

QUALITY MANAGEMENT AT SCHELLHAMMER BUSINESS SCHOOL

1. General Data

1.1. Schellhammer Business School

Registered Company: Schellhammer Business School, S.L. CIF: B-930.633.52.

Owners: Prof. Dr. Edward Schellhammer (President and Founder), Gregor Schellhammer BBA

Gestoría (tax and license administration): Asesoria Troyano, San Pedro Alcántara

Lawyers: Del Pozo-Urdiales Abogados, Marbella

Governmental License and authorized activity: "Centro de enseñanza, formación y perfeccionamiento superior"

Website: www.schellhammerbusinessschool.com

1.2. License and legal status:

License from the local government administration for higher and further education.

1.3. Organizational structure

Senior management and responsibility: Gregor Schellhammer, BBA and Prof. Dr. Edward Schellhammer. Head of Studies. Head of Foundation programs, Operational Manager, and Head of Administration.

1.4. Professional education of the instructors

80% PHD, MBA, MA; 20% BBA, BA and highly experienced experts of specialized fields. A very enriching and challenging mixture of nationalities: Denmark, Holland, Greece, Italy, Ireland, England, America, South Africa, Japan, France, Switzerland, Russia, Romania, Germany, Morocco, Spain, United Kingdom, Kazakhstan.

1.5. Didactical and professional qualities of the instructors

90% have extensive academic teaching and practical (professional) experiences (more than 10 years) in many countries; 10% have limited professional experiences (less than 10 years), but very special expertise.

1.6. The addressed clientele

Students from all over the world from more than 47 nationalities all have in common, needs such as valuable and sustainable knowledge for life, work and business; and to become strong and balanced personalities.

1.7. Special qualities of the educational institution

Excellent learning environment, promoting studying as a way of life and growing (and not as a way to get a diploma ASAP). All teaching programs are vanguard with pioneering characteristics, consider historic roots, encompass global dimensions and human factors, and open the perspective of 10-20-30-40-50 years.

1.8. Programs and title of diplomas

Private: Diploma, Bachelor and Master; Social Sciences, Tourism, Business & Economics fully aligned to the Treaty of Bologna rules and norms with ECTS points. Extensively described in the brochure and on the website.

2. General Educational Values

2.1. Philosophy and core ideas:

A positive understanding of humans' potentials and life, which includes the entire capacities of the mind, environmental and social characteristics, permanent learning, and a responsible self-managed holistic development that forms the foundation of life and work or business.

2.2. The understanding of man, human life, and human values

Complex mental functions formed through biography, education, and environment; can be renewed and developed life long: Cognition, emotions, genuine inner needs, capacities of love, spiritual intelligence, the unconscious, the self, inner potentials, and more. Behavior and human's life are extensively a result of these forming processes. All human values are rooted in these evolutionary capacities of 'mind and soul'.

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2.3. The superior goals that form the brand

All learning processes of the manifold syllabi go in line with a sustainable forming of all mental functions, which leads to a highly developed personality. The integrated and all-sided balanced human factors are the beginning and founding aim of life, work, business, and society.

2.4. The values of the syllabi

Vanguard, holistic, sustainable, critical, creative, spiritual, humane, ethical, global, entrepreneurial, strategically-focused, enlightened personality qualities.

2.5. The key-components that structure the syllabi

General aims balanced between human factors and the subjects, founded in an advanced philosophical anthropology. Built up in a hierarchy from the basic elements, terms and facts, up to a holistic, multivariate, interrelated unity.

2.6. The key-factors of the management

Transparency, meaningful and sustainable decisions founded in strong arguments, communication and cooperation.

2.7. The transparency of fees, costs, and payment modalities

Thoroughly transparent, no hidden costs, clear payment modalities that respect individual circumstances.

2.8. Importance of learning methods and didactics

Teachers are provided with an instruction handbook about a holistic buildup of a subject: The essence of the theme, elements, basics, historical background, examples, questions, scientific methods, ways of analyzing, interrelations and cause-effect-relationships, interpretation, open extensions (student's contribution), technical and human aspects, ethical (moral) aspects, components of a decision making process, the practical relevance, critical implications and consequences of possible implementations in the real fields; and educational approach to all kind of learning difficulties (instruction paper for teachers).

2.9. Internal culture and 'spirit'

Learning and studying is a way of life and personal development with the aim to become a strong personality that is prepared for the future. The 'spirit' is embedded in a vivid social process, in cooperation, sharing, taboo free thinking, and includes joy of life and learning as well as manifold challenging performances.

3. Management

3.1. Educational needs of the scholars and society in general

Knowledge, skills, inner strength, and integrity for a responsible self-managed development and ways of living, for competent working and doing business in the future. Preparation for the future is of supreme importance.

3.2. Management of critical incidents

Instructors receive a handbook that describes the proceedings and includes understanding, advice, suggestions, support and ways to deal with criticalities.

3.3. Ways of improving quality management

Periodic conferences (with faculty and staff), check-lists, and on-going exchanges of critical experiences and discussions concerning enhancements and improvements.

3.4. Internal readiness for quality management

All instructors are ready and de facto integrated in the processes of quality management. Slogan: Permanent learning and growing as a person makes all processes efficient in quality, substance, and proceeding.

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3.5. Important criteria for quality management

Efficiency, constructive communication, creative search for improvements, exploring new developments, holistic understanding, human oriented purposes and processes. Teaching, learning, studying and management are organic evolutionary processes (and never static structures).

3.6. Dynamic of future developments

The dynamic consists in explorations, learning, inner strength, searching for the truth and for the precious genuine human values in respect for the creation. Strengthening and expanding the right concept of vanguard education and syllabi compositions.

4. Teaching Personnel

4.1. Personality qualities of instructors

All instructors have built up an integer character and are interested in enhancing their self-development, have strong communication and learning skills, are understanding and transparent, have attitudes of permanent learning and continuously expand their 'big picture' about humanity and the world. They all have a zest for education in general and for their fields of expertise in particular.

4.2. Didactical further education of instructors

Ongoing discussions and training about didactic issues, conferences that focus on didactic criticalities and matters in order to improve learning results. All teachers know that teaching is much more than talking, instructing and controlling.

4.3. Professional further education of instructors

All instructors have a very high level of academic knowledge and skills in their fields, use online resources and explore the academic book market for advanced developments that are useful for their corresponding subjects. All teachers are also in constant contact with professionals and experts through their personal network and conferences participation. All teachers are required to regularly contribute to the academic library with their suggestions, which means 'constant updating of knowledge'.

5. Teaching

5.1. Didactics

Criteria: the essence of the theme, key elements, basics, historical background, examples, questions, scientific methods, ways of analyzing, interrelations, context, cause-effect-relationships, interpretation, open extensions (student's contribution), technical and human aspects, ethical aspects, components of a decision making process, consequences, practical relevance, critical implications, and resulting implementations in the real fields.

5.2. Learning principles

Strong focus on analyzing (de- and re-composing), systemic thinking, critical and creative thinking, transfer adaptation, meaning, and associations. Always relevant: discovering, memorizing, repeating, controlling, applying (transfer learning), summarizing, interpreting, interrogating, challenging discussing, and experiencing.

5.3. Methods

Mind maps, brainstorming, case studies, field visits, debates, flipcharts, videos, diagrams, check-lists, charts, schema, audio visual, photos, texts, articles, scientific papers and role play facilitate understanding complexities, interrelations, and memorizing. Teaching aiding tools of power point, projector or white board.

5.4. Teaching material

Depending on the subjects the instructors use the entire spectrum: copies of texts, textbooks, articles, books, DVDs, movies, clips, the library, and especially also their own material elaborated in their previous and continuous professional activities. The library is continuously being expanded.

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5.5. Kinds of learning

- a) Cognitive: Structural approach starting from perception, the manifold ways of thinking, interpreting, concluding
- b) Emotional: Interpretation of the human factors and their implications together with real life patterns
- c) Spiritual: Contemplating about meaning and genuine human values (Slogan: "from humans and for humans")
- d) Behavioral: Practical training, role plays
- e) Ethical (moral): By identifying qualities and efficiency, positive and negative or immediate and long-term effects

5.6. Kinds of thinking

- a) Critical thinking: Asking questions, looking behind the façade, changing the view and the given frame
- b) Creative thinking: multiplying a fact by millions and decades, decomposing and re-composing
- c) Intuitive thinking: Associations, emotional connecting, focusing on emotional intelligence
- d) Network-thinking: Identifying elements, exploring the connected more extensive fields
- e) Contemplative thinking: Meditation, visualization, considering dream messages, purposeful empathizing

5.7. Promoting teaching quality

Taking scholars' feedbacks seriously, periodically asking during a class if everybody understood. Changing methodic approaches to identify greater efficiency. Occasional monitoring from the management through partial in class participation.

5.8. Evaluation of the satisfaction of the scholars

Talking with scholars, asking them about satisfaction and special needs. Exchanging experiences of teaching and the learning results. Identifying the quality of the social atmosphere and the 'spirit' of the day.

6. Learning & Studying

6.1. Cognitive learning practices

The variety is extensive: listening, reading, writing, oral presentation, group work, essays, transfer learning, homework, projects, analyzing results of role plays, debating, exploring realities and identifying qualities (factors, parameters, characteristics).

6.2. Learning activities

A mixture of industrial field visits, surveys as teamwork, online research, role plays especially for communication and behavioral training, explorative group work, contemplative approaches and use of physical library.

6.3. Control of learning progress during class

Questioning: Did you understand? Can you follow? Do you have any questions? Additionally: stimulating contributions and comments from student participants.

6.4. Types of examinations and grading

Examinations: Multiple choice tests, open questions, essays, thesis or final dissertation. Instruction papers for teachers. Grading system: Letter grades, percentages, GPA and ECTS points.

6.5. Management of final essay, thesis, dissertation

Instruction paper, dedicated learning module, Thesis Advisor on hand, standardized proposal and evaluations (instruction paper), regular group and individual tutorial for thesis and dissertation preparation and execution.

Educational Quality Management

Annual Progress Report: September 2017

SBS has moved to a new location in Estepona, with expanded 2,000 m² teaching facilities including on campus accommodation for students as well as on site restaurants, café, swimming pools, tennis courts and adjacent golf course.

Integrated in the new campus are two exciting new further education concepts, part of the Schellhammer Education Group.

Firstly, the “Schellhammer Retreat” for adults of all ages. The program focuses on Archetypal Personal Development, a most advanced concept, which is especially suitable for people who are in a situation of changes, searching for a new inner foundation or a new path in life, wanting to expand their future perspectives or for setting on a new direction and new goals in their life. The fundamental aim is complete wholeness and fulfillment.

Secondly, the Schellhammer Institute, a further education section that addresses leaders and executives in the fields of the state of humanity, the world and the planet. This is a project that Dr. Schellhammer explored and developed for 40 years. Leaders and executives get an outstanding insight together with conceptual strategies for national and global solutions that cannot be found anywhere else.

For the Schellhammer Education brand, 2017 promises to be a landmark year when we can deliver all our vanguard education programs spanning ages from 17 to 40+ all on one state of the art campus.

Annual Progress Report: July 2016

The library facilities at SBS have been expanded with new additions in the fields of Marketing, Global Resources, Politics, Geopolitics, Psychology and Economics.

An updated version of the SBS brochure has been printed and received well by faculty, students and new applicants.

Instructor quality has been further enhanced with the recruitment of a dedicated global legal expert whilst further expertise was added to the Psychology faculty and languages beefed up with a dedicated Russian language instructor.

Greater emphasis on IT with the creation of dedicated “IT Lab” facilities to provide more efficient teaching environment and easier study access for students.

Internet access has been upgraded to using latest fibre optic technology providing easier, faster and more reliable internet access for instructors, students and administration.

New modules have been introduced and very well received by students: “The Family Business” focusing on the commercial and behavioural aspects of this crucial and universal business endeavour. The module “Global Resources” from an Economic and Political perspective concentrates on the global tracking of such important industries as Food and Energy and their global impact on humans and the planet. “Concepts & Strategies for Changes” is psycho-anthropological module that focuses on the many human created criticalities and how these can be resolved.

New merchandising material in the form of t-shirts and sweatshirts was made available to all students and staff.

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Lack of parking facilities in the area continues to be an issue. A new fitness studio has opened underneath the SBS premises, a cause of concern in regard to the already overburdened parking facilities and possible noise pollution.

Student body increased by 40%, and student's average final examination grades ranged between A and B+ across all the programs.

Overall student feedback is again highly positive; students value the customized programs, elective modules, personal attention and support from Instructors and the assistance from faculty and staff in all matters of academic life and student life.

Annual Progress Report: July 2015

The MBA and BBA programs with custom specialization have been positively received by applicants and contributed to the overall growth at Schellhammer Business School.

New staff members (administration and teaching faculty) have integrated well.

IT facilities have been expanded with new PC and software licenses, with a reorganization of the rooms for more efficient teaching.

Various new restaurants have opened in the vicinity, providing students and faculty with a diverse choice for lunch and snacks.

Parking facilities in the area are overloaded; Various incidents during the academic year of lack of parking.

Annual Progress Report: June 2013

General development: Much progress had been achieved in the university; lots of small but important changes took place. New academic instructors contributed with broad international expertise. More industrial visits together with business analysis took place.

New equipment has been acquired.

Didactics: The new book "Armageddon and Evolution" by Prof. Dr. Edward Schellhammer contributes to a didactical transformation of essential topics for teaching at SBS and globally for all kind of education.

Teachers: Discussing the development of the fourth course year of SBS, the teaching body became aware that teaching is more than a job; it's a mission, and all teachers must develop with interaction and advanced knowledge. They all must be self-responsible for the management of their continuous personal development.

Teachers also must continuously work on building up self-confidence of each student in order to make them prepared for the real challenges they will be faced with in the future.

Educational atmosphere: Students and teachers have become fully aware that the spiritual value (authentic human values) is in the air of the SBS premises and the progress stands in a continuous collective learning process. Teaching and studying have become a meaningful "way of living" for instructors and students.

A new huge local had been rented adjacent to the existing premises. In total SBS now has 800 m2 state of the art teaching facilities conveniently located for students, teachers and staff.

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Students' feedback (survey): As a feedback from the Annual Student's Survey some elemental results are: 95% like small groups learning; atmosphere is vibrant; and the personal support of the teachers is really appreciated.

Cafeteria: Students would like to have their own cafeteria with a leisure lounge area. The SBS-Management aims to find a solution.

Extended understanding of supporting students' learning processes: Reading and writing skills by the students must be systematically trained as a way of studying within the single subjects.

The new teacher handbook and the new student handbook are an additional quality innovation that gives more practical orientation, order and structure to the quality of the SBS brand as well as the learning behavior and didactical quality.

New programs: New Bachelor Program in Fashion and new MBA Programs with specialization in Fashion and specialization in Luxury as well as MA Program in Management of Global Challenges and a new line of Executive Programs.

The new Executive Programs start in September 2013. The "Executive Education Programs" at SBS are open to executives from industry, government, politics, education, leaders in society, and other global influencers (policy makers, professional advisors, experts), as well as heads of religious institutions. The mission of this program is brand making for both SBS itself as well as "Schellhammer Education" as a whole – unattained and unbeatable globally!

Annual Progress Report: July 2014

Student Welfare: There is a very positive teaching, studying and social atmosphere largely driven by the diversity of our students, which offers the chance to make new friends from all over the world.

Students are happy and feel good about all aspects; as indicated by our Annual Survey.

Feedback from our students in both our Annual Survey (now in its second year) and personal contact with key members of the faculty continues show positive results; the support of the Instructors, especially the direct contact and interactions during classes, and the specialized coaching being key features that are highly valued and appreciated.

The Cafeteria next door has expanded facilities now, and there is now enough space for all our students to have breakfast, lunch or just chill out in between or after lectures.

The Instructor Handbook has been expanded to include key didactical advice and further guidelines on policy.

The Student Handbook has been expanded further with clear rules about examination and subject retakes. This was necessary as several students had unexpected private matters arising during the programs during exam week which required rescheduling some module examinations.

The new brochure has received a lot of praise; the design, content and layout reflect the style and values that have shaped our brand, and capturing everyday life at SBS giving prospective students a flavor of what to expect.

Two billboards on the outside of our building have also been updated, providing a stronger focus of our offering to the public.

In spite of 4 new educational competitors in the Marbella area, with some blatant copying of our proposition, we are expecting for the 2014-2015 academic year a significant increase in students.

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Our professionalism and expertise in education, our highly competent admissions and student support team as well as a dedicated faculty built up since 2009 to deliver strong commercial and academic experiences, makes the Schellhammer Business School educational proposition very strong.

Students and their parents continuously express delight with the academic value and supportive feedback on offer.

We continue to expand our library by increasing the number of physical books as well as updating/replacing a variety of our equipment and facilities.

The Schellhammer Education Group as a whole has implemented new educational programs that have been in development for over two years.

We expanded our educational offerings with a startup program. We established the new 'Schellhammer Institute' that focuses on institutions who have a specific interest in global criticalities, and published the new 'Schellhammer Report on Contamination'.

The "Educational Quality Management" at Schellhammer Business School is under the responsibility of:

Prof. Dr. Edward Schellhammer, President of Schellhammer Business School
Evangelos Zographos, MBA, Professor and Head of Studies of Schellhammer Business School
Gregor Schellhammer, BBA, CEO of Schellhammer Education Group