



UN Tourism
Academy

UN Tourism TedQual AUDIT REPORT



Institution: Modul University Vienna, Austria
School of Tourism and Service Management

Process: Online Certification Renewal

Programmes:

- BBA in Tourism and Hospitality Management
- BBA in Tourism, Hotel Management and Operations
- MSc in International Tourism Management

Maximum Score	Score obtained	Degree of Accomplishment
845	812	96%

Auditor: Dr Edith M Szivas

Date: September 2024



INDEX

1. General overview of the programmes (P. 1)

2. Results and recommendation (P. 5)

3. Main findings and conclusion (P. 6)

Annexe: Score obtained by process (P. 9)

1. GENERAL OVERVIEW of the PROGRAMMES

The Online Renewal Audit was conducted between 12 June and 14 June 2024. During the audit, key stakeholders, including management, Faculty, private and public sector representatives, students, and alumni, were interviewed, and the facilities and equipment were inspected.

1.1. The Institution

Founded in 2007, [Modul University Vienna](#) (hereinafter MU) in Austria emphasises social and economic development: tourism, new media and information technology, sustainability, corporate management, and public governance, some of the sectors it works in particular. The University capitalised on the tradition and experience of the Tourism College Modul, established in 1908, the vocational training school with the most extended tourism and hospitality education tradition worldwide.

Modul University Vienna (also known as MU Vienna) is an international private university in Austria that offers study programmes in the English language to an international student body. All programmes are accredited by the Agency for Quality Assurance and Accreditation Austria ([AQ Austria](#)). The University campus is located on Kahlenberg, a scenic hill in Vienna. The Modul brand stands for more than 100 years of excellence in higher education, tolerance, and diversity.

Modul University Vienna is owned by 'Univinvest GmbH', a subsidiary of 'Mathias Corvinus Collegium – MCC' and the 'Vienna Chamber of Commerce and Industry' (VCCI), which, as the founder of Modul University Vienna has a long tradition as a supporter of education. With 150 years of educational history, the VCCI is the largest operator of private schools in Austria and is counted among the largest organisations of adult education in the country. More than 70,000 students are educated each year by one of the Chambers' educational institutes. The Mathias Corvinus Collegium (MCC), founded in 1996, is Hungary's largest multidisciplinary college of specialists, with more than 7,000 pupils and students.

The University is organised into a *Research Centre of New Media Technology* and four *Academic Schools*:

- Tourism and Service Management,
- International Management,
- Applied Data Science, and
- Sustainability, Governance and Methods.

The *School of Tourism and Service Management* (hereinafter [STSM](#)) delivers the Programmes audited.

MU Viena is accredited by the Association of MBAs ([AMBA](#)) and is officially recognised by China, Oman, Saudi Arabia, Taiwan and Turkey.

1.2. The Programmes submitted for the Audit

Name of the Programme	Years in activity	Number of students in graduating class	Number of students in the Programme
BBA in Tourism and Hospitality Management (3 years)	18	30	86
BBA in Tourism, Hotel Management and Operations (4 year) + New York year (1 st or 2 nd year)	15	8	52
MSc in International Tourism Management	10	9	24

1.3. Brief description of the Programmes

BBA in Tourism and Hospitality Management (THM)

This is a 3-year Programme designed for high school graduates (A-level degree, Matura, Abitur, or equivalent) who have no practical education in the tourism and hospitality industry before entering the Programme (via apprenticeship, vocational school, associate degrees, etc.). The advantage of this BBA programme is that the University supports students in gaining professional experience during an internship.

This [BBA in THM](#) focuses on first preparing students with principal concepts in managing any business, from business administration, accounting, communication and understanding the external and internal economy in which companies operate. In the second year, expert lecturers and professors provide a deeper understanding of the industry through several modules, focusing on analysing the tourism and hospitality industry, from discussing the outlook for the industry, calculating performance ratios for hospitality, and identifying ways for improvements, before embarking on a 900-hour internship, weighted with 30 ECTS points.

The internship semester is a supervised practical training period where students earn academic credit for approved work experience. Through a 900-hour internship, they gain first-hand knowledge of the hospitality industry. During their studies, students learn about different forms of business communication, improve presentation skills and academic

writing, and boost their communication abilities. To keep up with the ever-changing business environment, they learn about the key concepts and principles of problem-solving, critical thinking, decision-making, creativity, and teamwork.

The Programme offers the option of choosing particular specialisations. Students can gain a certificate in [Hotel Management](#) or [Tourism and Event Management](#).

This BBA Program offers an opportunity to complete 2 years at 'Hong Kong Polytechnic University's School of Hotel and Tourism Management' (Hong Kong), extending the overall program length to 4 years across two campuses in two outstanding cities.

BBA in Tourism, Hotel Management and Operations (THMO)

This 4-year Bachelor's degree Programme places a strong emphasis on experiential learning, providing hands-on opportunities to apply knowledge in real-world settings. Its focus on sustainability and innovation gives expertise in sustainable practices, digital marketing, and emerging trends to meet industry demands.

In the first year of the [BBA in THMO](#) students learn about the fundamentals of modern business practices. Introductory courses in financial management, business administration, human resource management, marketing, economics, and European business law prepare them for advanced subjects and their future career. Further courses enhance students' ability to convey business ideas and research findings in a professional way by learning about different forms of business communication, presentation skills and academic writing.

To keep up with the ever-changing business environment, students also learn the key concepts and principles of problem-solving, critical thinking, decision-making, creativity, and teamwork.

Courses in Restaurant and Service Management, Culinary Theory and Practice, and Rooms Division Management provide students with the necessary practical skills and expertise to engage in professional practice successfully. The Programme also includes advanced hotel management, covering topics such as hotel property planning, performance management and how to develop strategic business opportunities.

The BBA in THMO Programme includes an extension to study abroad in New York (USA) at the 'New York City College of Technology' in Brooklyn. The courses build on the earlier foundation courses. After returning to Vienna for the final two years of study, students develop their management skills and can put all the knowledge and skills learnt in New

York with a 900-hour internship and the Bachelor Thesis and completing the final modules of the Programme.

MSc (Master of Science) in International Tourism Management (ITM)

The MSC in International Tourism Management ([ITM](#)) postgraduate Programme prepares students to address the future needs of the global tourism industry. This 2-year Programme focuses on leadership and management, specifically concerning hospitality-related companies, tourism marketing, tourism planning organisations, and policymakers.

As part of this Programme, students can add another skill set with an optional 'Enrichment Course Specialization'. Specialisations offer students the flexibility to acquire a deeper insight into areas such as Entrepreneurship, Innovation and Leadership, Digital Marketing, Innovation and Experience Design for Tourism, Real Estate Management or Sustainable Management and Policy.

In addition, students can integrate a customized internship into their curriculum and gain practical, hands-on experience through an internship or the 'Industry Excellence Program'. Students can also participate in an exchange Programme in the third semester in Madrid, Barcelona, Philadelphia, or Florida. Students participate in international student conferences and present their projects to key industry players.

The Programme offers the option of choosing particular specialisations: [Digital Marketing](#) and [Entrepreneurship, Innovation and Leadership](#).

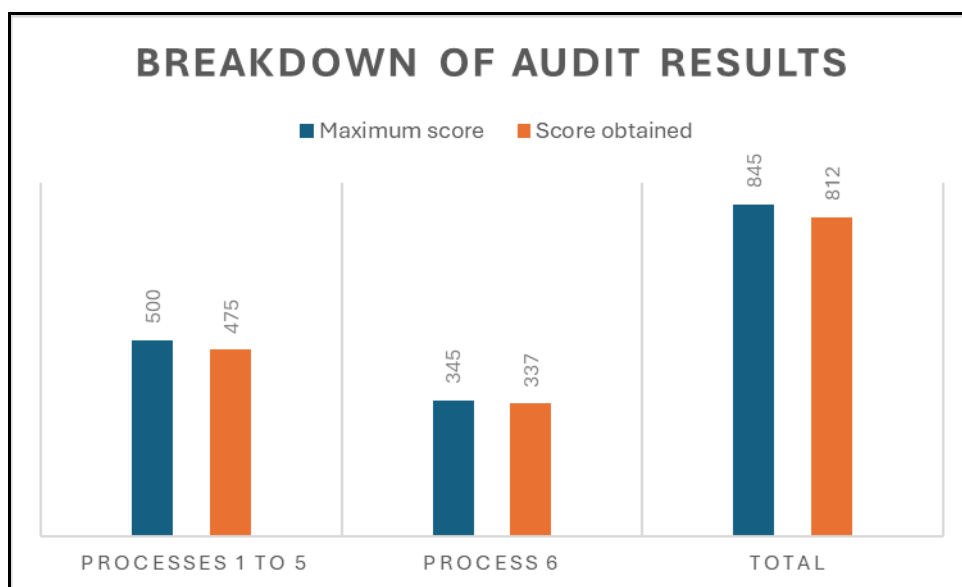
2. RESULTS and RECOMMENDATION

Based on the findings described below, a **positive recommendation** is given for the *UN Tourism TedQual Certification* of the following Programmes delivered by Modul University Vienna, Austria:

- *BBA in Tourism and Hospitality Management*
- *BBA in Tourism, Hotel Management and Operations*
- *MSc in International Tourism Management*

The recommendation is made considering the enclosed information and the criteria that prevail in the *UN Tourism TedQual Certification System*. Although certain areas need varying degrees of change and improvement, a **certification period of 4 years (four) is recommended** for the referred Programmes. For the next audit, extensive and robust documentation will be required to show the improvements achieved and the actions implemented based on the recommendations provided by the auditor in this report.

Processes	Maximum score	Score obtained	%
Processes 1 to 5	500	475	95.00
Process 6	345	337	97.68
Total	845	812	96.09



The Programmes comply with most *UN Tourism TedQual Certification* requirements, and evidence has been shown accordingly. Nevertheless, after due analysis of the documents compiled, the following comments and recommendations have been extracted from the detailed review that can be found further down in **Annexe: “Score obtained by process”**.

3. MAIN FINDINGS and CONCLUSIONS

3.1. SWOT Analysis

Strengths

- Strong reputation gained over the years nationally and internationally.
- International university with English as the instruction language.
- Graduates are prepared for leadership positions within the tourism industry
- Holistic approach involving theory, practice and critical thinking.
- Exposure to emerging trends in future tourism management.
- Strong emphasis on critical thinking, collaborative learning, and addressing current and future industry challenges.
- Faculty members are renowned scholars and researchers in tourism and relevant industries with good professional backgrounds.
- Strong student exchange and mobility programmes internationally.
- Strong links with the private sector.
- Diverse tourism education profile strongly focuses on information technology, research, entrepreneurship, innovation and sustainability.
- Leader in tourism applied data science as evidenced by [TourMIS](#) and [Data Space for Tourism initiatives](#).
- Strong commitment from the Advisory Board to support tourism programmes.
- A university with multicultural environment.
- Strong internship programme.
- Optimal student support ratio of 1:10 (faculty to students).
- Student employment rate is estimated at 80%.
- MU Start-up hub offering opportunities for student entrepreneurs and professionals.
- Business Championship and other practical industry-focused projects.
- New Student Club 'THE' strengthens student involvement and cohesion.

Weaknesses

- GCET is not fully embedded in the curriculum.
- Lack of practical culinary training facility on-site.
- Lack of dedicated Careers Office.
- Student employability in Austria is hindered by German language skills.

Opportunities

- Develop further bilateral agreements with industry to keep internships and employment for students.
- Strengthen further alumni links and utilise alumni links in an even more systemised manner.

- Develop a practice-focused Master Programme.
- Involve students in event management programmes, organising University events such as the Graduation.
- Continue developing sustainability education in all Programmes.

Threats

- Growing competition in tourism and hospitality education

3.2. Problems/challenges detected and proposals for improvement

Please find below the issues with their corresponding recommendations, as a summary of the comments made by procedure, which can be found further down in **Annexe: Score obtained by process**, on page 9.

The problems/challenges identified should be addressed ahead of the next (renewal) audit.

Area of analysis	Problems/challenges	Findings/ recommendations
1- Employers: Public, private sector and civil society	No issues in this area.	N/A
2- The Student	2.6 Follow-up of graduated students	
	Need to develop further and systemise links with alumni.	<i>Develop further and systemise the links with alumni and utilise alumni connections further for Programme development and the benefit of current students' learning, internship and employment opportunities.</i>
3- The Curriculum and Pedagogical System	3.1 Methodology used to formulate the Curriculum	
	Need to implement planned curriculum (re)formulation measures.	<i>Ensure that the planned curriculum (re)formulation measures are carried out in full and implemented consistently and systematically. The curriculum formulation processes and measures taken should be duly documented.</i>
4- The Faculty	4.3 Performance	
	Need to improve Faculty workload allocation.	• <i>Revisit Faculty workload weight on administrative tasks to allow more time for teaching, transfer of services and student mentoring requirements.</i> • <i>Raise Faculty capacities by including digital systems to enhance interaction and motivation in education and</i>

		<i>training and in using online courses.</i>
5- The Management	5.1 Organization	
	Need to continue strengthening organisational structure and e-learning.	<i>Strengthen the organisation structure efficiency and quality assurance based on agile management approach and e-learning development.</i>
6- Accomplishment of the Global Code of Ethics for Tourism (GCET)		
1. Employers: Public, private sector and civil society	Collaboration with the public/private sector in the implementation of the Global Code of Ethics for Tourism principles	<i>Increase cooperation with signatories of the UN Tourism Private Sector Commitment to the Code of Ethics community for advice, internships and research.</i>
2. The Student	No issues in this area.	<i>N/A</i>
3. The Curriculum and Pedagogical System	No issues in this area.	<i>N/A</i>
4. The Faculty	No issues in this area.	<i>N/A</i>
5. The Management	Support other institutions /programmes of least-developed countries in creating/updating their tourism programs, using the principles of the Global Code of Ethics for Tourism as a reference while developing their Mission, Action Plan, curriculum, etc.	<i>Seek to support other institutions/programmes of least-developed countries to create/update their tourism programs using the Global Code of Ethics for Tourism principles as a reference while developing their Mission, Action Plan, curriculum, etc.</i>

Annex 1: Score obtained by process

Explanatory note

To ease the interpretation of the audit results, please consider the following:

- a) These are the six processes evaluated during the audit:
 - Process 1. Employers: Public, private sector, and civil society
 - Process 2. The Student
 - Process 3. The Curriculum & Pedagogical System
 - Process 4. The Faculty
 - Process 5: The Management
 - Process 6: Accomplishment of the *Global Code of Ethics for Tourism*
- b) Aside from Process 6, each process's maximum score is 100 points. Process 6, on the other hand, has a maximum score of 345 points; the overall maximum score for the audit of 845 points.
- c) For each process and evaluated aspect, a final value has been defined by multiplying the value by the degree of accomplishment.
- d) The scores obtained for the procedures and sub-procedures [in blue](#) cannot be less than their Value x 3. E.g.: 1.1c): VALUE 6 x 3 = 18.
- e) A program should have a 75% degree of accomplishment to obtain the UN Tourism TedQual Certification.
- f) Maximum score: MS
Score obtained: SO
- g) The problems/challenges identified should be addressed ahead of the next audit (renewal).

Process 1. Employers: Public, private sector, and civil society

Aspects evaluated by the process		Value	Degree of accomplishment					MS	SO	Comments and recommendations by the auditor
			1	2	3	4	5			
1.1. Inclusion of the employers' needs	1.1a) Mission	3					X	15	15	<i>The procedure obtained the highest score in the previous audit (2020).</i> The previous audit (2020) noted that MU Vienna had developed its Mission statement for the new Development Plan 2020-2032 to meet current and future needs, considering the views of internal and external stakeholders. The auditor's main comments were as follows: <i>"... the University aims to become 'An international University for business and economics with a strong focus on international management, service-related industries, tourism, sustainability, data science, and the design of information systems.</i> <i>The University combines a strong academic foundation with a determined commitment to sustainability, entrepreneurship, and innovation as the key drivers for long-term success.... It aims to foster independent and original research and, in turn, bring innovation benefits to the research community and the general public.</i> <i>This update in the MU Mission is believed to address the global challenges facing local tourism and travel businesses, such as the ICT revolution and climate change.</i> <i>Evidence shows that the University consulted on Development Plans with various governing Bodies... [...] MU has maintained its core values in formulating the new Mission statement and Vision..."</i>. 2024 <i>The requirements of this procedure are duly met.</i>

	1.1b) Action Plan	4					X	20	20	<i>The procedure obtained the highest score in the previous audit.</i> In the previous audit, the auditor's main comments were as follows: <i>"There is evidence showing that MU has conducted market survey analysis and benchmarking studies to identify the selling positioning of tourism studies THMO and ITM programmes given the national, regional, and international competition [...] extensive consultation with partners and stakeholders on developing the action plan in terms of setting the main goals, objectives and developing key areas of activities..."</i> <i>In realising its Mission and Vision, MU Vienna has set forth four strategic goals for the 12-year plan 2020/1-2031/2...</i> 1. <i>Increase its student numbers,</i> 2. <i>test various forms of blended learning</i> 3. <i>Revise its international education strategy,</i> 4. <i>Become a financially independent organisation.</i> <i>(It) identified key areas of activities to achieve the set goals: research, teaching/ education, transfer services and sustainable development goals..."</i> 2024 The previous audit noted full compliance with this sub-process. <i>The requirements of this procedure are duly met.</i>
	<u>1.1c)</u> <u>Curriculum</u> <u>content</u>	6					X	30	30	<i>This procedure obtained 24/30 in the previous audit.</i> The previous audit noted gaps, so the auditor recommended the following: – <i>Review the BBA programmes and the MSc to create a balance between business and tourism in terms of structure, content and design in line with its Mission statement.</i>

								– <i>Expand on consultations with professionals in the tourism industry by increasing representations at the Advisory Committee for alumni and tourism industry stakeholders' network in Europe and outside.</i> 2024 Since the previous audit, the following measures were taken by the Programmes: The <i>School of Tourism and Service Management</i> members review the THM and the THMO weekly. Revisions include eliminating outdated courses and updating existing courses, for instance, by referring to the latest technologies, trends, and theories used in tourism. Furthermore, the two Bachelor programmes include six enrichment courses, which can be flexibly adapted based on student demand. Ongoing conversations with student representatives, students in class, and tourism industry professionals led to changes in offering enrichment courses. The ITM has recently been adapted by introducing the Harvard Business School course on "Microeconomics of Competitiveness," including tourism-specific case studies, thereby replacing the general business course "Applied Innovation Management." Moreover, specialised tourism courses are offered within the 18 ECTS points of elective courses, whose contents are evaluated and updated regularly. The <i>STSM</i> hosts regular meetings with its <i>Advisory Board</i>, which consists of several industry experts whose responsibilities include recommendations regarding the curriculum and potential research collaborations. The commitment to support and actively initiate internationalisation is at the core of the University's values. Having pursued this goal actively in its first decade of operation, the University is among the most experienced universities in know-how transfer and development, rollout
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									and quality management of international branch campuses, and further education offers for global partners in Austria. During this period, the University has significantly learned from the difficulties of enforcing its standards and quality management processes in collaboration with international investors. The outcome of these experiences is the plan to entirely revise its international education strategy wherein the University will develop the structural framework for consultancy and advisory for program design and auditing, joint certificate programs, and developing non-standard mobility programs for students. The University deals with several stakeholders whose expectations need to be anticipated. The utmost priority is the University's responsibility for its students, graduates (alumni), employees, industry partners and sponsors affiliated with the University, and lastly, science and society. Furthermore, the needs of the industry are considered by offering a continuing education programme for professionals. Among all continuing education programmes, the top-tier products are the "Bachelor Professional" (BPr) in collaboration with the Austrian Hotel Association (ÖHV) and the "Master of Business Administration" (MBA). These programmes are attractive and competitive offers for professionals who want to further their careers by updating their knowledge about state-of-the-art management approaches and methods. With the completion of these degrees, graduates gain proper leadership skills, including personal and social competencies. Moreover, graduates can both critically interpret and apply scientific findings. The "Bachelor Professional" is offered in cooperation with the ÖHV Group Unternehmer-akademie and is aimed at working professionals in the field of hospitality and tourism who wish to get a bachelor's degree. The studies last for 6 semesters and combine theory and practical experience.
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										Students should acquire the knowledge necessary to transition into professional practice, a coherent overview of the subject matter, the ability to independently apply scientific knowledge and methods, and the theoretical basis for continuing their studies in a further degree program. <i>We can conclude that the requirements of this procedure are duly met. Keep working in this direction.</i>
1.2. Adaptation of the Program to new trends and requirements of the employers	1.2a) Existence of (permanent) monitoring mechanisms to assess needs	4					X	20	20	This procedure obtained 16/20 in the previous audit. The previous audit evidence showed that “<i>MU monitors the development of new trends through feedback reports from the following structures/mechanisms: University Council..., Advisory Board..., Student Services and Career Centre..., Quality management office/manager..., MODUL research activities..., (and) Membership in academic expert groups.</i> 2024 Since the previous audit, the following measures were taken by the Programmes: The Development Plan was revised as requested by the Austrian Accreditation Institution. Tourism is one central research pillar of MU, and research efforts are nicely reflected in the research output related to tourism and through past and current third-party funded projects in the field of tourism. MU regularly welcomes international delegations to foster its global tourism network and collaborations. The current Development Plan pays particular attention to the industry's requirements and implements several changes to MU's educational strategy. The related objective is stipulated as follows: Modul University Vienna will test various forms of blended learning to enhance the quality and relevance of learning and

										teaching. It will also test AI-based tools and invest in technology and training to participate in the reformation and modernisation of the global education environment. <i>The requirements of this procedure are duly met. It is recommended to continue with the efforts.</i>
	1.2b) Adjustment actions	3					X	15	15	<i>The procedure obtained the highest score in the previous audit.</i> The previous audit report mentioned that “documents indicate that MU has made several adjustments to the curricula of tourism undergraduate and graduate programs [...] to meet both students and industry needs... (in both Bachelor’s programmes) ... changes were made in the specialisations, enrichment courses and internships which were optional for BBA students... (who) must write a thesis and do mandatory internships for 900hrs... <i>The ITM became an affiliate member of the European Master for Tourism Management (EMTM)... (which) has allowed for student exchange and more collaboration in research. Some courses were discontinued, some courses changed [...] ECTS and types, and some new courses were added, yet none of these changes altered the module structure of the study program. (Some courses were) [...] renamed [...] shifting into a broader variety in software used for analysis”.</i> The auditor suggested that the ITM internship be mandatory for all students. 2024 <i>The requirements of this procedure are duly met. It is recommended to continue with the efforts.</i>
Total score obtained: 100										

Process 2. The Student

Aspects evaluated by the process	Value	Degree of accomplishment					MS	SO	Comments and recommendations by the auditor
		1	2	3	4	5			
2.1. Communication and promotion of the Program (before and during the admission process)	2					X	10	10	<i>The procedure obtained the highest score in the previous audit (2020).</i> During the previous audit, evidence was presented to show that “MU's Marketing and Communication Office has developed a vigorous plan for marketing and University communication. The aim is to attract 1,000-1,300... The plan builds on the quality of education and research capacities to strengthen MU's image as an international University in Austria. This will be achieved through revamping the marketing plan and conducting (certain) activities... (It) developed a set of KPIs to monitor new target group-related social media platforms and adapt its communication strategy accordingly... The University developed promotional activities, such as private university tours, oversees the representative office, and has a student ambassador to communicate with potential students. <i>Interviews conducted showed that MU promotes programs using different means and tools and efficiently follows up with potential recruitments... has developed the Global Recruitment Strategy through its active involvement in International Higher Education Networks.</i> <i>The University website offers clear information... Online registration can be done easily with follow-up from the Admission Office. MU conducts personal interviews using virtual meetings; if required, the students are asked to attend in person.</i> <i>MU has maintained quality standards in student admission...”.</i> 2024 <i>The score is upheld. The requirements of this procedure are duly met. Keep working with this approach.</i>

2.2. Introduction of the student to the Program (Post admission)	4					X	20	20	<i>The procedure obtained the highest score in the previous audit.</i> During the previous audit, evidence showed that “the student population at MU is culturally diverse, representing 70 nationalities worldwide. In transforming MU’s education profile from tourism to a business-oriented University, the total student enrolment [...] has increased. MU has maintained adequate services to facilitate students’ introduction to programs... MU Student Service Centre organises (plenty of) activities... The University Student Handbook is provided... MU [...] assign mentors for each student to follow up on any raised enquiries. The auditor’s final comment was: “When interviewed, undergraduate and graduate audited programmes’ students showed high satisfaction with post-admission procedures...”. 2024 <i>The score is upheld. The requirements of this procedure are duly met. Continue with the efforts.</i>
<u>2.3. Attention given to students’ needs – administrative, academic, social welfare, and curriculum support (during their studies)</u>	6					X	30	30	<i>The procedure obtained the highest score in the previous audit.</i> During the previous audit, evidence proved that “MU has developed an excellent system to provide students with services during their study period. The operation is executed through different administrative structures and programs, including the Student Service and Career Centre, considered the focal point for all student services covering administrative support, social life, communication and career services [...] (and) a platform to connect students’ needs with the Faculty and administration... responsible for career and alumni [...] prepares students for their careers and links them with the industry through internships and recruitment after graduation through MU job platform and job teaser. The Centre is responsible for the alumni network events... Academic mentors are provided to help students progress during their studies efficiently...

									The Gender and Diversity Party (GDP) offers students the opportunity to increase awareness of gender equality issues, diversity, and religious freedom and facilitate dialogue and respect for others' beliefs... [...] offers professional advice and mediation on diversity issues during their studies... deals with students with special needs and provides support measures according to their situation. The Sustainability Committee consists of students and faculty members who work together to develop a sustainability strategy to contribute to the SDGs... ... the Internship programme has progressed over the years at MU. Students must attend a mandatory course, 1 ECTS, before the internship... to prepare [...] students on the rules for success and how to communicate with employers. MU provides a Job platform to help students apply for internships and jobs... developed relations and partnerships with a wide array of stakeholders at tourism and hospitality industry. ... MU offers opportunities for student exchange through non-standard study exchange programs with international universities...". 2024 <i>The score is upheld. The requirements of this procedure are duly met. It is recommended to continue with the efforts.</i>
2.4. Assessment of students' performance	3				X		15	12	This procedure obtained 12/15 in the previous audit. 2024 <i>There is no update on this matter. Keep working in this direction.</i>
2.5. Evaluation of students' satisfaction regarding the Program and additional services	3					X	15	15	This procedure obtained 12/15 in the previous audit. The evidence presented in the previous audit showed that "MU conducts surveys and overview analysis to evaluate students' satisfaction level regarding programmes in spring and fall of every year. The survey assesses students' opinions on each course,

								covering the organisation, course content, didactics, Faculty members' performance in class and comments for improvement. The latest reports indicated general satisfaction from tourism graduate and undergraduate students...”. The auditor's main comments were: “... it is advised to increase communication with students at all times and facilitate their engagement in services, especially for new entrants”. 2024 Since the previous audit, the following measures were taken by the Programmes: MU's communication strategy has been comprehensively revised in recent years. Significant investments in the <i>Marketing and Communication Office</i> allowed the initiation of new communication channels and the use of the existing ones more efficiently. MU communicates with students through social media channels, WhatsApp, e-mail newsletters, and events (e.g., Management talks), and allows anonymous feedback to address potential challenges and problems. Additionally, MU offers each student the opportunity to be advised by the Open Office academic mentor, who discusses the curriculum with students and provides a confidential consultation in various educational matters. MU follows an open-door policy; students can approach Faculty members and staff anytime and discuss issues openly. MU also has an Inclusion and Diversity Committee (IDC) that helps students with special needs. <i>This procedure now meets the UN Tourism TedQual requirements. Keep working with this approach.</i>
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2.6. Follow-up of graduated students	2			X		10	8	<i>This procedure obtained 8/10 in the previous audit.</i> The previous audit noted gaps, so the auditor recommended the following: <i>“... It is advised to give more attention to graduates’ follow-ups and alumni network for tourism undergraduate and graduate studies...”.</i> 2024 Since the previous audit, the following measures were taken by the Programmes: MU actively communicates with alumni through social media, newsletters, and events. In May 2023, MU hosted the ‘15-year Anniversary Ball’, to which all alumni were invited. Alumni not only join MU's social media network but also stay connected with professors, and some students even start their professional careers at MU. Every year, MU offers alumni network events where alumni can meet and exchange their professional experiences. It is noted that graduates from the Programmes take important positions in the industry and that links with alumni are developed. <i>However, there is scope to further develop and systemise those links, utilise alumni connections for Programme development, and benefit current students’ learning, internship, and employment opportunities.</i>
Total score obtained: 95								

Process 3. The Curriculum and Pedagogical System

Aspects evaluated by the process	Value	Degree of accomplishment					MS	SO	Comments and recommendations by the auditor
		1	2	3	4	5			
3.1. Methodology used to formulate the Curriculum	2				X		10	8	This procedure obtained 8/10 in the previous audit (2020). The previous audit noted gaps and recommended: “to increase tourism-related courses in both undergraduate programmes.”. 2024 Since the previous audit, the following measures were taken by the Programmes: – A significant revision of the BBA THM and THMO was initiated recently. The overall objective of this revision is to streamline the contents among the curricula, remove the outdated courses, and respond to the needs of the industry (e.g., crisis management, recovery and resilience in line with sustainability, etc.). – The MSc ITM— as all other graduate programmes offered at MU— will undergo a thorough revision in 2024, with all suggested adaptations to be implemented from the academic year 2025/2026 onward. <i>It is recommended that the planned curriculum (re)formulation measures be carried out in full and implemented consistently and systematically. The curriculum formulation processes and measures taken should be duly documented.</i>
3.2. <u>Curriculum coherence</u>	6					X	30	30	This procedure obtained 24/30 in the previous audit. The previous audit noted gaps and recommended to redistribute tourism courses during the study Programmes,

								allowing students to gradually gain basic knowledge, values, and skills in tourism before their first internship with the industry. The auditor's comments were as follows: <i>"(In the THM) ... theoretical tourism concentration modules constitute only 20% compared to business and management courses, 50% of the total 180 ECTS..."</i> <i>(In the THMO) ... theoretical tourism concentration modules constitute only 37.5% compared to business and management courses, 45% of the total 180 ECTS..."</i> <i>The internship programme 30 ECTS = 900h is considered the practical part of the curriculum... This is usually considered a weak ratio between theory and practice within the total credits for undergraduate tourism and hospitality programmes..."</i> 2024 Since the previous audit, the following measures were taken by the Programmes: In the THM Programme, the sequencing of courses was adapted so that a core tourism course (i.e., 'Tourism and Hospitality Business Analysis') was moved to the second semester. This class has 8 ECTS and provides a solid basis on relevant tourism industry and research topics. Given its contents, it is a mandatory prerequisite for all advanced tourism and hospitality courses. It also equips the students with the knowledge and skills needed before embarking on the mandatory industry internship. The same sequencing change applied to the THMO Programme. Additionally, students must complete several courses that provide insights into the hotel industry in the first two semesters (e.g., 'The Hospitality Industry', 'Hotel Management & Operations', 'Hotel Business Simulation').
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									<i>Therefore, the requirements of this procedure have been duly met. It is recommended that the efforts continue.</i>
3.3. Effectiveness of the pedagogical method	4					X	20	20	<i>This procedure obtained 16/20 in the previous audit.</i> The previous audit noted gaps and recommended the following: – Reduce theoretical courses and increase practical-oriented course formats. – Transform MSc ITM optional Internship programme into mandatory rule under the 'Industry Excellence Programme'. – Raise quality standards for online courses and teaching and learning. 2024 Since the previous audit, the following measures were taken by the Programmes: Following the feedback, a stronger emphasis was devoted to the practical application of theoretical knowledge in all Programmes' courses. Several courses employ a problem-based learning approach. For instance, several courses use case studies and business projects to promote a common understanding of the practical relevance of management problems. Additionally, courses taught in undergraduate study programmes foster critical thinking by discussing the relevant advantages and drawbacks of extant management theories. These methods prepare students for their future careers and ensure that they acquire a lifelong learning ability. The graduate internship in the ITM is an offer for all students who want to gain practical knowledge during their graduate studies. The 'Industry Excellence Programme', in

									turn, emphasises mentoring more than the regular graduate internship and is reserved for excellent students with a GPA of at least 90% in addition to other requirements. Given the scientific nature of the MSc ITM, which also prepares students to conduct PhD studies, <i>the replacement of theory-oriented courses by practical training is limited</i>. However, the Tourism Business Project course focuses on the practical aspects of innovative destination management, and the International Destination Management course has a major learning-by-doing phase, where students are taught analytical approaches needed for contemporary destination management decision-making. Both programs are included in MU's offering of elective courses. Instructors revise all course syllabi and require final approval by the dean of the study program. The course syllabus revision also included a detailed evaluation of potential online teaching approaches. However, since all undergraduate and graduate programmes are accredited as on-campus programmes, courses are taught on campus, and blended learning is considered an add-on or additional service for students who intend to gain further knowledge. <i>We can conclude that this procedure meets the UN Tourism TedQual standards.</i>	
3.4. Existence, access, and usefulness of the curriculum support facilities	3.4a) Infrastructure and pedagogical equipment	3					X	15	15	<i>The procedure obtained the highest score in the previous audit.</i> For the previous audit, MU presented pictures and videos as evidence of the infrastructure and pedagogical equipment used to support the education and training provision. The building is small yet efficiently used. In general, it is kept clean and modern, without any doubt, providing a motivating environment for students' learning. 2024 <i>The requirements of this procedure are duly met.</i>

	3.4b) Infrastructure and equipment for pedagogical support and additional services	3					X	15	15	<i>The procedure obtained the highest score in the previous audit.</i> The previous audit noted that students could link to the outside world for learning and services knowledge acquisition: hardware and software for students [...] online campus for administration, Moodle for online learning support, personal mailbox, single sign-in across many systems... MU has integrated practices for sustainability...”. 2024 <i>The score is upheld. The requirements of this procedure are duly met.</i>
	3.4c) Support measures for the safety and maintenance of pedagogical resources	2					X	10	10	<i>The procedure obtained the highest score in the previous audit.</i> For the previous audit, MU provided clear guidelines on measures for the safety and maintenance of classroom infrastructure and applied training kitchens, food service, labs, and pedagogical resources. There are general ‘House Rules’ for students and staff maintaining the building, classes and equipment. There are instructions on protecting from the COVID-19 pandemic. 2024 <i>The requirements of this procedure are duly met. Keep working in this direction.</i>
Total score obtained: 98										

Process 4. The Faculty										
Aspects evaluated by the process	Value	Degree of accomplishment					MS	SO	Comments and recommendations by the auditor	
		1	2	3	4	5				
4.1. Faculty selection	3					X	15	15	<i>The procedure obtained the highest score in the previous audit (2020).</i> The previous audit evidence proved that “MU implements a Faculty selection process based on the University Constitution guidelines... the Diversity Manager representing the ‘Equal Opportunity Employer Working Party’ (EOWP) [...] is to oversee equal opportunities for student’s admission and in Faculty and staff selection [...] for men and women regardless of their gender [...] respecting disabilities...”. 2024 <i>The previous score is upheld. This procedure is up to the UN Tourism TedQual standards.</i>	
4.2. Academic coordination	3					X	15	15	<i>The procedure obtained the highest score in the previous audit.</i> The previous audit noted that “evidence exists of School meetings conducted on undergraduate and graduate programmes from 2014 to 2019. Minutes of meetings indicate that regular coordination meetings are conducted headed by Deans or Programme Heads to assess student needs and adjust updates on curriculum and pedagogical approaches, as well as to address specific academic issues...” <i>The weekly meeting of the Department Heads provides a platform for coordinating academic matters, such as interdepartmental research projects.</i> <i>The Academic Office provides administrative support to academic coordination”.</i>	

										2024 <i>The previous score is upheld. Keep working with this approach.</i>
4.3. Performance		4			X			20	12	This procedure obtained 12/20 in the previous audit. The previous audit noted that “MU conducts annual performance assessments for Faculty members based on [...] evaluation by students on each course and Faculty Professional Development Objectives Plan... Evidence of Faculty satisfaction evaluation conducted every year indicates a good satisfaction level at MU”. The auditor's recommendation was as follows: <i>“It is advised to revisit Faculty load weight on administrative tasks to allow more time for teaching, transfer of services and student mentoring requirements... to raise the capacities of Faculty members on including digital systems to enhance interaction and motivation in education and training and in using online courses”.</i> 2024 The programmes have not taken any measures since the previous audit; therefore, the auditor's recommendations for 2020 are upheld. <i>An enhancement effort is recommended to address the issues mentioned in the previous audit. Support with documentary evidence for the following audit process.</i>
4.4. <u>Continuous knowledge update</u>	4.4a) Training	5					X	25	25	<i>The procedure obtained the highest score in the previous audit.</i> The previous audit mentioned that “MU encourages employees (Faculty and administration) to pursue either further studies at MU or professional training provided by MU or outside after 6 months of employment. MU developed clear guidelines for professional development without influencing their regular duties. Employees who wish to join external professional training,

										including conferences, have to apply for the Application for Professional Training Fund". 2024 <i>The previous score is upheld. It is advised to continue with the efforts.</i>
	4.4b) Research activities	5					X	25	25	<i>The procedure obtained the highest score in the previous audit.</i> The previous audit noted that "... research is considered one of Modul University Vienna's core values and guiding principles. Since the last audit in 2015, MU has developed a more rigorous focus on research in line with the new Development Plan 2020/1-2031/2". The University ensures that its academic personnel is dedicated to providing cutting-edge research. While the institution initially focused primarily on tourism, new media technology, sustainable development, and governance-related research, new research areas of a more diverse Faculty are pursued today. Thus, many interdisciplinary research activities shape the institution's research profile. The University is organised into four academic departments, each contributing to teaching and research in its fields of expertise... Since the University follows a research-driven teaching approach, it is of utmost importance that its Faculty is engaged in contemporary and future-oriented basic and applied research...the Department of Tourism and Service Management has conducted several significant research projects that contribute to the competitiveness and sustainable development of the tourism sector locally and internationally". 2024 <i>The previous score is upheld. The requirements of this procedure are duly met. Keep working in this direction.</i>
Total score obtained: 92										

Process 5. The Management									
Aspects evaluated by the process	Value	Degree of accomplishment					MS	SO	Comments and recommendations by the auditor
		1	2	3	4	5			
5.1 Organization	10				X		50	40	This procedure obtained 40/50 in the previous audit. The previous audit noted gaps, and the auditor's comments were the following: <i>"It is advised to revise the organisational structure efficiency and quality assurance based on an agile management approach and e-learning for education institutions. As MU expands to become a global campus, it is advisable to update the risk management system to detect and respond to crises in the future.</i> <i>Strengthen the School of Tourism and Service Management with a new strategic view in developing its own identity and educational outcomes as a business and tourism school, along with a rigorous marketing plan to compete, especially now with COVID-19 impact on the tourism sector worldwide".</i> 2024 The School of Tourism and Service Management (STSM) is continuously sharpening its profile as the place where academic excellence and industry relevance converge to shape the future leaders of the tourism industry. The School has its own identity, with partner schools contributing to very attractive mobility opportunities for our students. With three STSM Faculty members and Management acting in significant leadership positions at Modul, the School is well positioned in the University's organisational structure. The School is the financially best-equipped academic unit in the University, with the most Faculty compared to the number of students.

										The brand “Modul” is strongly associated with world-class tourism education in Austria. It has successfully acquired third-party research projects in the fields of sustainability and resilience, socio-economic aspects of destination development, visitor behaviour, and information and communication technologies for tourism, keeping it at the forefront of research in this field. <i>It is recommended that efforts continue to strengthen the organisational structure efficiency and quality assurance, based on an agile management approach and e-learning development.</i>
5.2 Quality System	5.2a) Quality Plan	5					X	25	25	<i>The procedure obtained the highest score in the previous audit.</i> The evidence presented in the previous audit showed that “MU progressed well in Quality Management... Since the last audit (2015), the University has given more attention to promoting and assuring high-quality teaching, research, and student and Faculty services, which are among the University’s key objectives... <i>The Quality Management Strategy currently in place at MU serves to satisfy several broad objectives:</i> <i>– Ensuring the University’s academic offerings, courses, and study programs are of the highest possible quality.</i> <i>– Ensuring research is conducted according to the highest ethical and academic standards.</i> <i>– Encouraging continual improvement in all areas of the university’s operations through cycles of self-evaluation and subsequent improvement.</i> <i>– Encouraging broad participation by various stakeholders within the university towards continual building and maintenance of a quality-focused culture.</i> <i>– Demonstrating a commitment to the quality assurance frameworks set out in the ‘European Standards and</i>

										Guidelines', the 'Agency for Quality Assurance and Accreditation Austria', and other accrediting agencies with which the university is affiliated". 2024 <i>The requirements of this procedure are duly met. The previous score is upheld. Continue with this approach.</i>
	5.2b) Monitoring	5					X	25	25	<i>The procedure obtained the highest score in the previous audit.</i> The previous audit evidence showed that "MU monitors quality assurance by assessing different aspects, procedures and services throughout the educational process and compare results to set of quality standards and KPIs [...] assessing student' satisfaction on each course every semester and their views on the undergraduate and graduate programs every year. Surveys for graduates are also conducted [...] MU has developed Key Performance Indicators that currently include key activities and functions: research..., education/teaching..., finance and resources...". <i>The requirements of this procedure are duly met. The previous score is upheld. It is recommended to continue with the efforts.</i>
Total score obtained: 90										

Process 6. Accomplishment of the Global Code of Ethics for Tourism										
Aspects evaluated by the process	Value	Degree of accomplishment					MS	SO	Comments and recommendations by the auditor	
		1	2	3	4	5				
1. EMPLOYERS: Public, private sector, and civil society										
1. The <i>Global Code of Ethics for Tourism</i> principles are considered when formulating the Mission and designing the Action Plan.	5					X	25	25	<i>The procedure obtained the highest score in the previous audit (2020).</i> The previous audit noted that the GCET principles helped to formulate the University's Mission statement and Vision. See: https://www.modul.ac.at/about/general-information/missionand- The auditor's comments were: <i>"MU has progressed well in including the GCET in the Mission, Vision and Action Plan. No further comments in this regard".</i> 2024 <i>The requirements of this procedure are duly met. It is recommended to continue with the efforts.</i>	
2. Collaboration with the public/private sector in the implementation of the <i>Global Code of Ethics for Tourism</i> principles.	3					X	15	12	This procedure obtained 12/15 in the previous audit. The previous auditor recommended increasing cooperation with signatories of the UN Tourism Private Sector Commitment to the Code of Ethics community for advice, internships, and research. 2024 Since the values of education in MU's tourism Programmes coincide with the GCET, the Institution encourages industry partners to follow the same values. Regarding cooperation with industry partners and students through internships and the 'Industry Excellence	

									Programme', relationships are sought with such partners. However, students are free to choose the company they do their internship at. Students are prepared for the internships and include the topics regarding ethical issues at the workplace, equal opportunities, and several more topics covered in Article 9 for their internships. Most internship partners are in Austria. However, they have not signed the 'UN Tourism Private Sector Commitment to the Code of Ethics' in Austria. Some German partners, such as ITB Berlin, have recently become internship partners. <i>It is recommended to continue working to increase cooperation with signatories of the UN Tourism Private Sector Commitment to the Code of Ethics community for advice, internships and research.</i>
2. THE STUDENT									
1. Respect for the equality of all students during the admission process.	3					X	15	15	<i>The procedure obtained the highest score in the previous audit.</i> The previous audit noted that "admission to Modul University is based on pre-defined criteria: academic skill, language skill, motivation of the potential student... [...] Only [...] taken into account by the Admission Committees for the admission of new students. <i>The diversity of origins [...] among the students [...] demonstrates MU's commitment to the equality of people during the admission process and also in its operations.</i> <i>Modul University Vienna also offers scholarships through different partnerships (to) help students coming from less-favoured backgrounds to cover their tuition fees.</i> 2024 <i>The requirements of this procedure are duly met. The</i>

									<i>previous score is upheld.</i>
2. Promote understanding and respect among students.	3					X	15	15	<i>The procedure obtained the highest score in the previous audit.</i> The previous audit noted that “understanding and respect among students are widely promoted at Modul University through the student representatives and their participation in the different University Committees. Moreover, MU regularly organises events to deepen students’ connection and mutual understanding, such as Orientation Week, International Day, and the Student Life Fair. The Student Services and Career Centre organises those events to develop the MU community further”. 2024 <i>The requirements of this procedure are duly met. The previous score is upheld. Continue with the ongoing commitment.</i>
3. Promote students mobility.	5					X	25	25	<i>The procedure obtained the highest score in the previous audit.</i> The previous audit noted that “Modul University Vienna actively promotes students’ mobility abroad, ever since the University became an active member of Erasmus. The Student Services and Career Centre is in charge of informing and guiding the students in this process. Many activities are organised on campus to celebrate the international community at MU, such as the ‘International Day’”. <i>The requirements of this procedure are duly met. The previous score is upheld. Continue with the efforts.</i>
4. Evaluation of the students’ based on knowledge, skills, and values.	5					X	25	25	<i>This procedure obtained 20/25 in the previous audit.</i> The previous auditor’s comments were as follows: <i>“The examination regulations evaluate students’ performance comprehensively concerning knowledge, skills, and values...”</i>

									Meanwhile, in tourism and hospitality, skills are developed and assessed through experiential learning rather than lecturing. Hence, increasing the practical training (PT) course formats and highlighting the values embedded in the GCET policy document in tourism-related courses within the curriculum is advised". 2024 Since the previous audit, measures were taken to evaluate students based on knowledge, skills, and values. <i>We can conclude that the requirements of this procedure are duly met. It is recommended to continue with the efforts.</i>
5. Encourage students to conduct national, regional, or local tourism studies and/or participate in any activity related to cooperation for development.	3					X	15	15	This procedure obtained 12/15 in the previous audit. The previous audit noted, "The 'Industry Excellence Programme' in the MSc ITM connects students with industry mentors. Moreover, internships in different study programmes allow students to support international/regional/local development through tourism. Furthermore, several courses connect to industry, specifically the 'Tourism Business Project', which can be considered a capstone course with industry immersion in the last semester". The auditor's comments were: "MU has improved the MSc ITM regarding the internships and research projects conducted with industry mentors. Nevertheless, I advise that the ITM internship programme be mandatory unless students prove their industry experience meets the MSc degree requirement". 2024 The Programmes have encouraged students to conduct national, regional, or local tourism studies and/or participate in activities related to cooperation for development. <i>The requirements of this procedure are now duly met. It is</i>

									<i>recommended to continue working in this direction.</i>
6. Promote understanding of the local reality among students and strengthen ethical values on the students' behaviour towards the current circumstances.	3					X	15	15	<i>The procedure obtained the highest score in the previous audit.</i> The previous audit mentioned “actions and activities which take place at MU aimed to strengthen ethical values... the ‘MU Care Programme’, the actions of the Sustainability Committee and the actions of the Gender and Diversity Party (GDP)”. <i>This procedure meets UN Tourism TedQual standards. The previous score is upheld. Continue with the efforts.</i>
3. THE CURRICULUM AND PEDAGOGICAL SYSTEM									
1. Inclusion of the principles of the Code as a transversal issue in all subjects or as a specific subject.	3					X	15	15	<i>This procedure obtained 9/15 in the previous audit.</i> The previous audit noted gaps and recommended the following: “The principles of the Global Code of Ethics for Tourism have been central in formulating the curriculum of the different study programs and are addressed transversally in all courses. Some courses focus more on the Global Code of Ethics for Tourism principles, such as ‘Latest Trends in Tourism, Hospitality and Events’ (both BBA) or ‘Business Ethics and Corporate Social Responsibility’ (MSc in ‘International Tourism Management’). Information on the GCET principles is clearly displayed on MU’s website: https://www.modul.ac.at/history-values/”. The auditor's comments were: “MU has progressed well in this regard; however, the GCET principles are not well introduced as a transversal issue in all the subjects within the three audited hospitality and tourism curricula. It is advised that the AC, Deans, Faculty members and students work together to revisit the curriculum and syllabus of each tourism-related course and brainstorm how to match the 10 articles in subjects and research thesis”. 2024

									Since the previous audit, the following measures were taken by the Programmes: The GCET is embedded in several courses. For example, the entire Code is covered in 'Lecture 7' of the undergraduate course 'Tourism and Hospitality Business Analysis (= the first tourism course students in the three-year programme take at MU, and a mandatory course for both BBA Programmes). In the Master Programme, for instance, they are covered in the course 'Service Quality Management and Tourism Marketing' in which elements of Articles 1-10 are covered. The GCET is discussed in 'Unit 1' of Tourism Marketing. Articles 3, 4, and 5 are also addressed in the 'Tourism Economics' course. Concerning ethical aspects of management in general, the ITM curriculum comprises a course titled 'Business Ethics', which also covers 'Corporate Social Responsibility', thereby addressing GCET Articles 6 and 9. Information on the GCET principles is not displayed on MU's website. <i>The requirements of this procedure are now duly met. Continue with the ongoing commitment to the GCET principles.</i>
2. Effectiveness of the method used to inform the Faculty and students about the principles of the <i>Global Code of Ethics for Tourism</i>. 3. Method used to effectively teach students the principles of the <i>Global Code of Ethics for Tourism</i> and guarantee the application in the near future.	5					X	25	25	This procedure obtained 20/25 in the previous audit. The previous audit noted the following: "<i>The MU Faculty is an active contributor to the tourism research community, especially to the research field of ethics in tourism... is involved in the BEST EN ('Building Excellence for Sustainable Tourism – an Education Network'), in the TEFI ('Tourism Education Futures Initiative') and the 'ICRT' (International Centre for Responsible Tourism), hence contributing to the dissemination of the principles of the Global Code of Ethics for Tourism.</i>

									Students are taught the principles in different classes, as the Faculty knows them well... Moreover, during the graduation ceremony, graduates commit themselves to an oath which includes the principles of Modul University, which are also the GCET principles”. The auditor’s comments were as follows: “It is recommended that Faculty members, Deans and staff at graduate and undergraduate studies acquire a deep understanding of the GCET through professional development – workshops on the philosophy, literature, conceptual and practical framework of the Global Code of Ethics for Tourism. The training could go further on how to include the Code articles in curriculum subjects, teaching and learning approaches, and assessing learning outcomes”. 2024 Now, this procedure meets UN Tourism TedQual standards. It is recommended to continue with the efforts.
4. THE FACULTY									
1. Respect the equality of candidates during the admission process.	3					X	15	15	The procedure obtained the highest score in the previous audit. The previous audit noted that “Modul University respects people's equality during the Faculty's admission process”. 2024 Now, this procedure meets UN Tourism TedQual standards. Keep working in this direction.
2. Existence of programs that strengthen other ethical values and promote gender equity among the Faculty and students and the Faculty and other staff members.	5					X	25	25	The procedure obtained the highest score in the previous audit. The previous audit noted that “the ethical values in the Faculty and other staff members are fostered by the presence of different internal committees, such as the ‘Institutional Review Board’ (IRB), the ‘Gender and Diversity Party’ (GDP), the

									'Studies and Examination Committee' (SEC), the 'Sustainability Committee' (SC). Those committees organise regular actions in the University. Moreover, the University offers seminars and trainings to deepen the Faculty's knowledge of ethical values and skills. <i>The requirements of this procedure are duly met. The previous score is upheld.</i>
3. Promote understanding and respect among Faculty members and them and the students and other staff members.	3					X	15	15	<i>The procedure obtained the highest score in the previous audit.</i> The previous audit noted that "Understanding and respect among Faculty, staff, and students is promoted by participation in and decision-making in the different University bodies (University Senate, Committees elected by the University Senate, such as the Institutional Review Board, the Gender and Diversity Party, the Studies and Examination Committee, the Sustainability Committee, and the Merit Scholarship Committee). Moreover, events such as the 'International Day', the 'Student Life Fair', and the 'MU Ball' deepen the MU spirit and hence the understanding and respect between the different stakeholders at MU". 2024 <i>The requirements of this procedure are duly met. The previous score is upheld. Keep working in this direction.</i>
4. Promote Faculty mobility abroad (studies or training).	3					X	15	15	<i>The procedure obtained the highest score in the previous audit.</i> The previous audit noted "Faculty members can do sabbaticals or attend conferences. Moreover, Faculty can also go abroad in the framework of the Erasmus Faculty Exchange Programme". 2024 <i>The requirements of this procedure are duly met. The previous score is upheld. Keep working in this direction.</i>

5. Research	1. Studies about tourism carried out at the country/region/local level.	3					X	15	15	<i>The procedure obtained the highest score in the previous audit.</i> The previous audit noted that “research at Modul University Vienna partly addresses tourism topics at the local, regional and national level”. The auditor’s comments were as follows: “MU has conducted an enormous amount of research studies and projects at local and international tourism levels, and it is working on knowledge transfer, which is one of its key objectives. Now, with COVID-19 impacting the tourism sector, more research is required in the context of the GCET principles in terms of re-opening with more responsibility towards labour, entrepreneurs (women& youth), local communities and sustainability”. 2024 <i>The requirements of this procedure are duly met. The previous score is upheld. Advice is to maintain the focus on research.</i>
	2. Method used to transfer knowledge gained to students.	3					X	15	15	<i>The procedure obtained the highest score in the previous audit.</i> The previous audit noted, “Since the Faculty is committed to research, they apply (topics) in the courses taught to the students”. 2024 <i>The requirements of this procedure are duly met. The previous score is upheld. Keep working in this direction.</i>
5. THE MANAGEMENT										
Sustainability aspects	1. Respect for the economic, social, and cultural	3					X	15	15	<i>The procedure obtained the highest score in the previous audit.</i>

	environment. Respect for other peoples' traditions and promotion of minority groups integration.								According to the previous audit, “MU Vienna is highly committed to sustainability in its three dimensions: social, environmental, and economic. The University has taken some environmentally friendly measures (solar panels, renewable energy providers, carbon offset programme for staff and Faculty trips, waste separation, ‘Meat Free Mondays’ at the cafeteria, reusable cups at the cafeteria, etc.). Moreover, it is a socially responsible employer that offers flexible work hours and part-time positions for parents. Other initiatives, such as the ‘Scholarship of Hope’, the ‘International Day’, and the ‘Sustainability Committee’, contribute to the University’s commitment to its economic, social, and cultural environment”. 2024 <i>The requirements of this procedure are duly met. It is recommended to continue with the efforts.</i>
	2. Transfer these values to students, Faculty, other staff members, and the local community.	3					X	15	15 <i>The procedure obtained the highest score in the previous audit.</i> The previous audit proved that “MU is committed to respecting all peoples' social and cultural traditions. Various student clubs and events are organised throughout the year on campus and in the city of Vienna. This includes, for instance, the MU ‘International Day, which is organised annually, during which students, staff, and Faculty members can organise a booth representing their home country with food, traditional costumes, performances, games, etc. The ‘Orientation Week’ is another occasion when respect for social and cultural traditions is promoted, with the onboarding of new students. Moreover, the ‘MU Care programme’ aims to engage students in promoting the MU core values of stewardship and responsibility. The ‘MU Cares Intercultural Certificate’ is awarded to students who engage in the community and extracurricular activities. 2024 <i>The requirements of this procedure are duly met. The previous score is upheld. Keep working in this direction.</i>

3. Support other institutions/programs of least-developed countries to create/update their tourism programs using the principles of the <i>Global Code of Ethics for Tourism</i> as a reference while developing their Mission, Action Plan, curriculum, etc.	5				X		25	20	This procedure obtained 20/25 in the previous audit. The previous audit noted: “Modul University is committed to different consulting projects, for instance, in China and Egypt”. The auditor’s comments were as follows: “MU is encouraged to further help other least-developed countries in the Middle East and Africa, for example, in conducting joint research and/or knowledge transfer in digital transformation in tourism and businesses after COVID-19 to overcome the crisis and contribute positively to the lives of people in destinations”. 2024 Since the previous audit, the Programmes took the following measures: Previous processes were upheld. <i>An enhancement effort is recommended to support other institutions/programmes of least-developed countries in creating/updating their tourism programmes, using the principles of the Global Code of Ethics for Tourism as a reference while developing their Mission, Action Plan, curriculum, etc.</i>
Total score obtained: 337									

