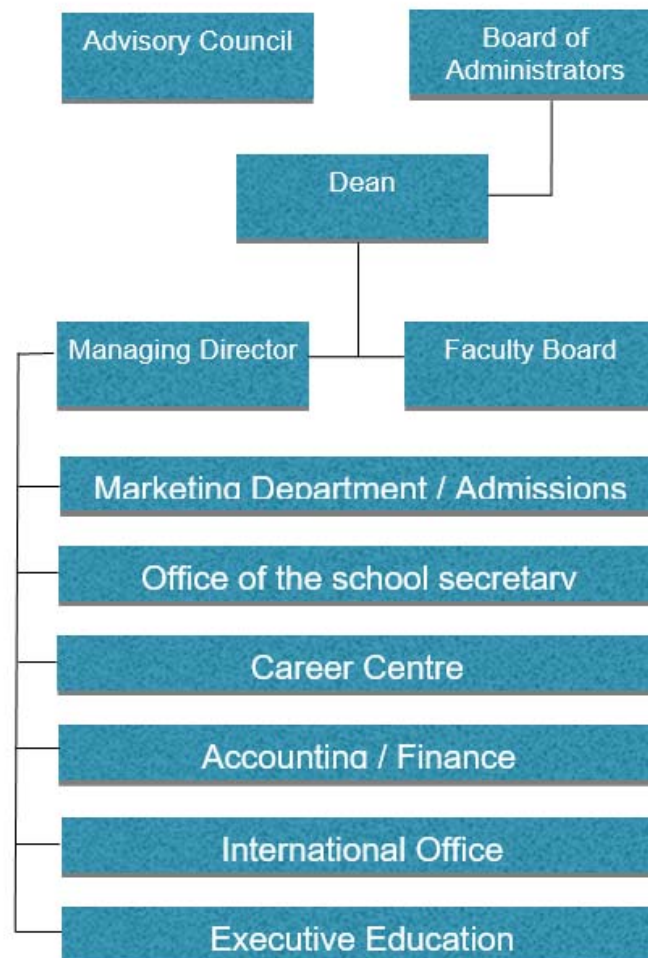
Luxembourg School of Business at the stage of maturity (Plan 2017-2021)

As shown in annex 1 below, It is expected that LSB will reach level of maturity in 2021 with total turnover of 5,2 million euros. Total turnover encompassing 3 million of MBA (0,6 million euro from weekend MBA and 2,4 million euro from full time MBA) and executive education income of 1,5 million euros.

Governance

During the further development of the school, LSB plans to enlarge its board of Board of Administrators with individuals who would contribute to the development of the school but also with representative of important external stakeholders. The School plans to recruit new members of the Board directly among its Advisory Council members, as well as from the network of its key stakeholders.

The organizational chart of Luxembourg School of Business in its maturity phase will have the following bodies:



Responsibilities and decision-making competencies are the following:

1. The **Board of Administrators** is the highest governance body of the LSB. Its responsibility encompasses strategic, fiduciary and monitoring role. Board of Administrators ratifies strategy and monitors its execution. It will be comprised of the founders of LSB and representatives of key external stakeholders.
 2. The **Faculty Board** is the highest academic body of LSB. It is comprised of all faculty members of LSB. They are making decisions on the programs, academic appointments, student learning objectives, assessment of the learning outcomes and improvements of overall quality at LSB.
 3. The **Advisory Council** is the highest advising body of LSB and is comprised of representatives of the business community. It advises the Dean of LSB on key topics related to the curriculum management.
 4. The **Dean**, is the academic leader of LSB and presides the Faculty Board. His responsibilities are related to academic matters.
 5. The **Managing Director** is the executive leader of LSB. He executes the strategy and controls the operations.
- All of LSB's strategic goals are derived from the School's mission and vision, and thereby rely on the idea of developing and delivering high-quality competitive business/management education programs.
 - As one of its main strategic objectives, LSB will work towards obtaining international accreditations, namely: AACSB, EQUIS (EFMD) and AMBA accreditation. LSB academic programs (the MBA program) are already set up according to the latest AACSB standards.
 - LSB is already working intensively on developing a strong network of international partnership agreements with top business schools all over the world. In this sense, LSB, at the time of writing, has entered into agreements with schools in Japan, Hong-Kong, Croatia and Russia.
 - LSB is already investing heavily in internationalization with a goal to position Luxembourg as a relevant destination for management education studies. This will be done through strong international student recruitment efforts, creation of double degree programs with top business schools all over the world.
 - LSB invests substantially in developing adequate infrastructure to support its academic activities. As the School grows, so do its infrastructure-related needs. On the 1st of July, 2016 LSB has moved into a new campus located in Gasperich. The new campus consists of classrooms, library, meeting rooms, office space for administration and faculty members, kitchen, breakout meeting rooms for student's project-related work, parking space and a lobby. The new campus will allow LSB to further develop its academic programs and meet growing students' needs. It will also allow LSB to offer office space to our local and international faculty members. As the School's activities continue to grow, LSB will seek solutions to further expand the campus and invest in building housing capacity in order to welcome more international students. We estimate that at the maturity level, **the infrastructure spending of LSB will reach 1.23 million euro.**
 - LSB has a very clear hiring strategy, which follows the School's development and its needs. In 2017 LSB has hired the its Vice-Dean of Academic Affairs and a Professor of Management, Ms. Anna Canato. In the 5-year time frame, LSB plans to hire local

faculty members who will teach and perform research activities. Administrative and support staff will be hired as well in order to support faculty and other activities LSB engages in. We estimate that by 2021, LSB will have **38 employees out of which 16 full-time equivalent professors with total personnel costs of 2,4 million euros.**

Upon obtaining institutional and program accreditation, Luxembourg School of Business intends to further expand its student body by welcoming qualified international applicants.

We anticipate that the expansion of the student body will result from:

- 1) Obtaining the national accreditation and working towards the AACSB accreditation;
- 2) Development of a variety of international partnerships and double-degree agreements;
- 3) Investment into student recruitment activities, faculty, research and new facilities; and
- 4) Further developing our relationships with companies in Luxembourg and in the region with a goal of connecting the employers with our existing and future students.

Executive education represents one of the key pillars of LSB's growth and is one of the School's key differentiators. Executive Education programs allow LSB to 'stay close to the business', stay relevant and to contribute. We believe also that executive education will be one of our key sources of potential research projects.

Considering the above, LSB intends to expand its executive education activities in Luxembourg, in the region and wider internationally.

PERSONNEL PLAN AT THE MATURITY STAGE

According to the LSB Personnel Plan (Table below), in 2021 LSB will have 38 employees out of which 16 full-time professors with total personnel costs of 2,4 million euros. Such operations will create surplus of 0,57 million euros which would be used for endowment fund and future development of the school. The full-time professors will be necessary in order to deliver a variety of master-level programs, including the full-time MBA and the Weekend-MBA, as well as various executive education programs delivered by LSB.

Roles	2017	2021
Dean	1	1
Managing Director	1	1
Vice-Dean for Academic Affairs	1	1
Operations Officer	1	4
MBA Admissions Manager	2	1
Corporate Learning Officer	1	2
MBA Assistant		4
Director, Career Centre		1
Executive Education Assistant		4
Director, International Office		1
Research Assistant		5
Full-Time Professors		13
Interns	3	7
Total Number of Employees	10	45

LSB FINANCIAL PROJECTIONS AT THE MATURITY STAGE

Note regarding loan servicing:

The total amount of the founders loan borrowed to LSB is EUR 346,000/ The school intends to repay these loans in the following years, prior to reaching the maturity stage. The repayment is planned in three installments to be made in 2018, 2019 and 2020.

LSB FINANCIAL PROJECTION AT MATURITY STAGE		
	TOTAL FY2017	TOTAL FY 2021
INCOME:		
MBA Income	€428,580	€3,000,000
WMBA		€600,000
FTMBA		€2,400,000
Executive Education Income	€296,732	€1,500,000
Other Income	€35,000	€700,000
TOTAL INCOME	€760,312	€5,200,000
EXPENSES:		
Salaries (Faculty and Staff)	€374,873	€2,446,000
Office Expenses	€115,632	€1,223,000
Sales, Marketing and Other Expenses	€92,716	€960,000
Loan Repayment		
TOTAL EXPENSES	€583,221	€4,629,000
	€177,091	€571,000

Assumptions regarding the number of students at LSB

The financial assumptions are based on the following student recruitment numbers:

Please note WMBA1 means 1st generation of the Weekend-MBA, and FTMBA1 means 1st generation of the full-time MBA program, etc...

WMBA2 - 9 students
WMBA3 - 15 students
WMBA4 - 20 students
WMBA5 - 20 students
WMBA6 - 20 students
WMBA7 - 20 students

FTMBA1 - 30 students
FTMBA2 - 60 students
FTMBA3 - 80 students
FTMBA4 - 80 students