

Ergebnisbericht zum Verfahren zum Antrag der Modul University Vienna GmbH auf Akkreditierung des Bachelorstudiengangs „HR Management and Business Psychology“, durchgeführt in Wien

1 Antragsgegenstand

Die Agentur für Qualitätssicherung und Akkreditierung Austria (AQ Austria) führte ein Akkreditierungsverfahren zu oben genanntem Antrag gemäß § 24 Hochschul-Qualitätssicherungsgesetz (HS-QSG), BGBl. I Nr. 74/2011 idgF, iVm § 2 Privathochschulgesetz (PrivHG), BGBl. I Nr. 74/2011 idgF sowie § 17 Privathochschul-Akkreditierungsverordnung 2021 (PrivH-AkkVO 2021) durch. Gemäß § 21 HS-QSG veröffentlicht die AQ Austria folgenden Ergebnisbericht:

2 Verfahrensablauf

Das Akkreditierungsverfahren umfasste folgende Verfahrensschritte:

Verfahrensschritt	Zeitpunkt
Antrag	Version vom 11.10.2024 (Datum Begleitschreiben) eingelangt am 14.10.2024
Mitteilung an Antragstellerin: Prüfung des Antrags durch die Geschäftsstelle	28.11.2024
Überarbeiteter Antrag	Version vom 11.12.2024 (Datum Begleitschreiben)

	eingelangt am 06.12.2024
Mitteilung an Antragstellerin: Abschluss der Antragsprüfung	20.12.2024
Bestellung der Gutachter*innen und Beschluss über Vorgangsweise des Verfahrens	12.12.2024
Information an Antragstellerin über Gutachter*innen	18.12.2024
Virtuelles Vorbereitungsgespräch mit Gutachter*innen	28.01.2025
Beschluss über Änderung der Vorgangsweise (§ 17 Abs. 7 PrivH-AkkVO 2021 als Kriterium in den Prüfauftrag hinzugefügt)	28.01.2025
Niederlegung der Gutachterinnentätigkeit von Frau Brandl	19.02.2025
Information an Antragstellerin über Nachbestellung von Prof. Schramm	26.02.2025
Vorbereitungstreffen mit Gutachter*innen	27.03.2025
Virtueller Vor-Ort-Besuch	27.03.2025
Nachreichung eingelangt am	04.04.2025
Vorlage des Gutachtens	22.05.2025
Übermittlung des Gutachtens an Antragstellerin zur Stellungnahme	22.05.2025
Stellungnahme der Antragstellerin zum Gutachten eingelangt am	05.06.2025
Stellungnahme der Antragstellerin zum Gutachten an Gutachter*innen	05.06.2025
Beschluss über Einholung einer Einschätzung der Stellungnahme durch Gutachter*innen	25.06.2025
Einschätzung der Stellungnahme eingelangt am	29.09.2025

3 Akkreditierungsentscheidung

Das Board der AQ Austria hat beschlossen dem Antrag der Modul University GmbH auf Akkreditierung des Bachelorstudiengangs „HR Management“, durchgeführt in Wien, gemäß § 24 HS-QSG Abs. 3 iVm § 2 PrivHG iVm § 9 Abs. 1 PrivH-AkkVO 2021 stattzugeben, da die Kriterien gemäß § 17 PrivH-AkkVO 2021, mit Ausnahme § 17 Abs. 2 Z 2 PrivH-AkkVO 2021 erfüllt sind. Das Kriterium § 17 Abs. 4 Z 2 PrivH-AkkVO 2021 ist eingeschränkt erfüllt.

Die Programmakkreditierung erfolgt gemäß § 24 Abs. 9a HS-QSG unter folgender Auflage:

Gemäß § 17 Abs. 4 Z 2 PrivH-AkkVO 2021 ist binnen 24 Monaten ab Zustellung des Bescheids nachzuweisen, dass der fachliche Kernbereich „Business Psychology“ durch hauptberufliches professorales Personal und weiteres wissenschaftliches Personal jeweils im Umfang von mindestens einem Vollzeitäquivalent abgedeckt ist.

Das Board der AQ Austria hat über die Vorschläge der Gutachter*innengruppe zu Auflagen beraten und entschieden, die von den Gutachter*innen im Gutachten vom 22.05.2025 und in der gutachterlichen Einschätzung der Stellungnahme vom 29.09.2025 formulierte Auflage zum Aufnahmeverfahren zur Gänze zu streichen, da aus Sicht des Boards das Aufnahmeverfahren



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klar und nachvollziehbar dargestellt wurde. Das Board hat beschlossen, die adäquate Besetzung, entsprechend dem Kriterium, des fachlichen Kernbereiches „Business Psychology“ mittels der neu formulierten Auflage (siehe oben) zu sichern. Daher unterscheiden sich die aufgelisteten Auflagen im Ergebnisbericht von jenen, welche im Gutachten vom 22.05.2025 und in der Einschätzung der Stellungnahme von 29.09.2025 welche diesem Ergebnisbericht angeschlossen sind, dargelegt sind.

Die Entscheidung wurde am 02.02.2026 von der*vom zuständigen Bundesminister*in genehmigt. Der Bescheid wurde mit Datum vom 05.02.2026 zugestellt.

4 Anlage/n

- Gutachten vom 22.05.2025
- Gutachterliche Einschätzung der Stellungnahme von 29.09.2025
- Stellungnahme vom 05.06.2025

Expert report on the accreditation procedure for the HR Management and Business Psychology bachelor programme, conducted in Vienna by the Modul University Vienna GmbH

pursuant to § 7 of the Accreditation Decree on Private Higher Education 2021 (PrivH-AkkVO 2021)

Vienna, 22.05.2025

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1 Overview of the accreditation procedure

Information on the applicant institution	
Applicant institution	Modul University Vienna GmbH (MODUL)
Sites of the higher education institution	Vienna, Nanjing
Legal status	GmbH
Initial institutional accreditation	12.07.2007
Latest extension of institutional accreditation	31.08.2021
Number of students	653 in the study year 2023/24
Accredited study programmes	12

Information on the accreditation application	
Programme title	HR Management and Business Psychology
Type of study programme	Bachelor programme
ECTS credit points	180
Standard duration of studies	6 terms
Planned number of students per academic year	60
Academic degree	Bachelor of Science, short form: BSc
Organizational form	Full time
Language/s	English
Sites of the study programme	Vienna
Tuition fee	8000 Euro / term

The applicant institution submitted the accreditation application on 14.10.2024. According to the decision of AQ Austria's board on 12.12.2024, the following experts were nominated for this procedure:

Name	Function and Institution	Area of competence
Prof. Dr. Johannes Basch	Professor for Business Psychology Hochschule Neu-Ulm	scientific qualification and relevant work experience in the field of Business Psychology
Anna Maria Joana Pilz	Psychology Student with focus on work and organizational psychology University Halle-Wittenberg	experience as a student in the field of Business Psychology and lead of the expert group
Prof. Dr. Florian Schramm	Professor for Business Administration with a focus on HR Universität Hamburg	scientific qualification in the field of HR Management

On 27.03.2025, a virtual site visit took place.

2 Preliminary remarks

While we do not yet see psychology as a firmly anchored academic field at the private university—particularly in terms of disciplinary infrastructure and research integration—we acknowledge the institution’s strong didactic concept, modern teaching methods, and high level of student support. These strengths provide an excellent foundation for further development. We therefore encourage the university to build on its existing expertise in Human Resource Management and continue pursuing the establishment of a new bachelor’s programme in this area. With its clear educational vision and commitment to student success, the university is well positioned to offer a high-quality programme aligned with its core competencies.

3 Assessment and evaluation according to assessment criteria specified in PrivH-AkkVO 2021

3.1 § 17 para. 2 subpara. 1–9: Degree programme and degree programme management

Taking into account a heterogeneous student body, the following criteria shall apply. In the case of degree programmes with special profile elements, the descriptions shall address these characteristics defining the profile. Special profile elements are, for example, access to a regulated profession, mandatory vocational practice, study formats alongside professional activity, dual degree programmes, distance-learning degree programmes, joint study programmes or jointly offered study programmes.

1. The degree programme is oriented towards the profile and the strategic objectives of the private university college.

Findings and Evaluation

First accredited in 2007, MODUL is one of 19 private universities in Austria at the moment. MODUL is located in Vienna and owned by Matthias Corvinus Collegium (90%) and the Vienna Chamber of Commerce and Industry (10%). With over 80% of international student body from more than 80 countries, MODUL has a very strong international orientation. It also has a global campus in Nanjing, China, the Modul School of Tourism and Hospitality Management. MODUL offers teaching and research in the fields of international management, new media technology, public governance, sustainable development, and tourism and hospitality management. Study programs on Bachelor, Master / MBA, as well as PhD level are offered by MODUL.

The proposed *Bachelor of Science in Human Resource Management and Business Psychology* formally aims to extend this portfolio into the domain of human behaviour in organizational contexts. While the HR component can be viewed as an expansion of the university's existing strength in international business education, the integration of psychology marks a clear departure from the university's traditional subject areas.

Psychology as an academic discipline has not been institutionally anchored at MODUL until now. There is currently no dedicated department, no permanent psychology faculty, and no established research infrastructure in psychology. This lack of academic tradition and structural support raises serious doubts as to whether *business psychology* as a disciplinary focus is consistent with the strategic objectives and capabilities of the institution.

Moreover, the implementation plan for the programme does not demonstrate a sustainable strategy to establish psychology as a long-term academic field at the university. There is no evidence of strategic staffing, long-term investment in psychological research, or meaningful integration of psychology into the university's broader development plan.

In light of this, the inclusion of psychology in the programme title and design appears inconsistent with the current institutional profile and capacities of MODUL.

The programme, in its current form, is misaligned with the university's strategic and academic profile. If the university intends to offer a programme in business psychology, it must first establish psychology as a formal academic field within its structure. Alternatively, a programme focused solely on Human Resource Management, clearly embedded in existing strengths, would better reflect the institution's mission and capabilities.

The experts consider the criterion to be **not fulfilled**.

2. The profile and intended learning outcomes of the degree programme
 - a. have been clearly defined;

- b. comprise discipline-specific-scientific and/or scientific-artistic as well as personal and social skills;
- c. comply with the requirements of the aspired professional fields of activities and
- d. comply with the respective qualification level of the National Qualifications Framework.

Findings and Evaluation

The profile and planned outcomes of the program are clearly defined. The discipline-specific content is covered to a large extent. However, content changes are desirable. Accordingly, the professional requirements are covered differently depending on the occupational field. A particular strength lies in the programme's emphasis on both discipline-specific and cross-cutting competences. In addition to academic content, the curriculum pays close attention to the development of personal and social skills, especially communication, teamwork, and presentation skills, which are fostered through interactive teaching formats and diverse assessment types. The programme also emphasizes research literacy, training students in both qualitative and quantitative methods and preparing them to independently engage with academic literature and empirical research. The intended learning outcomes are generally in line with the qualification level required for a bachelor's degree under the National Qualifications Framework. However, the full realisation of the profile is currently challenged by the insufficient coverage of key subject areas, especially in psychology and, to some extent, in human resource management (see detailed discussion under curriculum and staffing criteria). In fact, a significant portion of the requirements for psychologists are only covered by consumer behaviour and organizational decision-making. The standard of the National Qualifications Framework is maintained.

Taken together, the experts see

- a and d to **be fulfilled**
- b to be **partially fulfilled**
- c to be **not fulfilled**

The profile of psychology is not sufficiently represented to meet the requirements of the desired professional fields of activity and to reflect the discipline-specific scientific skills.

The experts consider the criterion to be **not fulfilled**.

3. The name of the degree programme and the academic degree correspond to the degree programme's profile and intended learning outcomes.

Academic Degree:

Research is a part of the program. Firstly, academic articles are part of the studies. Furthermore, the course "Bachelor Thesis Tutorial" helps students uncover academic articles for the bachelor thesis. Thirdly, the Students are educated throughout the study program to work with many types of data. Starting with the courses "Maths and Statistics I" and "Maths and Statistics II," students acquire the skills to process data with statistical processing software. Courses that particularly rely on data are, among others "Research Design" and "Applied Research Methods in Psychology". Furthermore, the courses "Research Design" and "Applied

Research Methods in Psychology” help students to develop an understanding of considerations that guide the selection of a qualitative, quantitative, or mixed methods research design. In several courses, students are encouraged to participate actively in research projects. In all undergraduate study programs, students must write a bachelor’s thesis. In the bachelor thesis, students apply the previously gained knowledge on research design and writing skills. They identify a research problem, develop research questions and hypotheses, and design an empirical study that solves it.

Name of the degree programme:

The programme is titled *Bachelor of Science in Human Resource Management and Business Psychology*, suggesting a balanced and in-depth academic education in both human resource management and psychology. However, when comparing the actual curricular content with the title and the defined learning outcomes, significant discrepancies emerge.

While the programme does contain psychology-related courses, the scope and depth of psychological education remain limited. Although a total of 48 ECTS are formally allocated to psychology, a closer examination reveals that these credits do not comprehensively cover the core areas of the discipline. In fact, a significant portion of these credits is focused on applied aspects such as consumer behaviour and organizational decision-making, often approached from a business perspective rather than from foundational psychological theory. Essential subfields such as diagnostics, biological psychology, or occupational psychology are missing or only marginally addressed. Therefore, the impression created by the programme title—namely, that students receive a robust education in business psychology—is misleading.

At the same time, the HR component also lacks depth in certain key areas, as outlined in the curriculum analysis. However, considering the university’s structural and academic strengths, the programme is better positioned to build on the existing expertise in human resource management than in psychology.

In sum, the current degree programme title does not reflect the actual curricular content or the achievable learning outcomes, particularly with regard to psychology. It gives the impression of a dual-focus programme, but delivers a narrower and more HR-centered education in practice. This creates a mismatch between name, profile, and academic substance.

The experts consider the criterion to be **not fulfilled**.

4. The degree programme

- a. complies with the scientific and/or scientific-artistic and didactic requirements of the respective subject or subjects;
- b. comprises defined core subject areas which represent the most important subjects of the degree programme and thus the main competences to be acquired;
- c. ensures by its content and structure the achievement of the intended learning outcomes;

d. comprises modules and/or courses with learning and teaching as well as examination methods suitable for the achievement of the intended learning outcomes and build on the overall concept of the degree programme;

e. takes into account the connection of research and teaching and/or research and the appreciation of the arts and

f. encourages the active involvement of students in the learning process.

The curriculum aims to reflect the breadth of the field and draws on synergies with existing degree programmes within the university. A strength of the programme is the variety of assignments and the direct, ongoing supervision of students. The scientific grounding of the programme is intended and appropriately aligned with the defined learning outcomes. Another positive aspect is the strong scientific focus in teaching, so that students can be actively integrated into research.

However, concerns arise regarding the integration of psychology into the existing structure. While the HR component of the programme builds logically on the existing competencies and academic infrastructure, psychology represents a distinct scientific domain with different scientific approaches that have to be taught. The current implementation suggests that psychology is being integrated in a rather superficial manner without sufficient attention to its specific epistemological and methodological foundations.

There is a significant risk that the psychology pillar cannot be adequately represented within the current curriculum. This is reflected in the lack of breadth among foundational psychology courses, raising concerns about the programme's ability to deliver a comprehensive psychological education. The current focus lies on social psychology, cognitive psychology, and developmental psychology. While personality psychology is also mentioned, a unique expertise of psychologists - diagnostics - is highly underrepresented in the curriculum. Other basic disciplines like biological psychology also do not appear, which might also be important to understand problems and issues in HR management (e.g., neurodiversity at the workplace).

In addition to the insufficient representation of psychology, it must also be noted that the human resource management component does not yet reach the expected depth for a programme that aims to educate HR professionals. Core HR fields such as Compensation & Benefits, Strategic HRM, HR Systems, Workforce Planning, or Labour Law are either entirely missing or only marginally addressed. As it stands, neither of the two core pillars—Psychology or HR—is comprehensively developed in the curriculum.

Furthermore, the connection between research and teaching cannot be fully established in the area of psychology. Due to the limited research activity in this field within the university, and the absence of foundational research structures such as participant hours (Versuchspersonenstunden) or a platform for student involvement in psychological studies, students lack the opportunity to engage with psychological research in practice. This further weakens the integration of psychology into the academic and didactic concept of the programme and limits students' exposure to research-based learning in one of the programme's key areas, resulting in the fact that the intended learning outcomes cannot be fulfilled in the area of psychology.

The experts consider the criterion to be **not fulfilled**.

5. The European Credit Transfer and Accumulation System (ECTS) is applied correctly to the degree programme. The workload related to the individual modules and/or courses, expressed in ECTS credits, makes it possible that the intended learning outcomes are achieved within the stipulated duration of studies. In the case of degree programmes for working professionals, the professional activity is taken into account.

The European Credit Transfer and Accumulation System (ECTS) is applied to the degree programme and 25 hours correspond to 1 ECTS point. The reviewers noticed in the application that the basis for calculating the ECTS for the Bachelor's thesis differed in different sections. On the one hand 10 ECTS and on the other 18 ECTS plus 2 ECTS each for the tutorial were estimated. During the on-site visit, it was communicated that the 10 ECTS were probably the correct calculation. As the degree programme places a high focus on the empirical value of the Bachelor's thesis and requires an empirical study, the experts recommend increasing the ECTS points.

In addition, many courses with 4 ECTS points are anchored in the curriculum. Many of these courses contain a large number of different assignments. While the experts appreciate and praise the fact that modern and varied learning is ensured, they express concern that the number of assignments exceeds the capacity of the ECTS and the good structuring of the semester. For example in the course REDE 341 Research Design the final grade will be determined by the following assignments: 11 Pre-Class online quizzes (PCOQ) on the preparatory readings; 6 In-class-Assignments (ICA); 6; Group-Home-Works (GHW); Live in-class Group Project Presentations; Structured Quality Peer Feedback on a project earns the feedback provider 9%. Possible Extra Points are given for: Course Structure Forum (CSF); Muddies Points Forum (MPF) and Submission of Peer Evaluation of Group work (ASPE). Particularly when comparing courses, care must be taken to establish a standardised workload. For example, in the Market and Consumer Psychology course, which also has 4 ECTS, 2 quizzes and a seminar paper are planned as assignments. The precise module descriptions and content, as well as the transparency of the grading system, are generally very positive. Nevertheless, the reviewers suggest reducing assignments, for example the pre-course assignments if the understanding of the content is also checked by in-class assignments, or the number of different assignments.

The experts therefore consider the criterion to be **fulfilled**.

Recommendation:

The expert group recommends the MODUL to review and increase ECTS points for the Bachelor's thesis. Additionally, the workload in courses must align with the assigned ECTS and remain consistent across courses with the same credit allocation. To ensure this, the number of assignments or submissions in a 4-ECTS course should be reconsidered and potentially reduced.

6. The Diploma Supplement is specific to the respective degree programme and suitable to support international mobility of students as well as graduates and facilitates academic and professional recognition of the acquired qualifications.

Alumni receive a Bachelor Diploma, a Transcript of Records and the Diploma Supplement in English. The Diploma Supplement present matches the criteria outlined by UNESCO/CEPES by including information about the holder of the qualification, the qualification type, and its originating institution, the qualification level, the function of the qualification, the certification,

and details of the national higher education system. The Diploma Supplements references the Transcript of Record for the details of the program.

The experts consider the criterion to be **fulfilled**.

7. The requirements for admission to the degree programme

- a. have been clearly defined and
- b. contribute to the achievement of the qualification objectives.

The admission requirements are outlined in the written proposal and are stipulated in the Study Regulations of the program. To be admitted, applicants must provide proof of a secondary school leaving certificate equivalent to a general university entrance qualification. Those whose first language is not English must demonstrate B2-level proficiency (CEFR), with exceptions for native speakers or those who completed high school in English at recognized international schools. The admissions committee may request additional proof if necessary. Applicants who do not fully meet the requirements may still be admitted upon completion of the one-semester Foundation Program, as determined by the committee. Additionally, the application must include a CV, a letter of motivation, a high school certificate and transcripts, a copy of the passport, a passport-size photograph, one academic letter of recommendation, and proof of English proficiency. The Admissions Committee conducts an interview with every applicant, whose submitted documents are complete.

The reviewer therefore concludes that the requirements are clearly outlined and the admission process contributes to the achievement of the qualification objectives.

The experts consider the criterion to be **fulfilled**.

8. The admission procedure to the degree programme

- a. has been clearly defined;
- b. is transparent for all involved and
- c. ensures a fair selection of the applicants.

The admission procedure is outlined in the written proposal and is available on the website of MODUL. The selection and admission of students follow procedures outlined in the University Constitution and the Quality Management Handbook. The Admissions Committees, composed of academic and administrative representatives, evaluate applications based on academic and formal criteria, with regulations accessible online. Additionally, the ranking system for oversubscribed programs considers multiple factors, including academic achievements, motivation, and English proficiency. Admission decisions are final and cannot be appealed, but applicants who believe they have faced discrimination during the process may file a complaint with the Inclusion and Diversity Committee.

The admission process at MODUL does not fully meet the criteria of being clearly defined, transparent, and fair due to inconsistencies in the interview and ranking procedures. **Regarding point (a)**, while the university provides recommendations on interview topics,

there is no standardized guideline. According to the university, interviewers conduct admission interviews in different ways, leading to increased subjectivity. This lack of uniformity means the process is not clearly defined. **For point (b)**, although ranking criteria exist, there is no structured or transparent system, such as a points-based framework and anchored rating scales, to indicate how different application components influence the final decision. Without a clear weighting system, the ranking lacks transparency and consistency. **Consequently, for point (c)**, without a standardized and objective approach, applicant selection cannot be considered fair, as subjective evaluations may impact decisions. Additionally, it would be favorable to use interview questions that have been evaluated and are actually able to capture the ranking criteria. Questions such as "Where do yourself in 5 years?" or "What is your greatest strength?" have been shown to lack validity and are incapable of measuring any criteria. Therefore, the admission process does not fully meet these essential criteria.

The experts understand that the problems mentioned in the interview of not self written motivation letters etc. represent a challenge for a ranked application process, nevertheless it must be ensured that there is a standardized procedure.

Therefore the experts consider the criterion to be **partially fulfilled**.

Condition:

The expert group recommends the Board of AQ Austria to issue the following condition: Standardize the selection process as follows: The interview must be conducted according to more specific guidelines, use adequate interview questions, and the areas of the interview must be evaluated for comparability. The ranking process of the application factors must be standardized and made transparent.

9. The procedures for the recognition of formally, non-formally and informally acquired competences in terms of crediting towards examinations or parts of the degree programme
 - a. have been clearly defined
 - b. and are transparent for all involved

The recognition of prior knowledge is laid out in the written proposal.

The recognition of formally, non-formally, and informally acquired skills begins with a formal check by the academic office, where candidates submit a credit transfer request along with supporting documents. For **formally acquired skills**, the dean reviews the student's transcripts, verifies course equivalency, and may consult subject experts before making a decision. If approved, the academic office updates the student's records without assigning a grade. For **non-formally and informally acquired skills**, the dean conducts a pre-assessment, requests additional documentation if necessary, and arranges a discussion with a faculty expert to evaluate whether the candidate's professional experience meets the course learning outcomes. No formal examination is required. If approved, the decision is documented and recorded in the student's academic records. Candidates can request a review if they disagree with the outcome. During interviews, no complaints from students regarding recognition of prior learning were voiced. It was mentioned that the recognition of non-formally acquired competences in the tourism background is already established.

The experts consider the criterion to be **fulfilled**.

3.2 § 17 para. 3 subpara. 1-2: Research and development and/or the advancement and appreciation of the arts

1. Subject-specific research or development activities, respectively, in compliance with the scientific standards of the respective subject or the respective subjects have been planned for the degree programme.

The programme is strongly rooted in research-based learning. Students are introduced to a broad range of methodological approaches, and research is integrated into various parts of the curriculum. Courses such as *Research Design*, *Applied Research Methods in Psychology*, and the *Bachelor Thesis Tutorial* provide students with solid methodological training and foster an understanding of empirical inquiry.

However, active participation in ongoing research projects is still limited. Especially in the field of psychology, the current staffing situation makes it difficult to expose students to a variety of psychological research practices, including experimental settings and data collection processes. The lack of deeper involvement in research activities reduces the potential for students to engage with psychological research from a practical and experiential standpoint.

Furthermore the discontinuation of the Horizon project and the associated reduction in EU funding present a considerable challenge for the university's research activities. During the on-site visit, the institution noted that approximately one third of its research funding had been tied to EU sources. While some initial ideas for alternative funding have been discussed, a solution could not yet been implemented. This creates some uncertainty regarding the long-term direction and stability of subject-specific research. The situation appears particularly complex in the field of psychology, where the university currently has no established partnerships, partly due to its traditionally different academic orientation. As a result, there are limited opportunities at present to compensate for the loss through existing collaborations.

The experts consider the criterion to be **fulfilled**.

Recommendations:

- The experts recommend the university to actively pursue alternative funding opportunities and strengthen its network of research collaborations.
- To enhance research integration, particularly in psychology, it is recommended to introduce:
 - **Mandatory participation in research studies** through a system of subject hours (e.g., Versuchspersonenstunden);
 - A **study participation platform or marketplace**, where students can sign up for psychological studies conducted by staff or advanced students.

2. The permanent research and teaching staff assigned to the degree programme is involved in these research and development activities.

The degree programme benefits from strong research involvement of the permanent academic staff, particularly in the fields of human resource management and business administration. Students receive close supervision, and faculty members demonstrate a high level of scientific activity in their respective domains.

However, the pillar of psychological research appears underrepresented. A key concern is the apparent vacancy of positions intended for psychologists, which impedes the establishment of psychology as an equally strong academic foundation within the programme. Given that psychology is explicitly part of the programme title and learning outcomes, it is essential that this discipline is not only taught, but also meaningfully represented in research activities.

At present, the degree programme does not have a dedicated professorship in psychology, which significantly limits the involvement of permanent academic staff in subject-specific research and development activities. As no full-time faculty member with a psychology background is currently in place, there is no ongoing research that can be clearly attributed to this field. Although a professorial position has been announced, it is expected that the role may not be filled by a psychologist, further reducing the likelihood of psychology-specific research being conducted by permanent staff. This structural gap prevents the integration of teaching and research in the core subject area.

Therefore the experts consider the criterion to be **not fulfilled**.

3.3 § 17 para. 4 subpara. 1-2, 4-7/subpara 1, 3-7: Staff

1. At all sites at which studies are offered in accordance with the development plan

a. sufficient scientific or scientific-artistic teaching and research staff, respectively, has been planned for the degree programme,

b. the staff members are subject-specifically as well as didactically qualified according to the requirements of the respective post.

The private university college makes sure that at least 50 per cent of the volume of teaching is covered by permanent scientific or scientific-artistic teaching and research staff, respectively. Permanent teaching and research staff means employees working at least 50 per cent of their working hours (usually at least 20 hours per week) in permanent employment at the private university college.

While the programme is supported in the fields of business administration and human resource management by a group of generally well-qualified individuals, there are currently no permanent positions directly anchored in these areas. This results in a fundamental gap in the sustainable staffing of the programme even on the HR side, undermining the long-term stability and strategic alignment of the teaching staff.

The situation is even more critical regarding the psychology component. Despite psychology being formally established as a core pillar of the programme—as reflected in both the programme title and the intended learning outcomes—there is currently no permanent psychology faculty member assigned. Following the departure of [REDACTED], the vacancy has not been filled by a qualified psychologist. The present shortlist for the open position

predominantly features candidates without a degree in psychology, making it clear that, under the current planning, the psychology pillar cannot be adequately staffed.

Furthermore, the university's approach to recruitment reflects a lack of clear strategic planning: position announcements have been broadly formulated without specifically requiring psychology expertise. As a result, it cannot be guaranteed that suitable academic staff for psychology will be hired. Without dedicated appointments, the university will not be able to offer a scientifically grounded, discipline-specific education in psychology, nor can it meet the standards for interdisciplinary integration required by the programme concept.

Given the structural deficits in staffing—both the current situation and the foreseeable future based on hiring plans—the programme cannot be implemented in a scientifically sound manner as designed. The absence of clear and binding commitments to hiring qualified psychology faculty fundamentally undermines the feasibility of delivering the programme according to its own declared standards.

The experts consider the criterion to be **not fulfilled**.

2. The subject-specific core competences representing the most important subjects of the degree programme and thus the main competences to be acquired are covered by
 - a. permanent professors corresponding to at least one full-time equivalent as well as
 - b. other permanent scientific and/or scientific-artistic teaching and research staff corresponding to at least one full-time equivalent.

In the areas of business administration and human resource management, the programme is supported by qualified academic staff, and the coverage of core competences in these fields appears largely appropriate. However, even here, no full-time professorial position is currently explicitly dedicated to the programme.

The situation in business psychology, which is explicitly mentioned in the programme title and central to the intended learning outcomes, is significantly more problematic. Since the departure of [REDACTED], there is no longer any professorial staff in place to cover this core area. This leaves the programme reliant on a single individual ([REDACTED]) to cover a wide range of psychological content, which is clearly insufficient to guarantee sustainable, stable, and scientifically grounded teaching in this discipline.

Moreover, no concrete timeline or staffing plan has been provided to address this gap. The current shortlist for the vacant position does not include any qualified psychologist, making it highly unlikely that a suitable replacement will be appointed in the near future. The programme thus lacks the structural personnel capacity to deliver its curriculum as advertised—particularly in business psychology, a declared core pillar of the programme.

This staffing gap severely undermines the programme's ability to meet its academic goals and contradicts the requirements of this criterion, which explicitly calls for dedicated permanent academic staff to cover the essential subject areas of the programme.

The experts consider the criterion to be **not fulfilled**.

4. The composition of the adjunct and permanent teaching and research staff shall ensure a student-teacher ratio appropriate to the profile of the degree programme.

The programme demonstrates a strong commitment to maintaining a favourable student-teacher ratio. There is clear evidence of close supervision and regular interaction between students and teaching staff. Faculty members appear to be highly accessible and engaged, contributing to a supportive learning environment that aligns well with the programme's objectives and interdisciplinary nature.

There are no indications of staff shortages or capacity issues in this regard.

The experts consider the criterion to be **fulfilled**.

5. Adequate measures are planned for the integration of adjunct teaching staff into the organisation of teaching and into programme organisation for the degree programme.

According to the provided documents, new external lecturers are trained by the Academic Office and the Dean of the Study Program, which offers an onboarding session to provide information about the University, grading, and classes for each new lecturer. Also they are actively involved in the development of the course syllabi. Close contact with all external lecturers, either through personal meetings, phone calls, and/or joint research projects guarantees that external lecturers are always up to date regarding current developments or any potential changes. Also all external lecturers who taught courses in the respective semester are invited to participate in the Semester Conference to also give their opinion about the students discussed in the Semester Conference.

The experts consider the criterion to be **fulfilled**.

6. The private university college shall allow for an appropriate balance of teaching, research, and administrative activities of the permanent scientific or scientific-artistic staff to ensure adequate participation in teaching but also leaving sufficient time for research and development and/or the advancement and appreciation of the arts.

The time demands on the various groups of employees in research and teaching, transfer and administration can be seen in the following table.

The teaching load of full and associate professors is understandable. The lecturer has a fairly high teaching load, while the teaching load of the qualification positions appears problematic. The assistant professor has a teaching load of 10 hours. The assistant professor/senior lecturer has a teaching load of 20 hours.

The experts consider the criterion to be **fulfilled**.

Recommendations:

The experts recommend the MODUL possible reductions in teaching obligations in the context of qualification or research are desirable (e.g. research semester).

7. Sufficient non-academic staff has been planned for the degree programme.

Sufficient non-academic staff has been planned for the degree programme as visible in the financial plan and as described during the site visit. The students described that they had enough contacts for various non-academic needs. Furthermore, the faculty members reported no shortage or overload of non-academic staff.

The experts consider the criterion to be **fulfilled**.

3.4 § 17 para. 5: Funding

The degree programme's funding

1. is secured for a period of six years and
2. makes it possible that students complete their degree programme even in the event of its discontinuation.

The financial plan for the degree programme comprises a realistic and plausible balance of all expected revenues and expenses in connection with the planned degree programme.

Financing commitments of all funding bodies listed in the financial plan shall be attached to the application.

The documents include a financing commitment from Hungary. According to the documents, the rooms will also still be available for several years. A plan for the number of students and new admissions is available. This is also linked to a planned turnover. In addition, the costs attributable to the program are compared.

The planning is naturally subject to uncertainties. It is not certain that so many students will actually take up studies at the modular university, so that 60 new students will be enrolled after only a few years. This is especially true when the amount of tuition fees is taken into account.

The experts consider the criterion to be **fulfilled**.

3.5 § 17 para. 7: Co-operation

Co-operation projects with other higher education institutions and, if applicable, partnerships with institutions outside the higher education area in Austria and abroad that match the degree programme's profile are provided for. The mobility of students and staff is being promoted.

As indicated during the interviews and in the subsequently submitted overview of current ongoing cooperations, the institution has established a network of cooperation partners, including both higher education institutions and industry stakeholders. The university maintains several international exchange partnerships (e.g., with Dublin Institute of Technology, University of Surrey, Cologne Business School, and the University of Barcelona) that match the thematic focus of the programme, especially in Human Resource Management and Business Psychology. These collaborations enable student mobility and academic exchange, even though actual participation remains limited (e.g., 8 outgoing students in the last spring term), largely due to the high percentage of already internationally mobile students (around 80%).

In addition, the university maintains contacts with several external institutions and alumni, such as KPMG, Accenture, Deloitte, and the Wirtschaftskammer Wien, which support the programme through guest lectures, internships, or data access. However, the number of truly active and strategic partnerships with companies remains rather low in relation to the programme's strong applied focus. Many of the listed cooperation partners are either not yet fully engaged or their involvement is limited to individual guest lectures or informal alumni contacts.

Considering the interdisciplinary and application-oriented nature of the degree programme, a more robust integration of external partners from the HR, or HR tech would be beneficial.

The experts consider the criterion to be **fulfilled**.

4 Summary and final evaluation

(2) Degree programme and degree programme management

MODUL, first accredited in 2007, is a well-established private university with a strong international profile. With over 80% of its student body coming from abroad and an additional campus in Nanjing, China, the institution demonstrates significant global engagement. The introduction of the new Bachelor of Science in *Human Resource Management and Business Psychology* aims to expand the university's academic portfolio into areas of growing societal and economic relevance. The submitted programme is designed to address three interconnected fields: human resource management, psychology, and business administration.

While MODUL University has a strong international orientation and institutional competencies in tourism, international management, and business education, the integration of psychology into the programme is not grounded in an existing academic tradition or infrastructure. Currently, there is no department, professorship, or established research activity in psychology, nor are there strategic plans to develop these.

The qualification objectives are clearly defined and aligned with the Austrian National Qualifications Framework. The programme's learning outcomes and profile are formally defined and demonstrate strengths in interdisciplinary and social competences. Furthermore there are well-structured research components, diverse assignments, and close student supervision integrated in the program. The modular structure, project work, and empirical orientation of the Bachelor's thesis are particularly positive.

However, the intended outcomes are only partially supported by the curriculum, particularly regarding the psychology component. Essential subfields such as biopsychology or diagnostics are missing or only marginally addressed. The university currently lacks sufficient permanent academic staff with qualifications in psychology, making it difficult to ensure subject-specific research and teaching at the required academic standard. The lack of research infrastructure in psychology further limits the integration of research-based learning, leading to a situation where the intended learning outcomes cannot be fully achieved. In HRM, core topics like labor law and digital HRM are underrepresented. Therefore, although sub-criteria related to the definition of learning outcomes and qualification levels are partially fulfilled, the overall criterion is not met.

The degree title suggests a strong presence of both HRM and psychology. However, the curriculum does not reflect this balance. Psychological content is limited and focuses on specific applied areas without a comprehensive theoretical foundation. The HRM portion also lacks in-depth coverage. The experts therefore find the degree title misleading in relation to the actual content.

The European Credit Transfer and Accumulation System (ECTS) is properly applied within the study programme. The overall implementation of the system is transparent and consistent across most of the curriculum. However, inconsistencies were noted in the allocation of credits for the Bachelor's thesis. Due to its strong empirical focus, the experts recommend increasing the number of ECTS points to better reflect the actual workload. The modules are generally well-structured, and the use of diverse and modern teaching and learning formats is positively acknowledged. At the same time, the experts express concern that in some 4-ECTS courses, the number of assignments may exceed the intended workload, indicating a need for better alignment between workload and credit allocation. The admission requirements are clearly defined and support the achievement of the qualification objectives. Nevertheless, the admission process lacks full standardisation and transparency, particularly with regard to the interview procedures and applicant ranking. The recognition of prior learning is well-structured, clearly regulated, and was positively received by students during the interviews.

(3) Research and development and/or the advancement and appreciation of the arts

Due to the lack of academic staff in the area of the planned degree program, there are currently hardly any relevant publications and projects at the MODUL. Publications and projects are more visible in consumer research or tourism. In the long term, appropriate expertise must be built up here, especially since access to third-party funding for research projects is also associated with considerable hurdles.

(4) Staff

The priority is to strengthen professional competence in the field of HR and business psychology. At present, there is no relevant professorship in HR or in work and organizational psychology. A strengthening of HR is particularly obvious here. The distribution of the working hours of academic staff for teaching, research and administration is comprehensible. The lecturers play a major role in their scope, so that good supervision must continue to be ensured here. Teaching and research are well supported by the employees in the administration.

(5) Funding

The financial planning for the programme is plausible and supported by a funding commitment; however, its long-term feasibility depends on reaching the projected student numbers.

(7) Cooperation

The university has established a network of academic and industry partnerships that align well with the programme's thematic focus and support student mobility and practical learning. International exchange agreements and contacts with external stakeholders, such as alumni and companies, contribute positively to the programme. However, the number of strategically active industry partnerships remains limited, and actual student participation in exchanges is relatively low. Given the applied and interdisciplinary nature of the programme, a stronger and more systematic integration of external partners, particularly from relevant sectors, would be beneficial.

Final Evaluation

In total, the core obstacle to accreditation lies in the **unclear academic profile** of the programme and the **lack of structural support for the psychology component**, both in terms of curriculum and staffing. As neither psychology nor HR are fully represented, the programme in its current form does not meet the scientific and didactic standards required for accreditation.

The experts **do not recommend** to the board of AQ Austria the accreditation of the HR Management and Business Psychology bachelor programme, conducted in Vienna by Modul University Vienna GmbH.

Overall, the expert group consider seven criteria not to be fulfilled. One criterion is considered as partially fulfilled and the group issued the following condition:

- Criteria § 17 para. 2 subpara. 8: Standardize the selection process as follows: The interview must be conducted according to more specific guidelines, use adequate interview questions, and the areas of the interview must be evaluated for comparability. The ranking process of the application factors must be standardized and made transparent.

5 Viewed documents

Application for accreditation of the HR Management and Business Psychology bachelor programme, conducted in Vienna, by the Modul University Vienna GmbH received on 14.10.2024 in the version of 06.12.2024

- Subsequent documents submitted prior to the site visit, received on 13.03.2025
- Subsequent documents submitted after the site visit, received on 04.04.2025

An das Board der Agentur für Qualitätssicherung
und Akkreditierung Austria
Franz-Klein-Gasse 5
1190 Wien
Online: office@aq.ac.at

Vienna, 5th of June 2025

Statement

on the expert opinion on the accreditation of the Bachelor's degree program "HR Management and Business Psychology"

Foreword

Modul University Vienna Private University would like to thank the experts for their review of the application for accreditation of the Bachelor's degree program "HR Management and Business Psychology".

We have identified some factual errors at several points in the report and some conclusions based on incorrect assumptions. We have also included justified points of criticism in our planning and applied to change the name of the degree program to

Bachelor of Science (Bsc) in HR Management.

Our statement contains a list of comments on the objected points with reference to the relevant pages in the report.

Since Prof. DDr. Marion Garaus accepted an appointment at the Sigmund Freud Private University, Modul University Vienna has lost a proven expert in the field of psychology and a great proponent of business psychology. This loss has only occurred at an advanced stage of the accreditation process. After an in-depth internal discussion, it was decided to still pursue the present application, since there are demonstrably other business-oriented universities that offer Business Psychology without having a professorship qualified in the field of psychology.

Nevertheless, we appreciate the opinion of the experts and will refrain from adding "Business Psychology" for the time being. If necessary, we will apply for a change to the curriculum at a later date when the competence has been developed to a sufficient extent.

In the preliminary remarks, the reviewers state that they “*acknowledge the institution’s strong didactic concept, modern teaching methods, and high level of student support. These strengths provide an excellent foundation for further development. We therefore encourage the university to **build on its existing expertise in Human Resource Management and continue pursuing the establishment of a new bachelor’s program in this area.** With its clear educational vision and commitment to student success, the university is well positioned to offer a high-quality program aligned with its core competencies.* (p. 4, line 5).

In line with this assessment, the repositioning of our application and our detailed explanations, we hope that we will convince the Board of AQ Austria to approve the study program with conditions.

Statement

Ad 3.1 § 17 (2): Degree program and degree program management

ad 1. The degree program is oriented towards the profile and the strategic objectives of the private university college.

We agree with the reviewers that the integration of psychology was never the intention of the University. The University envisaged to enrich its programmatic offer in Human Resource Management with a blend of **Business Psychology** courses, which are frequently closely connected with behavioral studies in management. In fact, there are examples where higher education institutions are offering even degrees in “Business Psychology” with faculty that have a background in HR management and other fields rather than Psychology (e.g. [FH Kufstein](#); the Director of the program “Wirtschaftspsychologie” has a profile in Finance and the Deputy Director has a profile in Marketing and Management).

However, by omitting the addition “Business Psychology” in the name of the study program, **all doubts are dispelled that Modul University intends to develop psychology as an independent discipline.** Since this perceived inconsistency has been removed and the fact that the reviewers admit that “*the HR component can be viewed as an expansion of the university’s existing strength in international business education*” (p. 5, line 12), **we expect that the Board of AQ Austria will see this criterion as fulfilled.**

Regardless of our intention to remove the focus business psychology from the name of the degree, we want to disagree with the following statement by the reviewers (p. 5, line 27): “*If the university intends to offer a program in business psychology, it must first establish psychology as formal academic field within its structure.*” Psychology is a vast field with many specialties, from clinical to cognitive. Why should a university cover the entire spectrum of psychology studies if it is only aiming for a curriculum

that is very close to its existing business studies? Many business schools around the world are offering business psychology without having established psychology as a formal academic field within its structure. Also, a university that wants to develop a bachelor program with a new academic focus should be allowed some time to achieve this goal.

ad 2. The profile and the intended learning outcomes

lit. c. comply with the requirements of the aspired professional fields of activities

“In fact, a significant portion of the requirements for psychologists are only covered by consumer behavior and organizational decision-making.” (p. 6, line 15). The reviewers mistakenly assumed that the university’s aspiration is to educate psychologists. The requirements set forth in the discussion and justification under the area “curriculum” show that we fostered the area of human resource management by adding courses to satisfy their coverage in all key subject areas. Furthermore, we believe that due to the program name change to “Human Resource Management” and the fact that we do not aspire to educate future psychologists, the changes are warranted. Our degree focuses on human behavior in an organizational context; hence, the business psychology courses perfectly align with human resource management. We are assured that this is in line with the professional fields of activity in an entrepreneurial and organizational context.

ad 3. The name of the degree program and the academic degree correspond to the degree program's profile and intended learning outcomes.

The academic requirements for the degree are rated positively by the reviewers, only the name of the degree program is questioned. We essentially accept the rejection of the reviewers regarding the additional disciplinary focus on “Business Psychology” **and have therefore submitted an amendment to the requested study program name.**

ad 4. The degree program

a. complies with the scientific and/or scientific-artistic and didactic requirements of the respective subject or subjects;

b. comprises defined core subject areas which represent the most important subjects of the degree program and thus the main competences to be acquired;

c. ensures by its content and structure the achievement of the intended learning outcomes;

d. comprises modules and/or courses with learning and teaching as well as examination methods suitable for the achievement of the intended learning outcomes and build on the overall concept of the degree program;

e. takes into account the connection of research and teaching and/or research and the appreciation of the arts and

f. encourages the active involvement of students in the learning process.

We thank the reviewers for the kind words on the strong scientific focus in teaching and the student integration into research (p. 8, 1st paragraph).

We also appreciate the detailed feedback on the curriculum, and we have adjusted the curriculum accordingly. Considering the changed title of the degree program, we are convinced that the scope of the courses in the field of business psychology is sufficient. Subfields such as diagnostics and biological psychology were not intended as focal areas. Occupational psychology and the subfields contributing to the broader study of human behavior in organizations, however, are included.

We used the suggestions made for the HR component to reach a greater depth. We included several new courses in the curriculum to satisfy these requests. The new courses comprise: Strategic HRM, Management Development, Compensation and Benefits, Labor Law, HR Systems and AI. The number of ECTS credits for the Bachelor's thesis has been increased significantly as suggested by the reviewers. The number of assignments or submissions in a 4-ECTS course will be reconsidered.

This also reflects the current competencies at MU. The additional courses in light of the revised program name warrant that the title reflects the actual curricular content and the achievable learning outcomes. We now see a match between name, profile, and academic substance; hence, **we suggest that this point is judged as fulfilled.**

ad 8. The admission procedure to the degree program

- a. has been clearly defined;*
- b. is transparent for all involved and*
- c. ensures a fair selection of the applicants.*

As the University leadership stated during the on-site visit, none of Modul University's programs are oversubscribed, in part because the University's study programs are relatively expensive compared to similar programs offered by other universities. For this reason, there is currently no need for a selection procedure that goes beyond the standard admission requirements. However, the university is happy to accept the recommendation of the experts and will develop a procedure for the time of a possible demand override.

Ad 3.2 § 17 (3): Research and development and/or the advancement and appreciation of the arts

ad 2. The permanent research and teaching staff assigned to the degree program is involved in these research and development activities.

"The degree program benefits from strong research involvement of the permanent academic staff, particularly in the fields of human resource management and business administration. Students receive close supervision, and faculty members demonstrate a high level of scientific activity in their respective domains" (p. 13, line 1ff). We highly

appreciate your positive assessment of the research involvement of our permanent academic staff and our system of education in general.

“Given that psychology is explicitly part of the program title and learning outcomes, it is essential that this discipline is not only taught, but also meaningfully represented in research activities” (p. 13, line 7). Given that business psychology has been removed from the program title, the conclusion which is drawn from this assessment needs to be revised.

Ad 3.3 § 17 (4): Staff

ad 1. At all sites at which studies are offered in accordance with the development plan
a. sufficient scientific or scientific-artistic teaching and research staff, respectively, has been planned for the degree program,
b. the staff members are subject-specifically as well as didactically qualified according to the requirements of the respective post.

The statement that *“there are currently no permanent positions directly anchored in the program”* (p. 13, line 20) is **not true**. In fact, the Finance Plan foresees an increase of 5 faculty members¹ two Professors, two Assistant Professors, and one Researcher and Lecturer, which was probably overlooked by the reviewers:

Additional internal Faculty (Heads)	TL p.a.						
Full Professor	10				1	1	1
Associate Professor	10	1	1	1	1	1	1
Assistant Professor	10	1	2	2	2	2	2
Researcher & Lecturer Y1	2			1			
Researcher & Lecturer Y2+	6				1	1	1
Internal teaching hours		20	30	32	46	46	46
External teaching hours by Adjuncts		1	12	22	21	38	44
External teaching in %		6%	29%	40%	31%	45%	49%

Despite having removed “Business Psychology” as a disciplinary focus of the degree, the university remains committed to this investment in faculty.

We can also inform you that the university was successful in recruiting the first two faculty members as planned:

The position of **Professor for Human Resource Management** was offered to Dr. [REDACTED]. Since 2013, Professor [REDACTED] has held an Associate Professor position in Organization Studies and HRM at the [REDACTED], where she has gained experience in a variety of internal management and leadership roles [REDACTED]

[REDACTED] She has a solid track record of professional services [REDACTED]

¹ Two of the faculty members hired before the start of the program in Fall 2025.

As stated in the Finance Plan, the University currently plans to recruit only 10 students in the first year, 20 in the second, and 30 in the third year. **Due to the low number of students, none of the courses must be offered twice.** To prove that the University has the teaching volume covered by full-time teaching and research staff, we included an outline of the planned courses in the Annex. In the first year (offered to a maximum of 10 students), we will have an excellent internal teaching ratio of 73%.

Considering the above information which, unfortunately, we were not able to present to the reviewers at an earlier time² and since we significantly reduced the complexity of the profile of the program by eliminating “Business Psychology” from the name of the degree, we **ask the Board of AQ Austria to consider this criterion as fulfilled.**

ad 2. The subject-specific core competences representing the most important subjects of the degree program and thus the main competences to be acquired are covered by a. permanent professors corresponding to at least one full-time equivalent as well as b. other permanent scientific and/or scientific-artistic teaching and research staff corresponding to at least one full-time equivalent.

Also, for this criterion, the reviewers attest that *“In the areas of business administration and human resource management, the program is supported by qualified academic staff, and the coverage of core competences in these fields appears largely appropriate”* (p. 14). The reviewers base their negative assessment on the false impression that we did not plan for hiring a professor in HR specifically, and for the lack of expertise in the field of business psychology. However, Modul University had a plan for the recruitment of a professor in human resource, which was obviously not taken into account by the reviewers, and the actual recruitment of Professor Dr. [REDACTED] now very clearly fills the gap identified by the reviewers.

The lack of expertise in the field of business psychology has now been mitigated by changing the name of the degree. Not only has this significant change been made, but also the recruitment of Dr. [REDACTED], a proven expert in the field of business psychology, has completely changed the situation.

We **strongly disagree** with the reviewers that *“no concrete timeline or staffing plan has been provided to address this gap”* (p. 14, line 25). The timetable is not only explicitly stated in the financial plan, but also in all documents that illustrate the planned call of positions, **it is very clearly stated when the positions are planned.**

² Prior to the experts' visit, the university leadership was asked by employees of the AQ Austria office that the University **would not** disclose the names of the applicants in negotiations. We were informed that if this decision had a negative impact, we would have the opportunity to submit a statement after the reviewers had submitted their report.

In summary, it can be said that the reviewers did not trust the plan we submitted. This is of course, legitimate, but very regrettable when the reviewers themselves admitted that they had a **very good overall impression of the university's management** (p. 5, 1st paragraph, 'Preliminary remarks'). Based on the changes in the name of the degree, the adaptations following the reviewer's recommendation, and particularly the recent recruitment of the additional faculty, **we ask AQ Austria to also consider this criterion as fulfilled.**

The reviewers also recommended considering a lower teaching obligation than 20 hours, as it was stipulated in the call for the open professor position (p. 15, line 26). It can be confirmed that the university leadership has offered a teaching obligation of 15 hours to both new faculty members.

Summary

We thank the reviewers for recognizing that we have substantial focus and expertise in international management and business education (p. 17, line 28). Please note that building up this expertise would not have been possible without degree programs, which gave us the opportunity to hire the faculty in our current fields. The present accreditation proposal includes a substantial plan to hire five additional faculty members, two of them Professors within the course of introducing this program. According to our understanding of the accreditation requirements, a new Bachelor program does not require the University to have all faculty available from the beginning and an already fully developed profile in the future field. If this were a requirement, a small private university would never be able to grow its fields and expand its horizons.

We are prepared to remove the term "Business Psychology" from the name of the degree, as we want to build up this expertise step by step and sustainably. We hope that the Board of AQ Austria will recognize and support our enormous efforts to broaden the horizons of our university, both academically and financially.

Sincerely,

András Viszkievicz
Managing Director



Univ.-Prof. Dr. Karl Wöber
Rector

Attachments

- Comparison between the originally intended and the revised curriculum
 - Comparison by modules
 - Revised curriculum by semester including the planned lecturers

- Curriculum vitae of the additional faculty as of Sep 1, 2025
 - Prof. [REDACTED]
 - Dr. [REDACTED]

Comparison between the originally intended and the revised curriculum (by modules)

Subject	Type	Format	h/w	ECTS	Subject (changes)
Module I: Business Administration (ECTS 50 24)					
Organizational Behavior and Corporate Social Responsibility	CC	IL	2	4	
Entrepreneurship, Innovation, and Business Planning	CC	LS12	3	6	
Human Resource Management and Management Development	CC	LS21	3	6	Moved to Modul II as Strategic HRM and Management Development
Accounting and Management Control I	CC	LS21	3	6	
Accounting and Management Control I	CC	LS21	3	6	
Marketing and Consumer Behavior	CC	IL	3	6	
Leadership and Power	CC	IL	2	4	Moved to Modul II
Project Management	CC	SE	2	4	
Sustainability Literacy for Business	CC	SE	2	4	
Ethics in International Management	CC	SE	2	4	
Module II: Human Resource Management (ECTS 38)					
	CC	LS21	3	6	Strategic HR Management
	CC	SE	2	4	Change Management
	CC	SE	2	4	Management Development
	CC	IL	2	4	Leadership and Power
	CC	LS11	2	4	Occupational Psychology
	CC	SE	2	4	Quality of Working Life
	CC	LX21	3	6	Compensation and Benefits

	CC	LX21	3	6	Labor Law
Module III: Business Psychology (ECTS 48 32)					
Introduction to Social Psychology I	CC	SE	2	4	
Introduction to Social Psychology II	CC	SE	2	4	
Occupational and Social Psychology	CC	LS11	2	4	Moved to Modul II
Quality of Working Life	CC	SE	2	4	Moved to Modul II
Applied Assessment Methods in Psychology	CC	LX21	2	4	
Personality Psychology	CC	LX21	3	6	
Cognitive Psychology	CC	LS21	3	6	
Applied Research Methods in Psychology	CC	LX21	2	4	
Developmental Psychology	CC	LS21	2	4	
Advanced Topics in HR Management	CC	SE	2	4	
Change Management	CC	SE	2	4	Moved to Modul II
Module HIV: Quantitative Methods (ECTS 12)					
Mathematics and Statistics I	CC	LX21	3	6	
Mathematics and Statistics II	CC	LX21	3	6	
Module IV: Communication Skills (ECTS 12)					
Advanced Business Communication	CC	SE	2	4	
Academic Writing	CC	SE	2	4	
Critical Thinking and Problem Solving	CC	SE	2	4	
Module VI: Specializations and Capstone Project (ECTS 38 34)					
Specialization Course I: Market and Consumer Psychology	ER	LS11	2	4	
Specialization Course II: Entrepreneurial Innovation	ER	LS11	2	4	

Capstone Project in Business Psychology	CC	PT	12	25	
Capstone Project Seminar	CC	PT	2	4	
Internship Preparatory Course	CC	PT	1	1	Capstone Project Report
Module VII: Principles of Science (ECTS 8)					
Philosophy of Science	CC	SE	2	4	
Research Design	CC	SE	2	4	
Module VIII: Bachelor Thesis (ECTS 12 20)					
Bachelor Thesis	CC	TH		18	
Bachelor Thesis Tutorial	CC	SE	1	2	
TOTAL ECTS				180	

Notes

IL – Interactive Lecture
 LX – Lecture Exercise
 LS-Lecture Seminar
 PT – Practical Training
 TH – Thesis
 CC: Core Course
 ER: Enrichment Course

Revised curriculum by semester and lecturer for the 1st year

Subject	Type	Format	h/w	ECTS	Lecturer
Semester 1			14	28	
Marketing and Consumer Behavior	CC	IL	3	6	
Introduction to Social Psychology I	CC	SE	2	4	
Mathematics and Statistics I	CC	LX21	3	6	
Advanced Business Communication	CC	SE	2	4	
Critical Thinking & Problem Solving	CC	SE	2	4	
Organizational Behavior & CSR	CC	IL	2	4	
Semester 2			16	32	
Introduction to Social Psychology II	CC	SE	2	4	
Mathematics and Statistics II	CC	LX21	3	6	
Occupational Psychology	CC	LS11	2	4	
Academic Writing	CC	SE	2	4	
Quality of Working Life	CC	SE	2	4	
Accounting and Management Control	CC	LS21	3	6	
Developmental Psychology	CC	LS21	2	4	
Semester 3			15	30	
Labor Law	CC	LX21	3	6	
Applied Assessment Methods in Psychology	CC	LX21	2	4	
Strategic HR Management	CC	LS21	3	6	
Personality Psychology	CC	LX21	3	6	
Project Management	CC	SE	2	4	
Research Design	CC	SE	2	4	
Semester 4			13	30	
Ethics in International Management	CC	SE	2	4	
Cognitive Psychology	CC	LS21	3	6	
Compensation and Benefits	CC	LX21	3	6	
Change Management	CC	SE	2	4	
Management Development	CC	SE	2	4	
Philosophy of Science	CC	SE	2	4	
Bachelor Thesis Tutorial	CC	SE	1	2	
Semester 5			6	30	
Applied Research Methods in Psychology	CC	LX21	2	4	
Leadership and Power	CC	IL	2	4	
Specialization Course I	ER	LS11	2	4	

Subject	Type	Format	h/w	ECTS	Lecturer
Bachelor Thesis	CC	TH		18	[REDACTED]
Semester 6			3	30	
Capstone Project in Business Psychology	CC	PT		25	[REDACTED]
Capstone Project Report	CC	PT	1	1	[REDACTED]
Specialization Course II	ER	LS11	2	4	[REDACTED]
TOTAL ECTS				180	

Notes

*internal ; **external
 IL – Interactive Lecture
 LX – Lecture Exercise
 LS-Lecture Seminar
 PT – Practical Training
 TH – Thesis
 CC: Core Course
 ER: Enrichment Courses

Expert assessment of the statement in the accreditation procedure for the HR Management and Business Psychology bachelor programme, conducted in Vienna by the Modul University Vienna GmbH

pursuant to § 7 of the Accreditation Decree on Private Higher Education 2021 (PrivH-AkkVO 2021)

Vienna, 29.09.2025

According to the decision of AQ Austria's board on 25.06.2025, the following expert was nominated for submitting an expert assessment of the statement:

Name	Function and Institution	Area of competence
Anna Maria Joana Pilz	Psychology Student with focus on work and organizational psychology University Halle-Wittenberg	experience as a student in the field of Business Psychology and lead of the expert group

1 Introduction

The expert note with appreciation that MU has carefully considered the feedback provided, has already undertaken significant revisions of the programme title and curriculum, and has successfully initiated key faculty recruitments.

The following revised opinion aims to reflect these positive developments and to acknowledge the evident commitment of MU to offering a high-quality programme in Human Resource Management. At the same time, it remains a responsibility to highlight areas where concerns persist and where additional measures are required to fully ensure compliance with the accreditation criteria.

2 Assessment and evaluation according to assessment criteria specified in PrivH-AkkVO 2021

2.1 § 17 para. 2 subpara. 1–9: Degree programme and degree programme management

Taking into account a heterogeneous student body, the following criteria shall apply. In the case of degree programmes with special profile elements, the descriptions shall address these characteristics defining the profile. Special profile elements are, for example, access to a regulated profession, mandatory vocational practice, study formats alongside professional activity, dual degree programmes, distance-learning degree programmes, joint study programmes or jointly offered study programmes.

1. The degree programme is oriented towards the profile and the strategic objectives of the private university college.

Findings and Evaluation

The renaming of the programme to Bachelor of Science in HR Management represents a crucial clarification. It dispels the earlier impression that MU sought to establish psychology as a new, equally strong academic pillar alongside HRM, without the necessary institutional foundation. The revised focus is now aligned with MU's demonstrated expertise in international management and business education.

Nevertheless, it must be acknowledged that in the original documentation and programme title, the expectation was raised that graduates would acquire a broad range of psychological competencies. Although psychology courses remain part of the revised curriculum, the university has clarified that it does not intend to educate psychologists, but rather to integrate selected behavioural perspectives into HRM.

"Why should a university cover the entire spectrum of psychology studies if it is only aiming for a curriculum that is very close to its existing business studies?" In response, the assessor would like to strongly disagree that the assessors demanded complete coverage of the fields of psychology. However, the fact that there was no psychology professorship, nor any assurance that one would be created, did not meet the standard that should be conveyed. The modules that were anchored in the curriculum, such as general psychology, etc., cannot in any case simply be covered by closely connected areas (such as behavioural studies in management).

"Also, a university that wants to develop a bachelor program with a new academic focus should be allowed some time to achieve this goal." When a degree programme is already scheduled to start and is being advertised, it is the task of the reviewers to assess the current status with a view to the future and also the first cohorts of students. Under these circumstances, and in particular, as already mentioned, given that the psychology professorship was not definitely planned, a professional assessment was made which should not be taken personally by the university.

The expert considers the criterion to be **fulfilled**.

2. The profile and intended learning outcomes of the degree programme
 - a. have been clearly defined;
 - b. comprise discipline-specific-scientific and/or scientific-artistic as well as personal and social skills;
 - c. comply with the requirements of the aspired professional fields of activities and
 - d. comply with the respective qualification level of the National Qualifications Framework.

Findings and Evaluation

The curriculum revisions and the inclusion of new HR-focused modules (e.g. Strategic HRM, Management Development, Compensation & Benefits, Labour Law, HR Systems and AI) demonstrate that MU has responded constructively to the earlier critique. These additions significantly strengthen the professional relevance and disciplinary depth of the HR component.

At the same time, the intended learning outcomes must be carefully monitored in implementation. It remains important that the outcomes stated in the curriculum correspond precisely to the competences that can realistically be taught and assessed.

The expert considers the criterion to be **fulfilled**.

3. The name of the degree programme and the academic degree correspond to the degree programme's profile and intended learning outcomes.

With the change of name to BSc in HR Management, consistency between the programme's academic title, its content, and its achievable outcomes has been restored. This amendment resolves one of the most fundamental concerns raised in the initial expert report.

The expert considers the criterion to be **fulfilled**.

4. The degree programme

- a. complies with the scientific and/or scientific-artistic and didactic requirements of the respective subject or subjects;
- b. comprises defined core subject areas which represent the most important subjects of the degree programme and thus the main competences to be acquired;
- c. ensures by its content and structure the achievement of the intended learning outcomes;
- d. comprises modules and/or courses with learning and teaching as well as examination methods suitable for the achievement of the intended learning outcomes and build on the overall concept of the degree programme;
- e. takes into account the connection of research and teaching and/or research and the appreciation of the arts and
- f. encourages the active involvement of students in the learning process.

The revised curriculum now presents a clear scientific structure with stronger coverage of core HR areas, including Strategic HRM, Compensation & Benefits, Labour Law, HR Systems and AI. These additions ensure that the programme reflects the essential competences required in the field and aligns more closely with MU's established expertise.

A particularly important improvement is the increase of the Bachelor thesis to 20 ECTS, which significantly strengthens the programme's scientific orientation. This adjustment provides students with adequate scope to conduct independent empirical research and ensures that the academic depth expected at bachelor level is achieved.

The expert considers the criterion to be **fulfilled**.

8. The admission procedure to the degree programme

- a. has been clearly defined;
- b. is transparent for all involved and
- c. ensures a fair selection of the applicants.

Since students are nevertheless selected and not all are admitted, this selection process should be standardised. A selection process has been described, and it is not a question of a stricter process, but of greater transparency.

The expert considers the criterion to be **partially fulfilled**.

Condition:

The expert recommends the Board of AQ Austria to issue the following condition: Standardize the selection process as follows: The interview must be conducted according to more specific guidelines, use adequate interview questions, and the areas of the interview must be evaluated for comparability. The ranking process of the application factors must be standardized and made transparent.

2.2 § 17 para. 3 subpara. 1-2: Research and development and/or the advancement and appreciation of the arts

2. The permanent research and teaching staff assigned to the degree programme is involved in these research and development activities.

The earlier report expressed concern that permanent academic staff in psychology were lacking, and that no sustained research activity was demonstrably anchored in this field. MU has responded by announcing and securing two appointments:

Prof. [REDACTED] (HRM) and Dr. [REDACTED] (Business Psychology and Data Science).

These recruitments represent a significant strengthening of MU's academic base. Both candidates are highly qualified and bring excellent research credentials. Their arrival in September 2025 is expected to substantially enhance the research-teaching nexus in HRM and behavioural studies.

Nevertheless, it must be emphasized that accreditation decisions must also consider the immediate availability of research-active staff at programme start. Since assistant professors are only planned for 2026 onwards, there is a risk that the first cohorts will not experience the full integration of research activities in all areas of the curriculum. This is particularly concerning given the empirical requirements of the bachelor thesis and the importance of research exposure in higher education.

The expert considers the criterion to be **fulfilled**.

Recommendation:

Continued investment in additional positions remains necessary to ensure long-term research capacity across all core areas.

2.3 § 17 para. 4 subpara. 1-2, 4-7/subpara 1, 3-7: Staff

1. At all sites at which studies are offered in accordance with the development plan
 - a. sufficient scientific or scientific-artistic teaching and research staff, respectively, has been planned for the degree programme,
 - b. the staff members are subject-specifically as well as didactically qualified according to the requirements of the respective post.

The private university college makes sure that at least 50 per cent of the volume of teaching is covered by permanent scientific or scientific-artistic teaching and research staff, respectively. Permanent teaching and research staff means employees working at least 50 per cent of their working hours (usually at least 20 hours per week) in permanent employment at the private university college.

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Prof. [REDACTED] (HRM) and Dr. [REDACTED] (Business Psychology and Data Science).

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The expert considers the criterion to be **fulfilled**.

Recommendation:

Continued investment in additional positions remains necessary to ensure long-term research capacity across all core areas.

2. The subject-specific core competences representing the most important subjects of the degree programme and thus the main competences to be acquired are covered by

a. permanent professors corresponding to at least one full-time equivalent as well as

b. other permanent scientific and/or scientific-artistic teaching and research staff corresponding to at least one full-time equivalent.

Through the recruitment of Prof. [REDACTED] and Dr. [REDACTED] the expert considers the criterion to be now fulfilled for the revised study program.

The expert considers the criterion to be **fulfilled**.

3 Final evaluation

The expert **does recommend** to the board of AQ Austria the accreditation of the HR Management and Business Psychology bachelor programme, conducted in Vienna by Modul University Vienna GmbH.

One criterion is considered as partially fulfilled and the expert issued the following condition:

- Criteria § 17 para. 2 subpara. 8: Standardize the selection process as follows: The interview must be conducted according to more specific guidelines, use adequate interview questions, and the areas of the interview must be evaluated for comparability. The ranking process of the application factors must be standardized and made transparent.