

## **Accreditation Report**

Accreditation at the

### **ESCP Europe**

**“Master in International Sales Management” (M.Sc.), “Master in International Sustainability” (M.Sc.), “Master in International Food and Beverage Management” (M.Sc.) and “Executive Master in Digital Innovation and Entrepreneurial Leadership” (M.Sc.)**

## **I Procedure**

**Date of Contract:** 15 March 2017

**Receipt of self-evaluation report:** 14 July 2017

**Date of the on-site visit:** 12-13 December 2017

**Standing Expert Committee:** Economics, Law and Social Sciences

**Attendance by the ACQUIN Office:** Dr Anne-Kristin Borszik

**Decisions of the Accreditation Commission:** 26 March 2018, 11 December 2018

### **Members of the expert group:**

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The **Evaluation Report** of the peer group is based on the self-evaluation report of the HEI and extensive discussions with the heads of the study programmes, staff representatives, students, alumni and employers.

Evaluation Criteria have been the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG) in the latest official version. Evaluation Criteria have been the “Rules for the Accreditation of Study Programmes and for System Accreditation” of the German Accreditation Council in the latest official version. At the same time the national context, particularly the national rules regulating the establishment of study programmes, has been taken into account.

## **II Introduction**

### **1 Short Profile of ESCP Europe**

ESCP Europe Business School was founded in Paris in 1819 and is owned by the Chamber of Commerce and Industry Paris Île-de-France (CCIR). It maintains currently six campuses in Berlin, Madrid, London, Paris, Turin and Warsaw. Study programmes include a Bachelor in Management (BSc), a Master in Management, an MBA programme in International Management, 14 full-time specialized Master programmes, 8 full-time specialized Master of Science programmes, 11 part-time Executive MBA programmes as well as two PhD programmes. ESCP Europe's network includes 120 partner universities. 4,600 students and 5,000 executives from 100 different nationalities enrol in ESCP Europe's study programmes every year. 131 full-time Faculty members and 112 affiliate Faculty members as well as over 500 further working practitioners work at ESCP Europe.

### **2 Brief information about the study programme**

The fee-based consecutive study programme "Master in International Sales Management" (M.Sc.) is offered by ESCP Europe Berlin's Department of Marketing and entirely taught in English. It comprises 120 ECTS credits within a regular study period of two years. The programme was introduced in September 2016. The target group includes Bachelor graduates in business, engineering, social sciences, among others. In 2016, 22 students were admitted; for 2017, 30 students were expected to be admitted to the programme. Tuition fees amount to 22,000 Euro per student for the study period of two years.

The fee-based consecutive study programme "Master in International Sustainability Management" (M.Sc.) is offered by ESCP Europe Berlin's Chair of Environment and Economics and entirely taught in English. It comprises 120 ECTS credits within a regular study period of two years. The programme was introduced in September 2016. The target group includes Bachelor graduates preferably from business, economics, social sciences, engineering and natural sciences. In 2016, 22 students were admitted; in 2017, the number of intakes increased to 35 students. Tuition fees amount to 22,200 Euro per student for the study period of two years.

The fee-based consecutive study programme "Master in International Food and Beverage Management" (M.Sc.) is offered by ESCP Europe Turin and entirely taught in English. It comprises 120 ECTS credits within a regular study period of two years. The programme was introduced in September 2016. The target group includes Bachelor graduates from biotechnology, engineering, business administration, economics & management, agronomy, food science and nutrition with career ambitions in multinational / large F&B companies, in SME in F&B, in Family Businesses or in a start-up. 25 students are annually admitted to the programme. Tuition fees amount to 30,000 Euro per student for the study period of two years.

The fee-based part-time further education study programme “Executive Master in Digital Innovation and Entrepreneurial Leadership” (M.Sc.) is offered by ESCP Europe Berlin’s Chair of Entrepreneurship & Innovation and entirely taught in English. It comprises 90 ECTS credits within a regular study period of 18 months. The programme was introduced in April 2016. The target group are participants from diverse educational backgrounds including entrepreneurs (founders, family business successors and venture project managers) and intrapreneurs as internal venture project managers as well as specialists seeking to re-orientate their career, engineers, scientists, physicians, professionals, designers and media specialists. Between 14 and 16 students have been admitted annually to the programme. Tuition fees amount to 28,000 Euro per student for the study period of 18 months.

### III Evaluation

#### 1 Overall strategy of ESCP Europe and the Berlin campus

In the mission statement from 2017, ESCP Europe has set the goal of establishing itself as the leading European business school with internationally oriented management training by 2022. ESCP Europe aims to sustainably increase both awareness of the brand and the number of students from currently 4,000 (90 nationalities) to 6,000.

The range of courses offered at the Berlin campus, which was founded in 1984, has steadily increased – in cooperation with the remaining five campuses in Paris, London, Madrid, Turin and Warsaw. The experts were able to convince themselves that the existing Bachelor and Master study programmes were designed on the basis of comprehensive analyses of the education market and in close technical coordination with potential employers of internationally oriented companies. Practical relevance and international orientation are the features that run like a thread through all four recently installed study programmes. They were established in line with these principles and adequately complement the existing programme offer.

#### 2 Objectives and concept of the study programmes

##### 2.1 “Master in International Sales Management” (M.Sc.)

###### 2.1.1 Objectives with regard to qualifications

The overall qualification objective of the programme is, according to ESCP Europe, for graduates “to successfully execute standard tasks and master typical challenges as they arise for leadership positions in the sales function of companies and organizations”. The study regulations define in § 2 the general goal of the programme. It “(...) consists in preparing the participants through science-based and practice-oriented studies for professional activities in the operational area of sales and distribution management, especially in the European and international environment. The transfer of subject-specific knowledge and skills is combined with preparing students for assuming leadership roles in sales and distribution of companies”. This overall objective is broken down into five specific competence areas related to (1) selling and sales as a business function, (2) international management, (3) general management, (4) research and consulting, and (5) interpersonal and intercultural skills.

The school’s Assurance of Learning (AoL) table (cf. also chapter 4 on Quality management) further states five learning goals and related objectives. The learning goals are: “to acquire a scientifically sound knowledge and develop skills for executing selling & sales management functions in the firm”, “to be able to understand and solve issues in intercultural business situations”, “to develop the ability to create new insight on the demand side, and the supply side of market settings”, “to

develop a broad management perspective needed for steering diversified teams and organizations” and “to develop an individual stance in accordance with basic principles of humanity”. The course book defines the respective courses where these goals are to be pursued. Objectives of the study programme are well defined and outlined in § 2 of the study regulations as well as in the diploma supplement.

The training in intercultural skills, also encouraged by the heterogeneity of students’ backgrounds and the requirement to study at different campuses, allows for their personal development.

The competences to be imparted fit well with the defined job profiles related to selling and sales functions in different fields of activity and sectors. However, general and programme specific research methods are, from the point of view of the experts, not yet sufficiently anchored in the qualification objectives. A revision of the programme objectives should consider this aspect.

ESCP Europe sees good job prospects in the areas of trade, technical services (IT, automotive), financial services, digital business and start-ups in small and medium-sized companies as well as export-oriented international corporations. On its homepage, ESCP Europe provides students with information on other specific functions or functional areas of potential employers. However, the list of activities and sectors might be more systematic and could further include consultancy as a relevant activity and sector.

The planning of student numbers assumes a growing intake from 22 in 2016/17 (36 candidates had applied) to 40 in 2019/20. This seems realistic considering a continuous development of the programme and the importance of selling and sales functions in business. As the school and the programme have an international positioning, the programme attracts students from all over the world, thus also addressing a large target group.

All in all, the study programme objectives are clearly defined and suitable.

### 2.1.2 Entrance criteria

Entrance criteria include formal requirements regarding the bachelor degree (with at least 180 ECTS credits), an online logic test, a 30 minutes individual interview and an English language test. The admission process and weights of the different criteria are documented. The criteria generally fit with the target group. Formally, the required bachelor degree can focus on diverse fields of study (engineering, industrial engineering, natural sciences, social sciences and economics). Therefore, individual interviews are important to check students’ motivation and their ability to complete the programme successfully. However, this also requires integrating mandatory general management courses in the curriculum (see below). The language test is important for the international orientation of the programme and the target group. The logic test is important, too, as sales management requires the ability to read and analyse tables and figures.

From the experts' point of view, two formal aspects must be added to the study and examinations regulations. Rules governing the transfer of credits from other universities must be added to the examination regulations; they have to be in accordance with the provisions of the Lisbon convention. Also, rules governing the recognition of competencies students have acquired outside higher education institutions must be added to the examination regulations. The rules must allow the recognition up to fifty percent of the study programme.

## 2.1.3 Structure of the programme

The programme is structured in six trimesters with a total of 120 ECTS credits. Participants study during the first two and the fourth trimester in Berlin, during the third in Paris and during the fifth and sixth semester at a campus of their choice.

Berlin (Sept-Dec) T1	Berlin (Jan-April) T2	Paris (May-July) T3	Berlin (Sept-Jan) T4	worldwide (Feb-Apr) T5	worldwide (May-July) T6
<b>1) Understanding markets &amp; customers</b> • Marketing environ. (4 ECTS) • Consumer behav. & organis. buying (4 ECTS)	<b>1) Sales force management</b> • Leadership in int. sales (4 ECTS) • Sales controll. & budgeting (2 ECTS)	<b>1) Channels &amp; distribution</b> • Int. channel mgmt. & retailing (4 ECTS) • Supply chain mgmt. (4 ECTS)	<b>1) Research &amp; consultancy</b> • Research methods (4 ECTS) • Managing compl. (4 ECTS) • Mgmt. of change & orga. behaviour (4 ECTS)	<b>Master Thesis for MSc</b> (20 ECTS)	<b>Internship</b> (10 ECTS)
<b>2) Sales techniques</b> • Selling & negotiations (4 ECTS) • Pricing (4 ECTS) • Digital marketing (4 ECTS)	<b>2) International management</b> • Int. management (4 ECTS) • Cross-cultural competence for sales (2 ECTS)	<b>2) International marketing &amp; trade</b> • Int. marketing decisions (4 ECTS) • Int. law of distribution (2 ECTS)	<b>2) Electives</b> • E3 (4 ECTS) • E4 (4 ECTS)		
<b>3) Language &amp; Career Develop.</b> • Language course (2 ECTS) • Career Develop. (1 ECTS)	<b>3) Electives</b> • E1 (4 ECTS) • E2 (4 ECTS)	<b>3) Language &amp; Career Develop.</b> • Language course (1 ECTS)	<b>3) Consultancy project</b> (10 ECTS)		
	<b>4) Language &amp; Career Develop.</b> • Language course (2 ECTS)				

Sales	International	General	Skills	Research
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(source: ESCP Europe)

The structure of the programme adequately reflects the qualification objectives stated by the school. The module structure is well aligned with the five competency domains: selling and sales (three modules), international management (two modules), general management (two electives), research and consultancy (one module plus master thesis) and skills (language and career development, consultancy project, internship).

The programme is well-balanced regarding mandatory and elective modules. Besides the master thesis and the internship, 74 ECTS credits are attributed via mandatory courses, whereas 16 ECTS credits are attributed in the context of electives. In the second and fourth term, students elect courses related to general management functions (two in the second and two in the fourth term). This is important for students who gained their bachelor degree outside business or economics. Notwithstanding this, ESCP Europe should offer a supplementary general management course to these students before or at the beginning of the programme (currently covered by electives in the second and fourth term). The courses are adequate with regard to the intended competence level of the master degree.

While the programme title is well reflected in the curriculum and the contents taught and competencies trained are at master level, the degree Master of Science is not fully adequate with regard to both the type and array of courses. Currently, methodological competencies fall too short: research and consulting skills and methods are neither separated at the level of course conception nor taught early enough and to a sufficient extent. This is also reflected by the module structure. The module "Research and Consultancy" is placed in the fourth trimester in order to prepare students for conducting their master thesis. It includes a "Research Methods" course, which has the structure of a typical "scientific writing" course. Qualitative and quantitative methods are covered by two sessions each. From the point of view of the experts, this is not sufficient, as the ability to analyse data (in particular quantitative data) is essential in sales management. Furthermore, students need knowledge of quantitative methods to understand cutting edge research in sales management (for example articles published in journals, such as Journal of Marketing, Journal of Marketing Research, Journal of Retailing, etc.). Hence, research methods need a stronger focus from a practical and a scientific perspective as well. Furthermore, students need knowledge of general research methods (which can be taught in several master programmes), but also more specific research methods tailored to programme specific needs. The school might also better communicate how students can access statistical software for quantitative and qualitative data analyses (e.g. SPSS) and encourage students to use such software in their theses.

Not only the scope and content, but also the positioning of the research methods course in the fourth trimester is not convincing. Especially, as entrance criteria allow bachelor degrees from different fields of study, some students may not be familiar with relevant research methods in social sciences in general and sales management in particular. Possibilities to solve this issue consist in tailored research methods course at the beginning of the programme, a stronger integration of research methods in existing first trimester courses and / or methodological case studies in the first trimester.



Due to this evaluation and with regard to the attributed Master of Science degree, the experts recommend subject-specific methods to be incorporated into the curriculum more extensively – particularly at an early stage of the programme – and to be taught more comprehensively.

The programme also addresses student mobility. Students spend the first two terms in Berlin and the following two terms in Paris. They can write their master thesis in term five at any place, the same applies to the internship in semester six. The programme also has a strong practical focus, demonstrated by a consultancy project in term four (10 ECTS credits) and the internship in term six. The internship (12 weeks plus a report elaborated after completion of internship) is provided with 10 ECTS credits. During the conversations at ESCP Europe, experts became convinced that the position of the internship at the end of the programme is advantageous both for students – who run a chance to become employed by the company having accepted them for the internship – and for companies – who are provided with well-trained interns.

#### 2.1.4 Modularisation and work load

Courses cover between 1 and 4 ECTS credits (master thesis: 20 ECTS credits, internship: 10 ECTS credits). One ECTS credit covers a workload of 28.5 hours contact time plus preparation and wrap-up. Language courses encompass 1 to 2 ECTS credits, the career development course also encompasses 1 ECTS credit. In these cases, the small scope of courses in terms of ECTS credits is adequate. For the remaining courses, attribution of 4 ECTS credits slightly overweighs attribution of 2 ECTS credits; ECTS credit attribution depends on the contact hours and workload: usually 4 for 30 contact hours and 2 for 15 contact hours. In the course book, the terminology of the 'module' is not used. However, according to the above-mentioned table, courses are conceptionally grouped, thus forming what is conventionally referred to as 'modules'. For the sake of transparency, the course structure as presented in the table may be adopted in the course book, thus introducing the term 'module' which may help structure the curriculum in a still more transparent way. The issue of the module / course denomination and programme structure applies likewise to all other analysed study programmes.

Generally, the size of modules in terms of ECTS rating is appropriate and the modularisation and workload is adequate. It must be noted, however, that even though the students did not significantly complain about excessive workload, the attribution of less than 5 ECTS credits in courses may lead to a general work overload, particular with regard to the number of exams per trimester. Due to this, the experts recommend revising the examination frequency and the workload per examination in order to ensure that examinations are of appropriate number and well manageable in terms of student workload. Possibly, some of the courses may be combined and finished with a joint exam.

In general, the qualification objectives and learning goals as stated in the course / module descriptions cover relevant competencies. They include functional competencies and personal development as well. However, the objectives should address different levels of learning (e.g. knowledge, comprehension, application, analysis, synthesis, evaluation) more precisely and systematically. Therefore, experts recommend learning objectives to be formulated in a competence-oriented manner to a greater extent, taking into account the variety of the imparted competences. Furthermore, the course handbook must be expanded by module descriptions on the language course (trimester 1, 2 and 3), the master thesis and the internship (trimesters 5 and 6, respectively) as well as by information on student workload, preferably broken down into face-to-face and self-study times.

In general, students assess the workload to be demanding but argue that the level of workload during their study period corresponds to the level of workload following graduation.

#### 2.1.5 Teaching methods

The pedagogical concept supports different teaching methods, such as lectures, case studies, simulations and games, group projects and exercises, company presentations, the involvement of guest speakers, company visits, company consultancy projects and internships. These methods ensure the acquisition of knowledge, train its practical application and provide students with teamwork experience. The portfolio of pedagogical methods is thus adequate.

#### 2.1.6 Examinations

Each course is completed with an exam or a number of smaller exams. Student performance in each course is usually evaluated by a mix of examination types (mostly a mix of individual exam and individual or group in-class performance, i.e. work on case studies and in-class discussion). Further examination forms are written assignments and tasks, mini tests related to cases, quizzes, group assignments and group projects. Individual / written exams usually have at least 50% weight for the final grade. The experts recommend examination types should be more clearly defined in the course books (syllabi) so as to provide transparency with regard to their competence orientation and to sufficient examination type variety (written exam, oral exam, case studies, presentations, or seminar papers). For the same reason and for the sake of transparency, the exam forms 'task' and 'final exam' should be more concretely defined taking into account the examination types listed in the exam regulations. Furthermore and in order to enhance transparency, the experts would welcome definitions on the extent of individual exams in the course book (number of pages, duration of oral exam).

Some teaching forms such as the consultancy project require group assessment. As group exams can be a source of conflict, the school may check if students perceive the balance between indi-

vidual and group examinations as adequate. The school may further develop and document strategies to avoid free riding in group assessments. Furthermore, the French 20 point grading scale may lead to a high share of good or very good grades (13 out of 20 points is still good and point intervals for grades have not the same range). As students reported that grading seems to be 'culture-bound', thus partly differing between campuses (in Paris, it is more difficult to receive good grades) and in order to increase comparability of grades, the school should make an effort to align grading standards across its different campuses.

The examination workload is generally adequate, though a reduction or combination of courses leading to a reduction of exam work load may be worth considering.

The study and examination regulations entered into force as from 16 November 2015.

#### 2.1.7 Conclusion

Objectives and concept of the study programme are mostly adequate. Qualification objectives address diverse skills; entrance criteria and programme structure fit well with these objectives; the modularisation and workload are mostly adequate, and different teaching methods and examination types are used. The main challenge of the programme is the improvable anchoring of general and programme specific research methods in the qualification objectives and the study programme. A more scientific approach is necessary to justify the M.Sc. degree. Accordingly, subject-specific methods should be taught more elaborately and incorporated in the curriculum at an early stage of the programme. A general management course should be offered to students with limited business background at the beginning of the programme. Furthermore, some clarifications in the examination regulations and the course book are recommended. Though methodological and scientific elements need more emphasis, the programme has an excellent practical focus.

## 2.2 “Master in International Sustainability Management” (M.Sc.)

### 2.2.1 Objectives with regard to qualifications

According to information from ESCP Europe, the study programme “Master in International Sustainability Management” (M.Sc.) has been developed from 15 years of experience in the specialisations of the already existing master programmes. The new programme aims at qualifying students for executive positions in the field of sustainability management within business – in „green companies“, i.e. in the energy, technological, food, clothing or cosmetics industries –, in political organizations and NGOs. The programme’s qualification objectives are transparent and clearly stated in the relevant documents, e.g. the study regulations and the diploma supplement.

The programme is highly interdisciplinary and covers a large range of essential topics including

climate change, sustainable development goals, integrated reporting, or sustainability governance. Students are supposed to gain profound insights into these topics and awareness of relevant tools and methods. Depending on their specific interests, students get the opportunity to deepen their knowledge and to gain experience in method applications in particular areas as part of consulting projects, master theses, and internships. The programme has a strong focus on intercultural and language competencies as well as on “soft skills” and career-oriented network building activities. The school’s Assurance of Learning (AoL) table states five learning goals and related objectives. The goals are: “to acquire a scientifically sound knowledge of sustainability topics; in particular, to understand the ecological background of economic activities”, “to be able to consider societal and ethical issues in business situations”, “to be able to approach economic processes with critical-analytical thinking”, “to recognize the importance of diversity and to act appropriately in cross-cultural situations”, “to be socially responsible leaders”. Objectives, assessment tools and criteria for achievement are defined for each these goals. All in all, the programme is targeting “high-performers” that pursue an international career. With regard to job opportunities following graduation, students would welcome heightened visibility of their programme during career days and the like.

Students receive the opportunity for personal reflection on their societal involvement. The programme also aims to foster interpersonal skills in extending the capabilities of transferring knowledge and experience into various societal contexts.

In 2016, 22 students were enrolled in the programme (15 had been expected, 36 applied); between 2017/18 and 2019/20 25 to 40 students are expected to enrol; in 2017/18 approximately 35 students have enrolled. Therefore, the target number of students appears to be realistic.

### 2.2.2 Entrance criteria

The master programme has a clearly defined and rather ambitious application process that ensures the intake of highly qualified students (cf. appendix of examination regulations). The criteria concerning previous bachelor studies is very inclusive, though. Students from “any field”, though preferably from the fields of business and economics, social sciences, engineering and natural sciences, are entitled to apply. Further admission criteria include fluency in English and (very) good performance at a logic test (currently SHL or EMAT).

Just as concerns the “Master in International Sales Management” (M.Sc.), also for the “Master in International Sustainability Management” (M.Sc.) the regulations of the Lisbon Convention and those with regard to the recognition of extra-curricular achievements (cf. section 2.1.2) must be defined in the examination regulations.

### 2.2.3 Structure of the programme

The programme of the “Master in International Sustainability Management” (M.Sc.) is structured in six trimesters with a total of 120 ECTS credits. Participants study during the first and fourth trimester in Berlin, during the second and third trimester in Paris and during the fifth and sixth trimester at one of ESCP Europe’s campuses in order to increase intercultural competencies and benefit from different perspectives on sustainability.

Sept – Dec	Jan – Mid-April	Mid-April – July	Sept - Jan	Feb – April	May – July
Berlin	Paris	Paris	Berlin	worldwide	
T1	T2	T3	T4	T5	T6
<b>Environmental and Sustainability Management</b> <ul style="list-style-type: none"> <li>• Environmental and Sust. Management (4 ECTS)</li> <li>• Business Ethics and CSR (4 ECTS)</li> <li>• Eco-Marketing (2 ECTS)</li> <li>• Integrated Reporting (2 ECTS)</li> </ul>	<b>Frameworks for a Sustainability Transition</b> <ul style="list-style-type: none"> <li>• Sustainable Supply Chain Management (4 ECTS)</li> <li>• New Economic Concepts for a Sustainable Lifestyle (4 ECTS)</li> <li>• New Interactions between Business and Society: Innovative Responses to the Sustainability Challenge (4 ECTS)</li> </ul>	<b>Sustainable Governance and Management in an International Context</b> <ul style="list-style-type: none"> <li>• Cross-cultural Management and Sustainability (4 ECTS)</li> <li>• Sustainability Governance and Policy (4 ECTS)</li> </ul>	<b>Research Methods, Complex Systems &amp; Organizational Change</b> <ul style="list-style-type: none"> <li>• Research Methods (4 ECTS)</li> <li>• Managing Complexity (4 ECTS)</li> <li>• Management of Change and Organizational Behaviour (4 ECTS)</li> </ul>	<b>Master Thesis for MSc (20 ECTS)</b>	<b>Internship (10 ECTS)</b>
<b>Ecosystems, Climate Change and Economic Theory</b> <ul style="list-style-type: none"> <li>• The Ecological Background of Economic Activity                             <ul style="list-style-type: none"> <li>- Climatology (2 ECTS)</li> <li>- Ecosystems Theory (2 ECTS)</li> </ul> </li> <li>• Environmental and Resource Economics (4 ECTS)</li> </ul>	<b>Elective 1: Specialisations in Sustainability (8 ECTS)</b> <ul style="list-style-type: none"> <li>• The Dark Side of Sust. (2 ECTS)</li> <li>• Business and Sust. in the Develop. World (2 ECTS)</li> <li>• International Business and Human Rights (2 ECTS)</li> </ul>	<b>Project Management and Consulting</b> <ul style="list-style-type: none"> <li>• International Project Management and Consulting (2 ECTS)</li> <li>• Mini Consultancy Project (4 ECTS)</li> </ul>	<b>Elective 2: Specialisations in Sustainability and Management (8 ECTS)</b> <ul style="list-style-type: none"> <li>• Eco-Venturing (4 ECTS)</li> <li>• Model United Nations (4 ECTS)</li> <li>• Urban Resilience (4 ECTS)</li> </ul> Further Mgmt. Electives, e.g. <ul style="list-style-type: none"> <li>• Business Information Systems (4 ECTS)</li> <li>• Corporate Finance (4 ECTS)</li> </ul>		
<b>Language &amp; Career Development</b> <ul style="list-style-type: none"> <li>• Language course (2 ECTS)</li> <li>• Career Development (1 ECTS)</li> </ul>	<b>Language &amp; Career Development</b> <ul style="list-style-type: none"> <li>• Language course (2 ECTS)</li> </ul>	<b>Language &amp; Career Development</b> <ul style="list-style-type: none"> <li>• Language course (1 ECTS)</li> </ul>	<b>Company Consultancy project / Case study (10 ECTS)</b>		

(source: ESCP Europe)

The study programme comprises a range of mandatory courses and electives that in total provide the opportunity to explore the most relevant areas of international sustainability management. It combines science-oriented courses with practice-oriented content. The programme’s courses introduce important methods and tools for sustainability management including, for instance, LCA or carbon accounting. Practice-oriented offers include a consulting project in trimester 4 and an internship at the end of the programme. However, as the programme is open for applicants with management and non-management backgrounds, a supplementary general management course should be offered to students with non-management academic background before or at the beginning of the programme. The programme title corresponds well to the curriculum and study contents, and the curriculum indicates that teaching occurs at Master level.

The programme is well-balanced regarding mandatory and elective modules. Besides the master thesis and the internship, 68 ECTS credits are attributed via mandatory courses, whereas 22 ECTS credits are attributed in the context of electives including the language course and the “Career Development” course. While the latter is labelled as mandatory in module descriptions and in the attachment to the study regulations, it is labelled as elective in the study regulations (cf. § 5 section 2 of study regulations). It is suggested to harmonise this information.

The experts conclude from the information given by ESCP Europe and the conversations at the Berlin campus that in order to strengthen the Master of Science degree, subject-specific methods should be included into the curriculum more extensively – particularly at an early stage of the programme. Furthermore, it should be taught more comprehensively and independently from the “Research Methods” course in trimester 4 that is supposed to prepare students for writing the master thesis. This could further be strengthened by the inclusion of academic papers instead of tests as mode of examination in early stages of the programme.

#### 2.2.4 Modularisation and work load

Overall, the programme offers a diversified set of modules and courses that adequately reflect the different contents and competence requirements. The module size and the assigned ECTS credits are appropriate with regard to work load. However, more attention should be paid to the fact that the attribution of less than 5 ECTS credits in courses may lead to a general work overload, particularly with regard to the number of exams per trimester. Due to this, the examination frequency and the workload per examination should be revised in order to ensure that examinations are of appropriate number and well manageable in terms of student workload. Possibly, some of the courses may be combined and finished with a joint exam. § 4 section 2 of the study regulations defines one ECTS credit to correspond to a workload of 28.5 working hours.

Tools and methods taught in the programme’s courses as well as the level of competence achieved within courses (e.g. awareness raising vs. application skills) are not fully transparent within the course books and syllabi. Accordingly, the learning objectives should be formulated in a competence-oriented manner to a greater extent, taking into account the variety of the imparted competences and the different levels of learning (e.g. knowledge, comprehension, application, analysis, synthesis, evaluation). Additionally and in order to increase transparency, the course handbook should be expanded by information on methods taught in various modules. It is also recommended to review course handbooks, syllabi and study regulations with regard to the consistency of module and course titles. Examples for inconsistencies are “Ecosystems Theory” vs. “Ecosystem Theory” and “Climate Theory” vs. “Climatology” or “SUSTAINABILITY MARKETING AND COMMUNICATION, PART II” (part I lacking) and “ECOLOGICAL BACKGROUND OF ECONOMIC ACTIVITY, PART II” (part II listed before part I).

Students benefit from a useful mixture of examination types (see below) that also allow for validating the achievement of various competences. Therefore, examination types should be more clearly defined in the course books (syllabi) so as to provide transparency with regard to their competence orientation and to sufficient examination type variety.

Beyond this, the course handbook must be expanded by module descriptions on the language course (trimester 1, 2 and 3), the career development course, the master thesis and the internship (trimesters 5 and 6, respectively) as well as by information on student workload, preferably broken down into face-to-face and self-study times.

In general, students assess the workload to be demanding but argue that the level of workload during their study period corresponds to the level of workload following graduation.

#### 2.2.5 Teaching methods

The study programme features a variety of teaching and learning methods including lectures, case studies, group work and tutorials. They are sufficiently multi-variant and adequate for a master level degree.

#### 2.2.6 Examinations

Within the programme, different types of examinations are applied. General examination types (group vs. individual examination, partly written / oral character are specified) are defined within syllabi and fit the courses' particular competence requirements. The experts recommend that in order to strengthen scientific thinking and writing, seminar papers ('Hausarbeiten') should be introduced at early stages of the programme.

At present, examinations refer to courses, not to modules. This leads to a large number of smaller exams. Besides this, according to the Bologna principles, modules constitute learning units and may be composed by various courses but ought to be completed by one examination. Accordingly, in the study programme "Master in International Sustainability Management" (M.Sc.) course-based examinations might be replaced by module-based examinations to better reflect the overall achievements within a module. Apart from this, the examination frequency and the workload per examination should be revised in order to ensure that the number of examinations is appropriate and well manageable in terms of student workload.

Various courses include group work and group-based examinations. Measures to avoid free riding as well as the replacement of some group-based examinations by individual ones could be considered. In order to increase comparability of grades, ESCP Europe should also make an effort to align grading standards across its different campuses.

The study and examination regulations entered into force as from 22 Juni 2017.

### 2.2.7 Conclusion

The study programme “Master in International Sustainability Management” (M.Sc.) is well-developed, ambitious and future-oriented with particular strengths in interdisciplinarity, practice-orientation, and the development of personal and leadership skills. It is well adapted in order for students to achieve the goals set. For the further advancement of the programme, the expert group recommends, however, a number of improvements as outlined above.

## 2.3 “Master in International Food and Beverage Management” (M.Sc.)

### 2.3.1 Objectives with regard to qualifications

According to ESCP Europe, the study programme “is designed for future managers who want to gain expertise and work in the Food & Beverage Industry, from multinational companies to SMEs, from existing Family Businesses to new Start-Ups. The targeted jobs may be labelled Marketing Manager, Brand Manager, Product Manager, Food & Beverage Department Manager, International Regional Manager, Communications Manager, Export-Import Manager, Supply Chain Manager, Product and Business Developer, Sales Manager, Entrepreneur. This programme aims at training future managers of the Food & Beverage Industry, preparing them to perform well in every role in a Food & Beverage company (Marketing, Sales, Finance, HR, Strategy, SC...), driving change by finding innovative ways to reinvent existing businesses (e.g. Family Business) and leveraging tools acquired to launch new businesses (e.g. Start-Ups).”

The school’s Assurance of Learning (AoL) table states four learning goals and related objectives. The learning goals are: “to have a broad knowledge and understanding of Food & Beverage organizations management”, “to be effective decision-makers on Food & Beverage issues”, “to recognize the importance of value diverse perspectives and skills, communicate appropriately in cross-cultural situations” and “to know how to lead and manage an international Food & Beverage venture”. The table defines the respective courses where these goals are to be pursued. Objectives of the study programme are well defined and outlined in § 2 of the study regulations as well as in the diploma supplement.

The training in intercultural skills, both encouraged by the heterogeneity of students’ backgrounds and the requirement to study at different campuses, supports the students’ personal development.

Graduates of the programme are not only given expertise in the field of food and beverage but also profound management skills in order to implement longterm innovation and internationality in companies. According to ESCP Europe, a certain need to catch up resulted from discussions with industry representatives – also from Italy and France – which was the main impetus to develop this new programme. With this study programme, ESCP Europe is entering new territory in a certain way and it will be seen, if the offered contents and learning outcomes – also against the background of the intended cooperation with the campuses in Turin and Paris – are marketable



in the long run. The study programme managers showed themselves aware of the pilot character and ready to make timely curricular and organisational changes if necessary.

Students receive the opportunity for personal reflection on their societal involvement. The programme also aims to foster interpersonal skills in extending the capabilities of transferring knowledge and experience into various societal contexts.

In 2016, 25 students were enrolled in the programme (15 had been expected); between 2017/18 and 2019/20 25 to 40 students are expected to enrol. This is ambitious, but quite realistic.

All in all, the study programme's objectives are clearly defined and suitable.

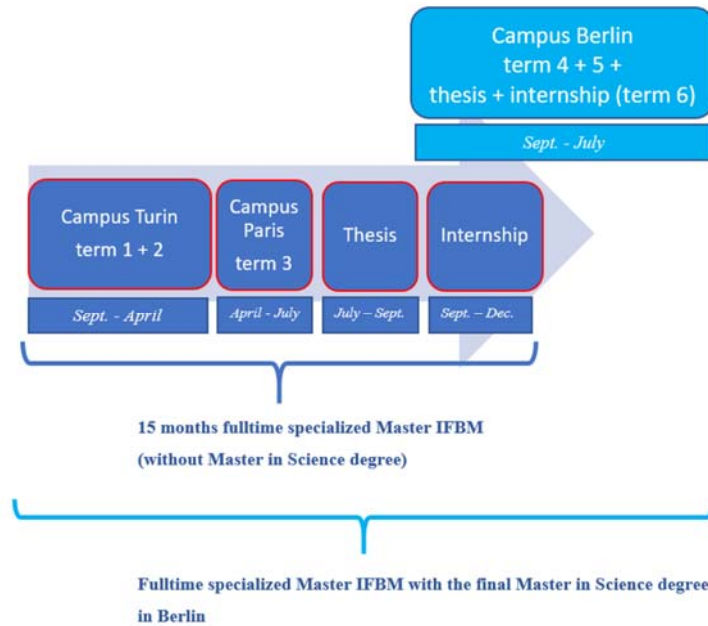
### 2.3.2 Entrance criteria

Entrance criteria include mainly a bachelor degree, preferably in engineering, economics, sciences or social sciences with at least 180 ECTS credits. Language competences (in English) are compulsory. The admission procedure is attached to the examination regulations. Entrance criteria and admission procedure are adequate.

Just as concerns the previously evaluated study programmes, also for the "Master in International Food and Beverage Management" (M.Sc.) the regulations concerning the Lisbon Convention and those with regard to the recognition of extra-curricular achievements (cf. section 2.1.2) must be defined in the exam regulations.

### 2.3.3 Structure of the programme

Students of the "Master in International Food & Beverage Management" (M.Sc.) study the first two terms at Turin, then continue at the Paris campus for the third term and finalise their studies with two more terms at the Berlin campus, followed by the master thesis and the internship. Students may also finish the study programme without the M.Sc. degree, by excluding the terms in Berlin. After studying in Turin and Paris they write their thesis and do an internship of at least four months and receive a university certificate after having completed a study duration of 15 months.



(source: ESCP Europe)

Courses include, according to the study course plan (appendix to study regulations) for the first trimester: "The F&B Industry Outlook – Managerial Economics: macro and micro trends", "Corporate Strategy: successes, failures and challenges in the F&B industry", "Marketing Principles in Food & Beverage", "Customer Experience: the international Consumer", "Financial accounting in the F&B industry", "Managing International Teams & Effective Communication", "French or Italian or German", "Turin Career Office seminar for the CV Cover Letter-Recruiting process" and "Project Management Case" with a total of 26 ECTS credits. Courses of the second trimester include: "Understanding Food and Beverage's Financial Challenges & Restaurant Management: co-managing a cost center and a profit center", "Family Business & Start-up in the F&B", "Strategic Marketing, Branding, Communication & Marketing Planning in F&B industry", "Digital strategy for F&B", "New Product Development & Innovation in F&B industry", "Sales Management in F&B Industry", "HR Management & Cross-Cultural Dynamics in F&B", "International law" with a total of 20 ECTS credits. The third trimester is composed of the following courses: "Marketing of Innovations & Luxury in the F&B Industry", "Trade, Retail & Category Marketing in the F&B industry", "Supply Chain & Operations in the F&B Industry", "Sustainability and Risk for F&B Companies", "Negotiations in an Intercultural Context" with a total of 14 ECTS credits. The fourth trimester includes the courses: "Consultancy project", "Research methods", "Managing complexity", "Organizational change" and two electives (8 ECTS credits) with a total of 30 ECTS credits. During the fifth trimester the "Master Thesis" (20 ECTS credits) is written and during the sixth trimesters students undertake their internships (10 ECTS credits).

The proportion of mandatory courses and electives is appropriate. The experts recommend, however, balancing ECTS credit attribution over the course of the studies; with ECTS credits ranging from 10 to 30 per trimester, student workload is currently rather unbalanced.

While the module titles indicate that management with regard to the Food & Beverage industry is the core topic to be taught in this study programmes, conversations with students and analysis of module descriptions as well as the profile of ESCP Europe's staff teaching in this programme (cf. section 3.1) indicates that more emphasis is put on marketing and that the broader spectrum of management theory and methods is not sufficiently anchored in the programme. Therefore, besides marketing specific aspects, the broad spectrum of management theories and methods should be included to a greater extent in the programme.

Beyond this, the degree 'Master of Science' is currently inappropriate. In case ESCP Europe plans to keep to the Master of Science, the programme must be restructured including an increased methodological training particularly during the first trimesters.

#### 2.3.4 Modularisation and work load

Generally, the size of modules in terms of ECTS rating is appropriate and the modularisation and workload is adequate. As in the previously discussed programmes, also modules / courses in the "Master in International Food & Beverage Management" (M.Sc.) are consistently designed to implicate less than 5 ECTS credits. It must be noted, however, that even though the students did not significantly complain about excessive workload, the attribution of less than 5 ECTS credits in courses may lead to a general work overload, particular with regard to the number of exams per trimester. Due to this, the examination frequency and the workload per examination should be revised in order to ensure that examinations are of appropriate number and well manageable in terms of student workload. Possibly, some of the courses may be combined and finished with a joint exam.

The following courses / modules are listed in the study course plan (appendix to study regulations) but not listed in the syllabi (course handbook): "New Product Development & Innovation in F&B Industry", "French or Italian or German" (without ECTS credits but mandatory), "Turin Career Office seminar for the CV-Cover Letter-Recruiting process" (without ECTS credits but mandatory), "Project Management Case", "Consultancy Project", "Master Thesis", and "Praktikum" (internship). Course descriptions must be provided for these modules or partial modules ('Teilmodule'). Against this, the following courses / modules are listed in the syllabi, but not in the study course plan (appendix to study regulations) as well as in § 5 of the study regulations: "Opening Module", "Corporate Finance", "Eco-Venturing" and "Business Information Systems". As these modules are mandatory, they must be incorporated into the study regulations. "Model United Nations" as an elective is not mentioned in the study regulations, whereas four other elective modules are mentioned, but syllabi not provided for them: "Strategy", "Business ethics" (mandatory module in „Master in International Sustainability Management“, M.Sc.), "Environmental Management" (possibly identical with "Environmental and Sustainability Management" from the "Master in International Sustainability Management", M.Sc.) and "Entrepreneurial thinking".

Accordingly, syllabi must be provided for mandatory and elective modules, and modules listed as mandatory in the syllabi must be integrated in the study regulations (§ 5 and appendix). Moreover, module titles mentioned in § 5 of the study regulations do not fully correspond to the titles provided in the appendix (e.g. “International law” vs. “International Business Law” or “Organizational change” vs. “Management of Change & Organizational Behaviour”). Therefore, it is recommended to review course handbooks, syllabi and study regulations with regard to the consistency of module and course titles. Also while § 4 of the study regulations states one ECTS credit to correspond to 28.5 working hours, table 4.6 in the documentation provided to experts states 27.5 working hours, which entails a misleading presentation of students’ workload. The course handbook / syllabi must also be expanded by information on student workload, preferably broken down into face-to-face and self-study times. Beyond this, learning objectives should be formulated in a competence-oriented manner to a greater extent, taking into account the variety of the imparted competences.

In general, students assess the workload to be demanding but argue that the level of workload during studies corresponds to the level of workload following graduation.

#### 2.3.5 Teaching methods

The study programme features a variety of teaching and learning methods including lectures, case studies, group work and tutorials. They are sufficiently multi-variant and adequate for a master level degree.

#### 2.3.6 Examinations

Within the programme, different types of examinations are applied. General examination types (group vs. individual examination, partly written / oral character are specified) are defined within syllabi and fit the courses’ particular competence requirements. As in the previously discussed programmes, examinations often refer to courses, not to modules. This leads to a large number of smaller exams. Besides this, according to the Bologna principles, modules constitute learning units and may be composed by various courses, but ought to be completed by one examination. Accordingly, in the study programme “Master in International Food and Beverage Management” (M.Sc.) course-based examinations might be replaced by module-based examinations to better reflect the overall achievements within a module. Apart from this, the examination frequency and the workload per examination should be revised in order to ensure that the number of examinations is appropriate and well manageable in terms of student workload.

Various courses include group work and group-based examinations. Measures to avoid free riding as well as the replacement of some group-based examinations by individual ones could be considered. In order to increase comparability of grades, ESCP Europe should also make an effort to align grading standards across its different campuses.

The study and examination regulations entered into force as from 23 Juni 2016.

### 2.3.7 Conclusion

All in all, the study programme “Master in International Food and Beverage Management” (M.Sc.) is well designed in order to achieve the goals set. However, the degree Master of Science is currently inappropriate. Therefore, the programme must be restructured including an increased methodological underpinning training. Also, syllabi must be provided for mandatory and elective modules, and modules listed as mandatory in the syllabi must be integrated in the study regulations (§ 5 and appendix).

## 2.4 “Executive Master in Digital Innovation and Entrepreneurial Leadership” (M.Sc.)

### 2.4.1 Objectives with regard to qualifications

The study programme “Executive Master in Digital Innovation and Entrepreneurial Leadership” (M.Sc.) aims at educating young executives – both entrepreneurs and intrapreneurs – in thinking and acting as responsible businessmen in an innovation-centered environment. Exploring the basic principles of innovation management and entrepreneurship in the context of digital processes of change is at the conceptual core of the programme. ESCP Europe pursues with this programme its *Culture for Business (C4B)* strategy which entails “the development of a pan-European ‘incubator’ to promote international entrepreneurship, an increased focus on digital business (...) [and] the integration of arts and social science subjects into dedicated business education to create more ‘rounded’ graduates”. The study programme’s objectives are well documented in § 2 of the study regulations and in the diploma supplement.

The programme focuses on transferring competencies in general business administration, innovation, entrepreneurship and leadership. According to ESCP Europe, “students conceptually approach the digital phenomenon, learn about technologies and their implications for respective innovations, and they derive an understanding for uncertainties that arise in our lives from phenomena such as digitalisation. At the same time, students explore entrepreneurial approaches and modes of leadership to navigate themselves and others in these contexts of uncertainty. This general qualification deliberately transcends entrepreneurship as a start-up phenomenon.” Uncertainty forms one of the study programme’s theoretical key concepts. Accordingly, students are trained to “develop a set of competencies for constructively managing uncertainty. This competence prepares the students for the labor market of the 21<sup>st</sup> century. (...) Students learn to categorize, understand and follow current and future developments in digitalization. They work both on an overview and taxonomy of digital technologies, as well as derive more in-depth understandings of specific technological advancements, such as big data analysis, artificial intelligence and

machine learning. Furthermore, students develop the skills to analyze, critically reflect upon and also create new business models that involve digital technologies. On the entrepreneurial leadership side, students study an uncertainty-based framework of entrepreneurial tools that allows them to position a wide array of methods and tools. More specifically, they study and explore the mechanisms behind concepts and methods such as effectuation, bricolage, improvisation, design thinking, lean start-up, business model innovation, business pitching.” The methods and theoretical concepts provided by this study programme are comprehensive, convincing and well suited for preparing entrepreneurs and intrapreneurs for ambitious professional challenges in general and the international businessworld under the banner of digitalisation in particular.

Through various components in the programme, students receive the opportunity for personal reflection on their societal involvement and impact. The programme also aims to foster interpersonal skills in extending the capabilities of transferring knowledge and experience into various societal contexts.

Entrepreneurial thinking is still underdeveloped in Germany. Since fostering entrepreneurial competencies is a clear socio-political goal, the study programme promises to contribute to a major area of innovation within the German society. Following the evaluation of ESCP Europe and with regard to conversations with currently enrolled students, the experts hold that the study programme corresponds well to the needs of the businessworld. There is clear demand for professionals in general and / or entre-/intrapreneurs in particular who are trained in topics as digitalization, innovation and entrepreneurial thinking. The M.Sc. degree is a further ‘USP’ for professionals interested in the programme.

The number of applicants, intake and contingency of the participants is – so far – satisfying. In 2016, 16 students were enrolled; in 2017, 14 new students have enrolled for the programme. While there are currently only two cohorts in place, the market already shows a clear and positive response to the programme. ESCP Europe expects “employability to be increasing over time” so that enrolments may increase to 25-30 new students per year; the expert group shares this evaluation and considers the expectations to be realistic.

The aims of the programme are clearly defined.

#### 2.4.2 Entrance criteria

The formal entrance criteria are clearly defined; they include a graduate degree (Bachelor or higher) with a minimum of 210 ECTS credits; business administration knowledge is recommended and proficiency in English is required. As it concerns a further training programme, 3 years of professional work experience are required additionally. In case students acquired only 180 ECTS credits previous to entering the Master programme, the lacking 30 ECTS credits can, according to

§ 3 of the exam regulations, be acquired by completing modules offered by ESCP Europe at the latest until graduation.

The selection procedure is clearly outlined and executed. A very close and personal evaluation of the participants' qualifications is ensured through in-depth personal interviews and repeated interaction of the participants with the programme director during the selection process. This also applies to the proficiency in English which is tested during the interviews.

Application and selection criteria are well-defined and communicated. Teachers recommend self-study reading to students with diverging backgrounds and lack of knowledge in specific areas; in exceptional cases, preparatory courses are recommended. According to the project-based learning approach, candidates are only admitted to the programme if they have elaborated a project which they will be able to work on during their studies, as part of the professional training.

Just as concerns the previously evaluated study programmes, also for the "Executive Master in Digital Innovation and Entrepreneurial Leadership" (M.Sc.) the regulations of the Lisbon Convention and those with regard to the recognition of extra-curricular achievements (cf. section 2.1.2) must be defined in the exam regulations.

#### 2.4.3 Structure of the programme

The study regulations identify modules with courses (cf. § 5 of the study regulations, and attachment to study regulations) and mention 'Studienleistungen' as further modules. According to this document, the study programme consists of

1) a total of 12 mandatory modules (organized as courses and / or workshops) attributed with 5 ECTS credits each. Mandatory modules include, according to the course handbook ('syllabi') 'Creative Entrepreneurship and Intrapreneurship' (number of ECTS credits needs to be added), 'Introduction to Digital Entrepreneurship and Innovation: Big Dive and Improbable', 'Entry Forms to Entrepreneurship and Innovation', 'Technological Fundamentals of Digital Innovation', 'Trends and challenges in digital innovation and entrepreneurial leadership', 'International Entrepreneurship Strategies - Doing Business in China', 'Business Model Validation and Beta-Testing in China', 'Soft Skills', 'Entrepreneurial Ecosystems', 'Entrepreneurial Finance & Execution'. These module names and thematic foci differ partly from those referred in the list of course offers provided in § 5 of the study regulations where modules are grouped – besides being partly denominated differently from names in the course handbook ('syllabi') – thematically into the sections 'Essentials and Advances in Digital Innovation & Entrepreneurship', 'International Entrepreneurship', 'Entrepreneurial Finance; Entrepreneurship and Innovation as a Method' and 'Venture Growth and Leadership'. Among the modules not referred in the course handbook but listed in the study regulations are: 'The Business of Society: Prototyping for Entrepreneurship', 'Business Modelling: new opportunities and challenges through digital transformation', 'Entrepreneurship and Innovation as a

Method: Characteristics and Dimensions', 'Scale up of entrepreneurial ventures', and 'Driving and Managing Growth and Value Creation'. The experts welcome the harmonisation of module / course denominations and the general presentation of the study programme in various documents.

2) 4 preparatory modules without ECTS credit attribution that are substantially and organisationally related to the 'Studienleistungen' or the master thesis, respectively. They include the 'Research Methods' course intended to facilitate the preparation of the Master thesis, the 'Event Organisation Methods' course aimed to provide methodological skills for the organization of events, as the Stakeholder/Community Building Event, and the 'Incubator' for the preparation and presentation of an individual venture or entrepreneurial project.

3) 2 modules referred to as 'Studienleistungen' (organised as team projects with the same mandatory character and scope of workload as the mandatory modules), also attributed with 5 ECTS credits each. The modules focus on the development and realisation of a Stakeholder/Community Building Event related to the Entrepreneurial / Innovation Venture and the Entrepreneurial / Innovation Venture itself.

4) the master thesis (15 ECTS credits).

The first group of three modules is taught in Berlin, the second group of two modules in Shanghai, the third group of three modules in Paris, the fourth group of two modules at Silicon Valley, USA, and the fifth group of three modules in London or Berlin; the sixth module is the master thesis and can be completed at any of ESCP Europe's campuses.

The study programme's curriculum is well conceptualised in order for students to achieve the goals set by ESCP Europe. Students receive the necessary theoretical and methodological tools for subsequently thriving professionally as entrepreneurs, also at international level. The title of the programme corresponds well with its curriculum.

The concept of uncertainty is at the conceptual core of the programme's curriculum. However, during conversations at ESCP Europe the experts got the impression that instead of the general term of uncertainty the curriculum is very much based on the effectuation theory. In order to clarify the programme's layout and to create more transparency for students as well as clarity with regard to the theoretical core, instead of the concept of uncertainty the effectuation theory should be given more prominence in programme objectives, the curriculum and course descriptions. Apart from this, the concept of the alternative mindset (effectuation theory) might be better adjusted to the fact that the majority of students work in larger corporations.

However, the degree 'Master of Science' is, from the point of view of the expert group, currently inappropriate. In case ESCP Europe plans to keep the Master of Science, the programme must



include an increased methodological training particularly during the first trimesters. Additionally, subject-specific theories should be taught from the first trimester onwards.

While recognising suitability of the scheduled contents for achieving the goals set for this programme, the expert group formulates five monita:

1) As the provided course handbook is only a sample, the expert group could not satisfactorily evaluate the appropriateness of the information given in the course handbook with regard to its completeness (listing of all modules, listing of all required information for each module) in general and the denomination of courses in particular. Accordingly, a complete course handbook, harmonised with information on courses as provided in the study regulations, must be provided.

2) The regulations for the accreditation of study programmes do not provide modules without ECTS attribution. Therefore, the respective modules ('Studienleistungen') must either be attributed ECTS credits or integrated into the modules which they are thematically linked to (example: the module "Incubation in the university incubator and final presentation of the Entrepreneurial / Innovation Venture project" must be integrated into the module – also referred to as 'Studienleistung' – "Entrepreneurial / Innovation Venture"); workload as well as module descriptions must be adjusted accordingly.

3) In the German higher education system, the term 'Studienleistungen' typically refers to students' efforts and performance *within* the context of modules, not to modules in their own right. The experts acknowledge that ESCP Europe distinguishes between student efforts accomplished via course participation (i.e. modules) and student efforts accomplished via team project work (i.e. 'Studienleistungen'). Notwithstanding this, the expert group suggests avoiding differentiation in module classification and advises ESCP Europe to denominate all modules as 'modules'.

4) Not only does information on modules differ between the course book and the study regulations; besides this, § 5 of the study regulations is currently ambiguous with regard to the number of ECTS credits to be obtained before registering for the master thesis. While section 4 informs about the necessity to obtain 65 ECTS credits in mandatory modules plus 10 ECTS credits in 'Studienleistungen', section 1 and 3 inform about the necessity to obtain 60 plus 10 ECTS credits in mandatory modules and 'Studienleistungen'. This ambiguity must be cleared up.

5) the study regulations inform about a regular programme duration of four semesters (§ 3 section 2). Apparently, this is not correct, as the programme duration is 18 months. Probably, it concerns an editorial error and will be corrected.

In order to maintain the cohort character of the programme, the courses are invariably mandatory which is typical for executive programmes.

Such monita notwithstanding, the expert group acknowledges that contents and competences entailed in the curriculum are adequate with regard to the master level. Also, the balance between transferred theoretical knowledge and practical experience is mostly well met.

As the participants engage in international study trips (Silicon Valley, Shanghai) and also study at the ESCP campuses in Paris and London, the international study experience included into the programme is very extensive and provides the participants with an overview of the international innovation and entrepreneurship scene.

The design of the study programme is well balanced and the content and lectures are very well aligned with the targeted qualifications. Current trends in research and practice are very well reflected in the study courses' conceptualisations.

#### 2.4.4 Modularisation and work load

The workload and ECTS credits are transparently documented in the study regulations. According to § 4 section 2 of the study regulations one ECTS credit corresponds to 30 working hours. Against this, the documents presented to the experts provide one ECTS credit to correspond to 27.5 hours (table 5.5). According to table 5.5 students spend 11.36 hours per week for self-study and 17.14 hours per week with project work which is done on the job. In addition, 60 hours per term (6 months) are spent as contact hours and group work. Generally, expected contact hours and self-learning hours are well balanced. However, more time ought to be calculated as one ECTS credit involves more working hours, according to the study regulations. Notwithstanding this, the workload appears to be manageable for students, also considering that the study programme is carried out as a further training programme.

Most modules comprise 5 ECTS credits. The duration, scope and combination of the modules are adequate for an executive master. However, the syllabi are not complete. Therefore, a complete course handbook also including module descriptions on the master thesis and the internship as well as information on student workload, preferably broken down into face-to-face and self-study times and harmonised with information on courses as provided in the study regulations, must be provided (for instance, the mandatory module 'Creative Entrepreneurship and Intrapreneurship' is not listed in the study course plan as attached to the study regulations). Beyond this, learning objectives should be formulated in a competence-oriented manner to a greater extent, taking into account the variety of the imparted competences. It is also recommended to review course handbooks, syllabi and study regulations with regard to the consistency of module and course titles.

#### 2.4.5 Teaching methods

The teaching methods include both conventional approaches as well as innovative elements that are partly "experimental and experiential". The "specific project-based pedagogy (...) combines

the analytical, conceptual and collaborative exigencies needed to develop a societal intelligence and a very strong and pragmatic operationality. The methods deployed are interactive, iterative, as well as participative and experimental. They include highly conceptual lecture-style sessions, iterative developmental co-constructive formats, flipped classroom elements, case studies and radically hands-on moments. In every module, narrative (oral and written) and visual (photography, design and video) approaches are applied, that are grounded in cognitive, affective and solidary learning logics and are frequently deployed by means of practical real-life challenges." Theory and practice become further intertwined by way of the applied tandem teaching approach, in collaboration with entrepreneurs mainly from Berlin as well as with ESCP Europe's alumni.

All in all, the expert group considers the balance between state-of-the-art (online) teaching tools and presence teaching to be well designed. Sufficient variance is provided. The didactical and practice oriented concepts are well integrated and suited to equip students with a sufficiently clear profile for entering the targeted labor market.

#### 2.4.6 Examinations

Examinations refer to modules, which is appropriate. As in most executive programmes, individual and group assignments dominate the examination formats; this guarantees competence orientation in a general way, as individual examinations are suitable to test other competences as group examinations. Notwithstanding this, the experts recommend examination types to be more clearly defined in the course books (syllabi) so as to provide transparency with regard to their competence orientation and to sufficient examination type variety.

According to the experts, emphasis should be put on phasing in more individual assignments. Especially when providing graduates with a Master of Science degree, courses which contain methodology and theory content ought to be concluded with individual examinations. Exam frequency and organisation are appropriate.

Furthermore and in order to enhance transparency, the experts would welcome definitions on the extent of individual exams in the course book (number of pages, duration of oral exam).

In order to increase comparability of grades, ESCP Europe should make an effort to align grading standards across its different campuses.

The study and examination regulations entered into force as from 22 Juni 2017.

#### 2.4.7 Conclusion

The concept of the study programme is well suited to enable students to reach the goals of the programme. The conceptualisation of the modules is overall well balanced. However, the experts formulate a number of recommendations for the further advancement of the programme as referred above.

### 3 Implementation

#### 3.1 Resources

ESCP Europe provided first information on concrete staff for all courses. In general, the targets of the study programmes – in particular the feasibility of the courses – are ensured. This is not fully the case with the study programme “Master in International Food and Beverage Management” (M.Sc.). Here, teaching staff covers mainly the fields of marketing, corporate finance, human resources management, macroeconomics, international business law, sales and supply chain management, negotiations, family business and start-ups. Therefore, ESCP Europe should continuously monitor the teaching capacities with regard to staff specialised in the field of food and beverage. If necessary, ESCP Europe should adapt its resource allocation accordingly.

Courses are mainly taught by academic staff, and visiting professors are invited to teach specialised courses. The academic staff covers 50% of the ECTS credits to be gained by the students. The department heads are planning to recruit three to four professors. The accreditation board appreciates the further education for academic staff in order to improve the didactic skills for a better student learning outcome. Furthermore, they are in charge of ensuring that the contents of the courses match the module descriptions and that quality standards are met. There is no doubt in the feasibility of the study programmes; the interweaving of the different programmes is taken into account. Students are aware that not only the academic advisors but all teachers within the departments are approachable and feel that their needs are taken into consideration. The rather small number of students enables a close relationship between teaching staff and students, assuring a good flow of information in both directions. Measures for the development of human resources are available.

In the long run, the financial backbone of ESCP Europe are tuition fees. Fees are partly paid by students' employers. When this is not the case, students may request a loan provided by ESCP Europe's partner Braincapital to be refunded within a maximum of ten years after graduation. Also, ESCP Europe provides two scholarships per year – one for a female student in digital business (corresponding to 50% of the tuition fee), the other for a start-up founder (20% tuition fee). Beyond the tuition fees, financial stability for reliably providing the study programmes is ensured by the Chamber of Commerce and Industry Paris Île-de-France (CCIR), the Berlin Senate and also by ESCP Europe's foundation.

The assessment of the teaching rooms reveals a modern state-of-the-art learning facility at the Berlin campus. This includes lecture halls of varying size. For teaching purposes extensive and

appropriate equipment is available. The library's equipment and opening hours are sufficient. Students are also enabled to access electronic documents easily. The representative entrance hall was recently ceded to students for learning, discussing, relaxing and piano playing during breaks, which further contributes to a comfortable study experience. Students informed the experts, though, about varying study conditions at the different campuses but which does not crucially impair studies.

## **3.2 Processes of decision-making, organisation and cooperation**

### 3.2.1 Organisation and processes of decision-making

The organisation of the study programmes is fully carried out under the responsibility of ESCP Europe, the courses are organised by the respective head of department. Also at the level of modules, responsible staff is indicated. Students' representatives are elected every year and address students' needs to professors but also to the responsible staff being in charge. Student representatives are also part of committees and can contribute to the further development of the study programmes.

### 3.2.2 Cooperations

As ESCP Europe is a university with campuses in Paris, Berlin, London, Madrid, Warsaw and Turin, students may freely move between these locations. In addition there is extensive exchange and cooperation with local companies (regarding the evaluated study programmes, mainly in Berlin and Turin) which also helps incorporate their expectations on future leaders in the development of the study programmes. It is planned to establish an advisory board with companies so that their consultancy can influence the study programmes in a nutritious way. Among the institutions collaborating with ESCP Europe's campus in Berlin is the Unternehmer Club Berlin; both institutions jointly established the UNTERNEHMERSCHULE.

## **3.3 Transparency and documentation**

General information on the study programmes as well as study course plans, syllabi, examination requirements and the prerequisites for admittance including the regulations for compensating disadvantages of handicapped students are documented and published. These documents, guidelines, handbooks and regulations have been released and can also be found online. Relative ECTS grades are referred to in the transcripts of records for the study programmes "Master in International Sales Management" (M.Sc.), "Master in International Sustainability Management" (M.Sc.), and "Master in International Food and Beverage Management" (M.Sc.). The transcript of records must still be submitted for the "Executive Master in Digital Innovation and Entrepreneurial Leadership" (M.Sc.). Beyond this, the current version of the diploma supplement (recast of the HRK / KMK of 2017) should be used for all four study programmes.

### **3.4 Gender justice, equality of opportunities**

ESCP Europe emphasises in its values the equal treatment of all students, irrespective of gender, origin, ethnicity, religion, or other aspects of their person. The needs of disabled students are adequately addressed in the examination regulations. The given study programmes are addressed to both sexes and all students are treated equally. Therefore, the system can be depicted as just, providing equal opportunities. Additionally, a specific scholarship for women is offered in order to empower women and rise their number in the programmes. ESCP also provides 'emergency scholarships' for students in need. Therefore, the expert group concludes that concepts for gender justice and for the promotion of equal opportunities of students in special situations are implemented in the study programmes.

### **3.5 Conclusion**

Overall, the adequate implementation of the study programmes is ensured with regard to the qualitative and quantitative facilities concerning human resources, financial resources and space. Interdependence with other study programmes is taken into account.

## **4 Quality Management**

### **4.1 Organisation of quality assurance processes and implementation of quality assurance results**

Since its founding, ESCP Europe has defined and adopted a series of quality assurance measures that also relate decentrally to the campus in Berlin. In general, every campus pertaining to ESCP Europe is responsible for implementing quality assurance measures by its own and for reporting to ESCP Europe in Paris.

Responsibilities are regulated transparently. There are a number of committees (European Executive Committee, Consultative Committee, European Teaching and Learning Committee, European Research Committee and Strategic Project Committee). In addition to fundamental questions of ESCP Europe's strategic orientation, content and organisational topics are also discussed in these bodies and decisions are made that directly affect the range of courses offered and, in particular, the cooperation with the different campuses.

Courses are evaluated each semester. In the course evaluation the questionnaires include questions regarding the student actual workload. Here, also the particular setting of further training students and their heightened workload due to occupation is considered. Evaluation results are discussed at campus level while the local academic director passes the (aggregated) results to the faculty. Students who participated in the on-site-visit would welcome, however, more detailed

feedback on their performance during presentations, for instance with regard to the “Master of International Sales Management” (M.Sc.).

An essential element of quality management at the Berlin campus are the regularly and digitally conducted course evaluations where suggestions and criticism (as free text) can also be expressed. Participation in the evaluation is necessary for students to get access to results of examinations on the teaching platform MYSCHOOL (AURION system). This way, ESCP Europe regularly reaches a high participation rate. Each lecturer has access to the evaluation results of his / her courses, the Scientific Director sees the results of all courses. According to ESCP Europe, anonymity is ensured.

The experts were able to convince themselves that the tasks involved in the implementation of quality management are clearly defined and rigorously performed and controlled. From the evaluation results presented and the discussions with the students it also became clear that the students are given a wide range of opportunities to participate; suggestions and criticism are taken seriously. During the conversations, the experts were also given convincing examples of timely organizational and content-related improvements.

Another essential element of quality management is the Assurance of Learning (AoL) system, which applies to all four programmes to be accredited. In the AoL system the learning objectives in individual courses are derived and checked in several stages from the mission statement of the higher education institution. This system is also a regular part of the re-accreditation by the US-American accreditation agency Association to Advance Collegiate Schools of Business (AACSB).

## **4.2 Conclusion**

The procedures for reviewing the objectives of the programme, the concept and its implementation are in place and appropriate. Suitable measures are derived and implemented.

## **5 Evaluation according to the „Standards and Guidelines for Quality Assurance in the European Higher Education Area“ (ESG) in the latest official version**

### **Evaluation according to the „Criteria for the Accreditation of Study Programmes“ (resolution of the Accreditation Council of 08.12.2008, last amended on 20.02.2013)**

The programmes “Master in International Sales Management” (M.Sc.), “Master in International Sustainability” (M.Sc.), “Master in International Food and Beverage Management” (M.Sc.) and

“Executive Master in Digital Innovation and Entrepreneurial Leadership” (M.Sc.) have been assessed on the basis of the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG).

**Criterion 1: Qualification Objectives of the Study Programme Concept:**

- The criterion is fulfilled with regard to all programmes.

**Criterion 2: Conceptual Integration of the Study Programme in the System of Studies**

- The criterion is fulfilled with regard to all programmes.

**Criterion 3: Study Programme Concept**

- The criterion is partly fulfilled with regard to all programmes.

It applies to all programmes that:

Rules governing the transfer of credits from other universities have to be added to the examination regulations; they have to be in accordance with the provisions of the Lisbon convention.

Rules governing the recognition of competencies students have acquired outside higher education institutions have to be added to the exam regulations. The rules must allow the recognition up to fifty percent of the study programme.

It applies to the programmes “Master in International Food and Beverage Management” (M.Sc.) and “Executive Master in Digital Innovation and Entrepreneurial Leadership” (M.Sc.) that:

The degree ‘Master of Science’ is currently inappropriate. In case ESCP Europe plans to keep the ‘Master of Science’, the programme must include an increased methodological training particularly during the first trimesters.

It applies to the programme “Executive Master in Digital Innovation and Entrepreneurial Leadership” (M.Sc.) that:

Modules referred to as ‘Studienleistungen’ in the study regulations must either be attributed ECTS credits or integrated into the modules which they are thematically linked to; workload as well as module descriptions must be adjusted accordingly.

The ambiguity with regard to the number of ECTS credits to be obtained before registering for the master thesis (cf. § 5 of the study regulations) must be cleared up.

**Criterion 4: Academic Feasibility**

- The criterion is fulfilled with regard to all programmes.

**Criterion 5: Examination System**

- The criterion is fulfilled with regard to all programmes.



**Criterion 6: Programme related Co-operations**

- The criterion is fulfilled with regard to all programmes.

**Criterion 7: Facilities**

- The criterion is fulfilled with regard to all programmes.

**Criterion 8: Transparency and Documentation**

- The criterion is partly fulfilled.

It applies to all programmes that:

The course handbooks must be expanded by module descriptions on the Master thesis and the internship as well as by information on student workload.

It applies to the programme “Master in International Sales Management” (M.Sc.) that:

The course handbook must be expanded by module descriptions on the language course.

It applies to the programme “Master in International Sustainability Management” (M.Sc.) that:

The course handbook must be expanded by module descriptions on the language course and the career development course.

It applies to the programme “Master in International Food and Beverage Management” (M.Sc.) that:

Syllabi must be provided for mandatory and elective modules, and modules listed as mandatory in the syllabi must be integrated in the study regulations (§ 5 and appendix).

It applies to the programme “Executive Master in Digital Innovation and Entrepreneurial Leadership” (M.Sc.) that:

A complete course handbook (syllabi) – harmonised with information on courses as provided in the study regulations – must be provided.

An example of the transcript of records must be submitted.

**Criterion 9: Quality Assurance and Further Development**

- The criterion is fulfilled with regard to all programmes.

**Criterion 10: Study Programmes with a Special Profile Demand**

- The criterion is fulfilled with regard to the further study programme “Executive Master in Digital Innovation and Entrepreneurial Leadership” (M.Sc.). It is not applicable to the remaining programmes.

**Criterion 11: Gender Justice and Equal Opportunities**

- The criterion is fulfilled with regard to all programmes.

## 6 Accreditation proposal

The expert group proposes an accreditation with conditions.

The expert group proposes the following conditions:

### General conditions:

1. The course handbooks must be expanded by module descriptions on the Master thesis and the internship as well as by information on student workload.
2. Rules governing the transfer of credits from other universities have to be added to the examination regulations; they have to be in accordance with the provisions of the Lisbon convention.
3. Rules governing the recognition of competencies students have acquired outside higher education institutions have to be added to the exam regulations. The rules must allow the recognition up to fifty percent of the study programme.

### Condition for the study programme “Master in International Sales Management” (M.Sc.):

1. The course handbook must be expanded by module descriptions on the language course.

### Condition for the study programme “Master in International Sustainability Management” (M.Sc.):

1. The course handbook must be expanded by module descriptions on the language course and the career development course.

### Conditions for the study programme “Master in International Food and Beverage Management” (M.Sc.):

1. The degree ‘Master of Science’ is currently inappropriate. In case ESCP Europe plans to keep the ‘Master of Science’, the programme must include an increased methodological training particularly during the first trimesters.
2. Syllabi must be provided for mandatory and elective modules, and modules listed as mandatory in the syllabi must be integrated in the study regulations (§ 5 and appendix).

**Conditions for the study programme “Executive Master in Digital Innovation and Entrepreneurial Leadership” (M.Sc.):**

1. The degree ‘Master of Science’ is currently inappropriate. In case ESCP Europe plans to keep the ‘Master of Science’, the programme must include an increased methodological training particularly during the first trimesters.
2. A complete course handbook (syllabi) – harmonised with information on courses as provided in the study regulations – must be provided.
3. Modules referred to as ‘Studienleistungen’ in the study regulations must either be attributed ECTS credits or integrated into the modules which they are thematically linked to; workload as well as module descriptions must be adjusted accordingly.
4. The ambiguity with regard to the number of ECTS credits to be obtained before registering for the master thesis (cf. § 5 of the study regulations) must be cleared up.
5. An example of the transcript of records must be submitted.

## IV Decisions of the Accreditation Commission of ACQUIN<sup>1</sup>

### 1 Accreditation decision

Based on the evaluation report of the expert group, the statement of the HEI and the statement of the Standing Expert committee, on 26 March 2018 the Accreditation Commission made the following decisions:

**The study programmes are accredited with the following general and specific conditions and recommendations:**

#### **General Condition:**

- The examination regulations supplemented by the provisions of the Lisbon Convention and the recognition of non-academic achievements must still be submitted in an approved form.

The decision of the Accreditation Commission does not comply with the assessment by the expert group in the following points:

#### Withdrawal of conditions

- The course handbooks must be expanded by module descriptions on the Master thesis and the internship as well as by information on student workload.

Statement:

On the basis of the subsequently filed documents, the Accreditation Commission assesses this general condition to be fulfilled with regard to the study programmes "Master in International Sales Management" (M.Sc.), "Master in International Food and Beverage Management" (M.Sc.) as well as "Master in International Sustainability Management" (M.Sc.). The general condition was withdrawn and converted into a specific condition for the study programme "Executive Master in Digital Innovation and Entrepreneurial Leadership" (M.Sc.) since it is not yet fulfilled with regard to this programme.

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<sup>1</sup> Gemäß Ziffer 1.1.3 und Ziffer 1.1.6 der „Regeln für die Akkreditierung von Studiengängen und die Systemakkreditierung“ des Akkreditierungsrates nimmt ausschließlich die Gutachtergruppe die Bewertung der Einhaltung der Kriterien für die Akkreditierung von Studiengängen vor und dokumentiert diese. Etwaige von den Gutachtern aufgeführte Mängel bzw. Kritikpunkte werden jedoch bisweilen durch die Stellungnahme der Hochschule zum Gutachterbericht geheilt bzw. ausgeräumt, oder aber die Akkreditierungskommission spricht auf Grundlage ihres übergeordneten Blickwinkels bzw. aus Gründen der Konsistenzwahrung zusätzliche Auflagen aus, weshalb der Beschluss der Akkreditierungskommission von der Akkreditierungsempfehlung der Gutachtergruppe abweichen kann.

Rephrasing of conditions (here: original wording)

- Rules governing the transfer of credits from other universities have to be added to the examination regulations; they have to be in accordance with the provisions of the Lisbon convention.
- Rules governing the recognition of competencies students have acquired outside higher education institutions have to be added to the exam regulations. The rules must allow the recognition up to fifty percent of the study programme.

Statement:

ESCP Europe has submitted drafts of the amended Examination Regulations for these two general conditions. However, these still have to be approved by the Berlin Senate. The Accreditation Commission decides to rewrite the two conditions as well as their conflation in one edition.

### **“Master in International Sales Management” (M.Sc.)**

**The study programme “Master in International Sales Management” (M.Sc.) is accredited for the first time without further specific conditions.**

**The accreditation is valid until 30 September 2019.**

**The Higher Education Institution must submit documents that prove the fulfilment of the conditions by 24 January 2019. If the Accreditation Commission comes to the conclusion that the conditions are fulfilled, the accreditation will be extended until 30 September 2023. If the Higher Education Institution fails to prove the fulfilment of the conditions in due time, the accreditation will not be extended.**

**The accreditation procedure may be suspended for up to 18 months after response from the Higher Education Institution, with the expectation that the Higher Education Institution will remedy the deficiencies within the given time frame. This statement must be submitted until 24 May 2018.**

The following recommendations are given for the further development of the study programme:

- A supplementary general management course should be offered to students with non-management academic background before or at the beginning of the programme.
- Subject-specific methods should be incorporated into the curriculum more extensively – particularly at an early stage of the programme – and be taught more comprehensively.

The decision of the Accreditation Commission does not comply with the assessment by the expert group in the following points:

Withdrawal of conditions

- The course handbook must be expanded by module descriptions on the language course.

Statement:

The condition can be considered to be fulfilled due to the documents subsequently filed by the HEI.

**“Master in International Sustainability Management” (M.Sc.)**

**The study programme “Master in International Sustainability Management” (M.Sc.) is accredited for the first time without further specific conditions.**

**The accreditation is valid until 30 September 2019.**

**The Higher Education Institution must submit documents that prove the fulfilment of the conditions by 24 January 2019. If the Accreditation Commission comes to the conclusion that the conditions are fulfilled, the accreditation will be extended until 30 September 2023. If the Higher Education Institution fails to prove the fulfilment of the conditions in due time, the accreditation will not be extended.**

**The accreditation procedure may be suspended for up to 18 months after response from the Higher Education Institution, with the expectation that the Higher Education Institution will remedy the deficiencies within the given time frame. This statement must be submitted until 24 May 2018.**

The following recommendations are given for the further development of the study programme:

- Module and course titles in the course handbooks, syllabi and study regulations should be reviewed with regard to consistency.
- A supplementary general management course should be offered to students with non-management academic background before or at the beginning of the programme.
- The course handbook should be expanded by information on methods taught in various modules.
- Subject-specific methods should be incorporated into the curriculum more extensively – particularly at an early stage of the programme – and be taught more comprehensively.

The decision of the Accreditation Commission does not comply with the assessment by the expert group in the following points:

Withdrawal of conditions

- The course handbook must be expanded by module descriptions on the language course.

Statement:

The condition can be considered to be fulfilled due to the documents subsequently filed by the HEI.

**“Master in International Food and Beverage Management” (M.Sc.)**

**The study programme “Master in International Food and Beverage Management” (M.Sc.) is accredited for the first time with the following specific conditions:**

- The study regulations supplemented by the module "Research Methods I" and by all mandatory modules (§ 5 and appendix) must be submitted in an approved form.
- A corrected module description concerning the module “Research Methods II” has to be submitted.

**The accreditation is valid until 30 September 2019.**

**The Higher Education Institution must submit documents that prove the fulfilment of the conditions by 24 January 2019. If the Accreditation Commission comes to the conclusion that the conditions are fulfilled, the accreditation will be extended until 30 September 2023. If the Higher Education Institution fails to prove the fulfilment of the conditions in due time, the accreditation will not be extended.**

**The accreditation procedure may be suspended for up to 18 months after response from the Higher Education Institution, with the expectation that the Higher Education Institution will remedy the deficiencies within the given time frame. This statement must be submitted until 24 May 2018.**

The following recommendations are given for the further development of the study programme:

- Module and course titles in the course handbooks, syllabi and study regulations should be reviewed with regard to consistency.
- Besides marketing specific aspects, the broad spectrum of management theories and methods should be included to greater extent in the programme.
- ECTS credit attribution should be balanced over the course of the studies.

- The examination frequency and the workload per examination should be revised in order to ensure that the number of examinations is appropriate and well manageable in terms of student workload.
- ESCP Europe should continuously monitor the teaching capacities with regard to staff specialised in the field of food and beverage. If necessary, ESCP Europe should adapt its resource allocation accordingly.

The decision of the Accreditation Commission does not comply with the assessment by the expert group in the following points:

Rephrasing of conditions (here: original wording)

- The degree 'Master of Science' is currently inappropriate. In case ESCP Europe plans to keep the 'Master of Science', the programme must include an increased methodological training particularly during the first trimesters.

Statement:

Due to the subsequently filed documents, the condition can be rephrased in the sense that the Study Regulations, amended by the new module "Research Methods I", must be submitted in an approved form.

- Syllabi must be provided for mandatory and elective modules, and modules listed as mandatory in the syllabi must be integrated in the study regulations (§ 5 and appendix).

Statement:

Due to the documents subsequently filed by the HEI – filing of modified module handbook for elective and mandatory modules as well as adjustment of Study Regulations with regard to mandatory modules – the condition has to be rephrased since the first part of the condition is fulfilled while the approval of the Study Regulations by the Senate is still pending. The condition can also be merged with the condition that refers to the submission of approved Study Regulations concerning the module „Research Methods I“.

### **“Executive Master in Digital Innovation and Entrepreneurial Leadership” (M.Sc.)**

**The study programme “Executive Master in Digital Innovation and Entrepreneurial Leadership” (M.Sc.) is accredited for the first time with the following specific conditions:**

- The course handbooks must be expanded by information on student workload.



- The revised study regulations (supplemented by the module "Research Methods in Entrepreneurship and Innovation" as well as the integration of 'Studienleistungen' into modules) must be submitted in an approved form.
- Module types, forms of teaching, workload as well as 'Studienleistungen' and examinations have to be included in the appendix of the study regulations.
- The ambiguity with regard to the number of ECTS credits to be obtained before registering for the master thesis (cf. § 5 of the study regulations) must be cleared up.
- A transcript of records including correct course module names must be submitted.

**The accreditation is valid until 30 September 2019.**

**The Higher Education Institution must submit documents that prove the fulfilment of the conditions by 24 January 2019. If the Accreditation Commission comes to the conclusion that the conditions are fulfilled, the accreditation will be extended until 30 September 2023. If the Higher Education Institution fails to prove the fulfilment of the conditions in due time, the accreditation will not be extended.**

**The accreditation procedure may be suspended for up to 18 months after response from the Higher Education Institution, with the expectation that the Higher Education Institution will remedy the deficiencies within the given time frame. This statement must be submitted until 24 May 2018.**

The following recommendations are given for the further development of the study programme:

- Module and course titles in the course handbooks, syllabi and study regulations should be reviewed with regard to consistency.
- Subject-specific theories should be taught from the first trimester onwards.
- In order to clarify the programme's layout, instead of the concept of uncertainty the effectuation theory should be given more prominence.
- The proportion of individual assignments should be increased.

The decision of the Accreditation Commission does not comply with the assessment by the expert group in the following points:

Additional condition

- The course handbooks must be expanded by information on student workload.

Statement:

The formerly general condition was changed into a specific condition and slightly reformulated due to the HEI's filing of documents.

#### Withdrawal of condition

- A complete course handbook (syllabi) – harmonised with information on courses as provided in the study regulations – must be provided.

Statement:

The modules listed in the subsequently filed module handbook correspond to the modules listed in the subsequently filed Study Regulations. Accordingly, the condition can be withdrawn.

#### Rephrasing of conditions (here: original wording)

- The degree 'Master of Science' is currently inappropriate. In case ESCP Europe plans to keep the 'Master of Science', the programme must include an increased methodological training particularly during the first trimesters.

Statement:

Due to the subsequently filed documents – draft of the modified Study Regulations that includes in § 5 the new module "Research Methods in Entrepreneurship and Innovation" (4 ECTS credits) the condition must be rephrased: the modified, approved Study Regulations must be submitted.

- Modules referred to as 'Studienleistungen' in the study regulations must either be attributed ECTS credits or integrated into the modules which they are thematically linked to; workload as well as module descriptions must be adjusted accordingly.

Statement:

The 'Studienleistungen' were converted into modules. The module descriptions for the newly conceived or modified modules were submitted. As the approval of the modified Study Regulations is still pending, the condition is rephrased. It is also merged with the condition concerning the submission of the Study Regulations (with regard to the integrated module "Research Methods I").

- An example of the transcript of records must be submitted.

Statement:

The denomination of course modules in the Transcript of records does not correspond completely with the denominations included in the subsequently filed, modified Study Regulations. Therefore, the condition must be rephrased.

## **2 Fulfilment of conditions**

The Higher Education Institution has submitted the documents that prove the fulfilment of the conditions in due time. These documents have been forwarded to the Standing Expert Committee with request for examination. The Standing Expert Committee came to the conclusion that the conditions are fulfilled.

Based on the statement of the Standing Expert Committee, on 10 December 2018 the Accreditation Commission of ACQUIN took the following decisions:

**The condition of the study programme “Master in International Sales Management” (M.Sc.) is fulfilled.**

**The accreditation period is extended until 30 September 2023.**

**The condition of the study programme “Master in International Sustainability Management” (M.Sc.) is fulfilled.**

**The accreditation period is extended until 30 September 2023.**

**The condition of the study programme “Master in International Food and Beverage Management” (M.Sc.) is fulfilled.**

**The accreditation period is extended until 30 September 2023.**

**The condition of the study programme “Executive Master in Digital Innovation and Entrepreneurial Leadership” (M.Sc.) is fulfilled.**

**The accreditation period is extended until 30 September 2023.**