

Decision of the FIBAA Accreditation and Certification Committee



Special Meeting on January 13, 2025

PROGRAMME ACCREDITATION

Project Number:	24/059
Higher Education Institution:	emlyon (France) European University Cyprus (Cyprus) Macromedia University of Applied Sciences (Germany)
Location:	France, Cyprus, Germany
Study programme:	Innovation and Technology for Education, Master of Science
Type of accreditation:	Concept accreditation

The FIBAA Accreditation and Certification Committee has taken the following decision:

According to § 7 (6) in conjunction with § 9 (1) in conjunction with § 9 (4) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from May 01, 2024, the study programme is accredited.

Period of Accreditation: January 13, 2025 until January 12, 2030

The FIBAA Quality Seal is awarded.

Assessment Report

Joint Programmes according to the European Approach



Study programme and qualification:

Innovation and Technology for Education, Master of Science

Degree awarding higher education institutions:

emlyon (France)

European University Cyprus (Cyprus)

Macromedia University of Applied Sciences (Germany)

Contributing higher education institution:

Galileo Global Education Operations

Noroff University College (Norway)

Structure of the Assessment Report

Quality profile	9
0 General Information	11
0.1 General information on the Institution(s)	11
0.2 General information on the joint programme	11
Appraisal	14
1 Eligibility	15
1.1 Status	15
Appraisal	16
1.2 Joint design and delivery	16
Appraisal	17
1.3 Cooperation Agreement	17
Appraisal	18
1.4 Added value	18
Appraisal	18
2 Learning outcomes	20
2.1 Level [ESG 1.2]	20
Appraisal	21
2.2 Disciplinary field	21
Appraisal	23
2.3 Achievement [ESG 1.2]	23
Appraisal	24
3 Study Programme	26
3.1 Curriculum [ESG 1.2]	26
Appraisal	28
3.2 Credits	28
Appraisal	29
3.3 Workload	29
Appraisal	29
4 Admission and Recognition	31
4.1 Admission conditions and procedures [ESG 1.4]	31
Appraisal	31
4.2 Recognition	32
Appraisal	32
5 Learning, Teaching and Assessment	34
5.1 Learning and teaching [ESG 1.3]	34
Appraisal	34
5.2 Assessment of students	35
Appraisal	35
6 Student support and services [ESG 1.6]	37
Appraisal	37
7 Resources [ESG 1.5 & 1.6]	39
7.1 Staff	39
Appraisal	40

7.2	Facilities	40
	Appraisal	41
8	Transparency and Documentation [ESG 1.8]	42
	Appraisal	42
9	Quality Assurance [ESG 1.1]	43
9.1	Quality Assurance in terms of Contents, Processes and Results.....	43
	Appraisal	43
9.2	Stakeholder involvement	43
	Appraisal	44

Procedure

A contract for the accreditation according to the European Approach for Joint Degrees of the Master's programme **Innovation and Technology for Education, Master of Science** was made between FIBAA and emlyon (France), European University Cyprus (Cyprus) and Macromedia University of Applied Sciences (Germany) on August 2, 2024.

On October 11, 2024, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel. The HEI has agreed with the chosen experts. The panel consisted of:

Prof. Dr. Patrick Barthel

University of Lothringen

Course Director of a German French Master's Degree Program: Master Management Franco-Allemand (German French Courses, Management, Business Administration, Applied Foreign Languages, Double Degree)

(German French Courses, Management, Business Administration, Applied Foreign Languages, Double Degree)

Prof. Dr. Agnieszka Dardzinska-Glebocka

Bialystok University of Technology, Poland

Vice Rector for Education, Professor of Computer Science/ Member of Committee for Education Programs on the field of Education in Technology and Informatics

(Education in Bachelor, Master and Doctoral Studies, Study Programmes, Computer Science, Biomedical Engineering)

Prof. Dr. Bey Joud

University of Technology and Applied Sciences Lebanese French,
Lebanon

VP, Director of Quality, Director of MBA Programme, Director Joint MBA Degree Programme between France and Lebanon, for Lebanon and the Middle East, University of Technology and Applied Sciences Lebanese French 2010 -2023.

Founder/Managing Director of JBM for Development and Business Modernisation with a focus on HEI Quality Management and Development, 2023-current.

Advisor to International Organisations; Chambers of Commerce, Industry and Agriculture in Lebanon, Syria and Jordan;

Advisor and Senior Expert to Business and Development Incubators in Lebanon;

(Total Quality Management, Innovation, Project Management Strategies, Strategic Management, Leadership, International Business Administration)

Dr. Magnus Thomas Müller

German Mongolian Business Association

Managing Director

(Education, Information and Communication Technology, Internationalisation of Companies, International Relations, Cooperation Between the State and Business, Management, Business Administration, Environment, Media)

Pelin Sidal

Yeditepe University

Student M.Sc. Curriculum and Instruction

FIBAA Project Manager:

Nina Rotermund

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference (because of the Covid-19 pandemic). The online conference took place on November 7-8, 2024, via the video conferencing tool *Zoom*. At the end of the online conference, the panel has given short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on December 5, 2024. The statement on the report was given up on December 16, 2024. It has been considered in the report at hand.

Summary

It should be noted that the accreditation procedure took place before the programme's initial start. The accreditation procedure equals the one of an already ongoing programme.

The Master of Science in Innovation and Technology for Education jointly offered by emlyon (France), European University Cyprus (Cyprus) and Macromedia University of Applied Sciences (Germany) with contribution from Noroff University College (Norway) fulfils the FIBAA quality requirements for master programmes offered as a joint programme

It can be accredited for five years starting from January 13, 2025, until January 12, 2030.

The programme is in accordance with the standards of the European Approach for Quality Assurance of Joint Programmes.¹

The panel members identified several areas where the programme could be further developed by:

- revising and further developing the draft cooperation agreement, in particular the coordination and financial aspects (sharing of costs, risks, and whether revenue distribution is equitable, admission process and policies, and continuous integration of the feedback from employers) (see chapter 1.3)
- focusing on advanced research skills to strengthen the level of graduate qualification (see chapter 2.1)
- conducting benchmarking against similar international programmes to maintain ambitious standards (see chapter 2.1)
- including leadership skills on level 7 (strategic leadership) that students can gain until graduation to ensure its unique position on the educational market (see chapter 2.2)
- incorporating continuous assessment (case studies, homework, papers, final exams) and including essay-type questions in addition to multiple-choice questions (see chapter 2.3)
- including mandatory readings (textbook) that will be checked in the exam and developing a clear matrix to track students' learning progress (see chapter 2.3)
- matching the targeted student personae to the pathways through the curriculum, e.g. having in mind that professionals do not need entrepreneurship, but a teacher would need entrepreneurship (see chapter 3.1)
- including clear requirements for English language proficiency (TOEFL/IELTS or in-house score(s)) and offers foundation courses for students from non-educational and/or technology backgrounds. (see chapter 3.1)
- implementing a policy across the partners for a uniform timeline, an annual academic calendar and decision-making process concerning application deadlines and dates for feedback of results (see chapter 4.1)

¹ https://www.eqar.eu/assets/uploads/2018/04/02_European_Approach_QA_of_Joint_Programmes_v1_0.pdf (last accessed January 3, 2025).

- implementing a policy across the partners for diversity (see chapter 4.1)
- considering a strategy to deal with interviewing a growing number of students (see chapter 4.1).
- publishing the selection criteria to enhance transparency (see chapter 4.1)
- establishing a comprehensive recognition policy which needs to be published on the website and explaining the credit transfer process, acceptable documents and the estimated processing time (see chapter 4.2)
- defining common standards regarding the timing of publishing exam results and a common system for grading conversion (see chapter 5.2)
- aligning stakeholder involvement to the examples on the level of the universities and transferring mechanism of the consortium to the joint programme's activities (see chapter 9.2).

The measures that the HEI takes to implement the recommendations of the panel members will have to be considered during the re-accreditation.

There are many criteria in which the programme exceeds the quality requirements:

- Joint design and delivery (see chapter 1.2)
- Added value (see chapter 1.4)
- Disciplinary field (see chapter 2.2)
- Learning and teaching (see chapter 5.1)
- Student support (see chapter 6)
- Quality assurance in terms of contents, processes and results (see chapter 9.1)

Quality profile

Name of the HEIs:

emlyon (France),

European University Cyprus (Cyprus) and

Macromedia University of Applied Sciences (Germany)

Galileo Global Education Operations

Contributor:

Noroff University College

Study programme:

Master of Innovation and Technology for Education, Master of Science

Assessment criterion	Excellent	Meets the standard	Fails to meet the standard	n.r.
1. Eligibility				
1.1 Status (*)		X		
1.2 Joint design and delivery (*)	X			
1.3 Cooperation agreement (*)		X		
1.4 Added value	X			
2. Learning outcomes				
2.1 Level (*)		X		
2.2 Disciplinary field (*)	X			
2.3 Achievement (*)		X		
2.4 Regulated profession				X

3. Study programme(s)				
3.1 Curriculum (*)		X		
3.2 Credits (*)		X		
3.3 Workload (*)		X		
4. Admission and Recognition				
4.1 Admission conditions and procedures (*)		X		
4.2 Recognition (*)		X		
5. Learning, Teaching and Assessment				
5.1 Learning and teaching	X			
5.2 Assessment of students		X		
6. Students support and services (*)	X			
7. Resources				
7.1 Staff		X		
7.2 Facilities		X		
8. Transparency and documentation (*)		X		
9. Quality assurance				
9.1 Quality assurance in terms of contents, processes, and results (*)	X			
9.2 Stakeholder involvement (*)		X		

0 General Information

0.1 General information on the Institution(s)

Full original names of Higher Education Institution(s) (HEIs): (translation in English)	Macromedia Hochschule (Macromedia University of Applied Sciences)	European University Cyprus	emlyon business school	Noroff University College	Galileo Global Education Operations
Country	Germany	Cyprus	France	Norway	France
Legal status	Private University of Applied Sciences	Private Comprehensive University	Private Higher Education institution		Private company
Role in the joint programme	Lead (Accreditating HEI)	Contributor (Accreditating HEI)	Contributor (Accreditating HEI)	Contributor	The operational holding of Galileo Global Education Strategy
Degree awarding institution (yes/no)	Yes	Yes	Yes	No	No
National/international accreditation status	Accredited as institution since 2006 by German Wissenschaftsrat; German "system accreditation" allowing own programme accreditation	Accredited as Private Comprehensive University since 2007	Triple accreditation (AACSB, EQUIS, AMBA)		Not accredited as University. The group includes many Universities and accredited schools
HEI partner of European Higher Education Area?	Yes	Yes	Yes	Yes	n/a

0.2 General information on the joint programme

Higher Education Institution(s) (HEIs):	<p>Macromedia University of Applied Sciences European University Cyprus emlyon Business School Noroff University College Galileo Global Education Operations</p> <p><i>Referred together as COPERNIA</i></p>
Degree Awarding Institution(s):	<p>Macromedia University of Applied Sciences European University Cyprus emlyon business school</p>

	<i>Referred together as the „Degree Awarding Consortium”</i>
Programme name (English and original language):	Innovation and Technology for Education M.Sc.
Degree title awarded:	Master of Science (M.Sc.)
Type Accreditation for Joint Programmes according to European Approach <ul style="list-style-type: none"> • Concept accreditation • Initial accreditation • Re-accreditation 	Concept accreditation
Projected study time and number of ECTS credits/national credits assigned to the study programme:	4 Semesters (120 ECTS)
Specialisations/majors within the joint programme	<p>No formal specialisation tracks within the study programme but students are offered with the flexibility of choosing between compulsory elective modules:</p> <p>Topical Specialisations as compulsory Elective Module (10 ECTS)</p> <ul style="list-style-type: none"> - Management of Educational and Training Institutions - Advanced studies in Neuro- & Cognitive Sciences Applied to Education - Data Science and AI in Education - Universal Design for Learning <p>Sectorial Specialisations as compulsory elective Modules (15 ECTS)</p> <ul style="list-style-type: none"> - Three modules related to sector Primary and Secondary Education (K-12) - Three modules related to the Higher Education sector - Three modules related to the Continuous Training sector (B2C and B2B)

Capacity Load (maximum number of study places per cohort):	One cohort should not exceed 300 students. One class should not exceed 60 students.
Programme cycle starts in: <ul style="list-style-type: none"> • Winter semester • Summer semester • Both winter and summer semester • Other start date: ... 	Both Winter Term (starting 1 st October) and Summer Term (starting 1 st of March) (first start to be planned for Winter term)
For re-accreditation: last accreditation period	n/a

The degree awarding consortium consisting of Macromedia University of Applied Sciences (Germany), European University Cyprus, emlyon Business School (France) with contribution from Galileo Global Education (GGE), and Noroff University College (Norway) (altogether henceforth: “Copernia”) aim to fill a leadership gap regarding educational innovation and digital transformation. They observe that Europe lacks strong institutions to lead educational transformation, and the education sector needs to adapt to rapid technological advancements and to prepare individuals for the changing job market.

The members of Copernia come from a diverse range of disciplines and institutions, both public and private providing expertise in key fields like cognitive sciences, technology, pedagogy, and innovation, and a commitment to innovation and a track record of implementing new educational approaches.

Alongside Galileo Global Education (GEE), the members of the degree awarding consortium and their contributors belong to the GGE network whose global network includes more than 50 institutions from the educational sector. Galileo serves about 200,000 students and learners across more than 100 campuses in 18 countries in Europe, Asia, Africa, and Latin America. The GGE network also offers expertise in online, hybrid, and lifelong learning models as well as an established infrastructure. They plan to operate the joint programme in Paris, France.

Vision and mission

Copernia wants to be catalyst for systemic educational reform in Europe and to nurture "change agents" who can design and implement impactful educational solutions. Their aim is also to equip students with the skills to lead and drive meaningful transformation in education. Hence, the Master’s Programme shall be distinctive in its focus on innovation, technology, and interdisciplinary approaches. It shall foster partnerships with leading academic, business, and tech institutions. Applied learning through real-world cases and projects and co-creation of the learning experience with student involvement shall be features of the programme.

Future students shall bring a focus on leadership roles in education, corporate learning, and EdTech. Graduate profiles shall include managers in educational institutions, pedagogical

leaders and entrepreneurs in education. The Master's programme supports its future students by incorporating global perspectives and opportunities for international collaboration.

In the study and exam regulation, the partner institutions define the objectives of the degree programme. Overall, the programme aims to

- develop transformative leaders capable of driving educational innovation across various sectors, including K-12, higher education, corporate learning, and EdTech,
- equip students with the skills to design, implement, and manage innovative educational solutions that address current and future challenges in the field,
- foster a deep understanding of the intersection between education, technology, and societal needs,
- cultivate an entrepreneurial mindset that enables graduates to create and scale impactful educational ventures,
- promote research-based approaches to educational innovation and policymaking.

Appraisal

The panel appreciates that Copernia and all its members institutions joined together to transform education. They felt the sense of community that exists between all members. The panel is also positive that each institution can benefit from the spill-over effects of the project. Overall, the programme aims to address the critical need for educational leadership in Europe by equipping graduates with the skills and knowledge to drive innovation and positive change in the education sector.

1 Eligibility

1.1 Status

Copernia is the entity that will operate the Master of Innovation and Technology in Education. The consortium has the following members: Macromedia University of Applied Sciences, European University Cyprus, emlyon Business School, Noroff University College and Galileo Global Education.

In detail, the members have the following status:

Macromedia University of Applied Sciences is a state-recognized German university focused on innovation and sustainability. It offers a variety of bachelor's and master's programmes in fields like media, design, technology, business, and psychology. The university emphasises a tech-first approach and strong industry connections. It is part of Galileo Global Education and has been accredited by the state of Baden-Württemberg.

European University Cyprus is a renowned institution with a strong focus on technology and innovation. It offers a range of programmes in fields like medicine, veterinary medicine, dentistry, and health sciences. The University is part of Galileo Global Education and has been recognised with five stars in the QS Stars University Ratings. It is also ranked highly in the Times Higher Education Impact Rankings. The University is actively involved in the Smaller (strategic) Universities Network for Regional Innovation and Sustainable Evolution (SUNRISE European Universities Alliance) that aims to foster innovation and regional development.

emlyon business school is a prestigious French business school offering a variety of programmes, including bachelor's, master's, and doctoral degrees. The school is accredited by AACSB, EQUIS, and AMBA. It is part of the Conférence des Grandes Ecoles (CGE), an association of leading French higher education institutions and implementing quality control system to accredit its members' educational programmes. emlyon business school is owned by the Lyon Chamber of Commerce and Industry and is part of Galileo Global Education.

Noroff University College is a Norwegian university college specialising in technology and digital media. It offers bachelor's degrees in fields like animation, games, data science, cybersecurity, and digital forensics. The university emphasises online learning and has campuses in Kristiansand, Oslo, Bergen, and Stavanger. It is part of Galileo Global Education.

Galileo Global Education is the largest private higher education group in Europe. It comprises over 50 institutions across 18 countries, offering a wide range of programmes in various fields. The group focuses on innovation, diversity, and academic excellence. It provides shared services to its member institutions and supports their internationalisation efforts.

Appraisal

The panel appreciates that there is adequate authority among partners to implement the Master's programme. The members of the consortium are higher education institutions with recognition of their respective national government. They can participate in the delivery of the study programme. The members also ensure that the degree is recognised in the respective higher education degree system.

1.2 Joint design and delivery

The Master's programme is a collaborative effort among the five partner institutions, led by Macromedia University of Applied Sciences, European University Cyprus, Noroff University College, and emlyon Business School. The programme's development and execution are guided by a shared vision and commitment to academic excellence. The partner institutions complement each other in the following aspects:

- **Joint curriculum development:** The partner institutions worked together to create a comprehensive curriculum that aligns with European educational standards and industry needs. For instance, they benefit from the education department and graduate programmes of European University Cyprus offering Master's programmes in education with specialisation in leadership, inclusive education, and special education. emlyon Business School has a focus on innovation and entrepreneurship and is an incubator and accelerator for educational technology. Macromedia University of Applied Sciences is experienced in blended learning methods and other innovative methods including artificial intelligence. Noroff University College support the Master's programme through its experience in technology, artificial intelligence and cybersecurity. At Noroff University College, hybrid learning is a common format.
- **Module design and peer review:** Each module was designed by a lead institution and rigorously reviewed by experts from all partner institutions to ensure consistency and quality.
- **Shared governance:** A governance structure, including three committees, namely the Joint Programme Committee, Academic Committee and Operational Committee, has been established to oversee the programme's execution and maintain high quality standards.

The consortium members also commit themselves to a collaborative and collective execution of the programme. This shall take place in form of

- **Module coordination:** Module coordinators from the partner institutions are responsible for ensuring the quality of content and delivery.
- **Shared processes:** Key processes, such as student admissions, instructor selection, and assessment methods, are co-designed and validated by all partners.
- **Cross-institutional collaboration:** The partner institutions collaborate to ensure a seamless learning experience for students, including mobility opportunities and support services.

Appraisal

The panel was impressed by the reasonable structure of cooperation between members, involving all cooperating institutions in the design and delivery of the programme. That way the Master's programme can benefit from the strengths and specialisation each institution offers.

1.3 Cooperation Agreement

Some of the partner institutions, such as Macromedia, emlyon and EUC already had strong ties through cooperation in previous projects. The idea to develop the Master's programme evolved in discussions between different institutions. They shared the common interest in transforming education. Hence, their ideas are now orchestrated in the joint degree programme.

At the time of the on-site visit, the cooperation agreement that was provided to the panel team was a draft agreement. The consortium indicated that the members are continuing the review of the agreement.

The draft Cooperation Agreement outlines the collaborative framework between the institutions, namely emlyon Business School, European University Cyprus, Macromedia University of Applied Sciences, Noroff University College, and Galileo Global Education. The agreement establishes the joint Master's programme with the primary aim of providing a high-quality, international education.

Key provisions of the draft Cooperation Agreement are:

- **Joint programme design and delivery:** The partners collaborate on curriculum development, student admissions, quality assurance, and degree awarding.
- **Governance structure:** A governance structure is established, including a Joint Programme Committee, an Academic Committee, and an Operational Committee, to oversee the programme's strategic direction, academic quality, and operational aspects.
- **Programme delivery:** The programme is primarily delivered at the Galileo campus in Paris, with mandatory mobility semesters at partner institutions.
- **Degree awarding:** Graduates will receive a joint degree awarded by the eligible degree-awarding members.
- **Quality assurance:** The programme adheres to high educational standards, with internal and external quality assurance mechanisms.
- **Student and staff mobility:** The programme encourages student and staff mobility to foster international collaboration and cultural exchange.
- **Research and innovation:** The partners collaborate on joint research projects, share facilities, and support applied research and internships.
- **Intellectual property:** The draft agreement outlines the ownership and sharing of intellectual property rights.
- **Marketing and recruitment:** A joint marketing strategy is implemented to attract students to the programme.

- **Financial arrangements:** The draft agreement details the financial responsibilities of the partners, including revenue sharing, cost allocation, and investment in the programme.
- **Membership and exit:** The draft agreement outlines the procedures for joining and leaving the consortium, as well as the rights and obligations of members.

Appraisal

The panel members see the potential in the way the consortium designed the cooperation. The partner institutions aim to create a world-class educational experience that prepares students for leadership roles in the field of educational innovation.

In addition, the panel acknowledges that not all aspects can be defined and determined in detail at that point of time. The programme adheres to high educational standards, with internal and external quality assurance mechanisms. Nevertheless, they **recommend** the consortium to revise and further develop the draft cooperation agreement, in particular the coordination and financial aspects (sharing of costs, risks, and whether revenue distribution is equitable, admission process and policies, and continuous integration of the feedback from employers).

In the statement on the report, the partner institutions underline their willingness to refine the cooperation agreement. They also emphasise their intention to maintain the agreed-upon coordination framework between the partner institutions, since they consider it appropriate to their shared vision and operational needs.

1.4 Added value

The Master's programme intends to fill an educational gap and to offer advantages to its future students. On a global level, the programme fosters collaboration between the partner institutions that come from different countries and accelerates the expansion of the network of academic, tech, and business partners. On an institutional level of the partner institutions, the collaboration promotes the sharing of best practices and fosters mutual learning. The programme helps them to adapt to the evolving landscape of higher education and maintain their competitiveness.

Regarding aspects of innovation and learning, the study programme wants to meet emerging trends in education and research by offering innovative study and research opportunities. The joint design of the curriculum and shared pedagogical models promote a more consistent and transparent educational experience. In addition, students shall benefit from diverse learning formats, hands-on projects, and global perspectives that prepare them for the global job market. The programme facilitates student mobility across Europe and beyond, enhancing cross-cultural understanding and broadening students' horizons. Simultaneously, student mobility enhances the students' intercultural understanding when they study with fellows and faculty from diverse backgrounds.

Appraisal

Overall, the panel is enthusiastic about how the programme will increase the competence at partner institutions through cooperation and implementation of a best practice system. The panel acknowledges the potential of the programme regarding intercultural skills gained

in the intercultural environment, creating an innovative arena for learning through pedagogical innovations to enrich teaching. Overall, the Master's programme offers a unique opportunity for students and institutions to benefit from international collaboration, innovative learning, and personal growth.

Assessment criterion	Excellent	Meets the standard	Fails to meet the standard	n.r.
1. Eligibility				
1.1 Status (*)		X		
1.2 Joint design and delivery (*)	X			
1.3 Cooperation agreement (*)		X		
1.4 Added value	X			

2 Learning outcomes

2.1 Level [ESG 1.2]

The Master's programme in Innovation and Technology for Education prepares students to develop essential skills at the nexus of education, technology, management, and innovation. It is structured to meet the standards of the European Higher Education Area (FQ-EHEA) and national qualifications frameworks ensuring that graduates achieve the competencies expected at the Master's level.

The programme develops expertise in six key dimensions of educational transformation:

- 1) **The role of education in society:** Students explore how education influences political systems, social sustainability, and economic development. They acquire critical thinking, problem-solving skills, and the ability to apply theoretical knowledge to practical solutions, promoting sustainability and societal impact.
- 2) **Education as a human process:** While technology enhances learning, human interaction remains central. Students examine cognitive and social learning processes, promote inclusive education, and address diversity and mental health issues in learning environments.
- 3) **Managing education:** Emphasising education as both a public service and a business, this competency develops strategic, operational, financial, and legal management skills. Students learn to lead educational institutions and utilise data-driven decision-making to address challenges and opportunities.
- 4) **Pedagogical and technological innovation:** This aspect focuses on applying creative and practical solutions improving teaching and learning. Students integrate pedagogical practices with technology, experiment with innovative methods, and ensure ethical and impactful implementation.
- 5) **Research-based projects:** Students develop skills to design and execute research that addresses real-world educational issues. They are trained in data analysis, ethical research practices, and the integration of theory and practice to drive evidence-based improvements in education.
- 6) **Entrepreneurship:** Preparing students to create and scale innovative educational ventures, this competency covers identifying opportunities, designing sustainable solutions, navigating financial and legal challenges, and gaining practical experience in entrepreneurial initiatives.

The **Intended Learning Outcomes (ILOs)** align with the above competencies and the requirements of the Dublin Descriptors, ensuring that students advance from foundational knowledge to critical thinking and practical application. The IOLs include the competence to:

- reflect on societal and economic challenges in education,
- critically assess transformations affecting education and devise innovative strategies to address digital and global uncertainties,
- conceptualise learning processes, including integrate cognitive and social dimensions into educational practices, leveraging technology to drive pedagogical innovations,

- analyse educational management, such as management issues in K-12, higher education, and lifelong learning, equipping them to lead complex organisational changes,
- develop sustainable educational solutions, like design solutions addressing systemic challenges, using scientific insights and practical methods to create long-term impact.

The programme's design adheres to the European and national qualification frameworks, incorporating feedback from external experts and stakeholders. Bloom's Taxonomy is applied to structure learning outcomes, ensuring a clear progression of skills. Learning outcomes are publicly accessible through various programme documents, promoting transparency for all stakeholders.

Appraisal

The ILOs reflect the principles of the European Standards and Guidelines (ESG), equipping graduates with employability skills, fostering active citizenship, and supporting lifelong learning. The consortium also ensures consistent adherence to the ILOs through the Cooperation Agreement.

The panel acknowledges that the programme intends to train highly qualified students that can work in different sectors related to education. For all profiles, proficient research skills will be necessary. Therefore, they **recommend** the consortium focusing on advanced research skills to strengthen the level of graduate qualification. In addition, to ensure that the qualifications they intend to offer are adequate, the panel also **recommends** conducting benchmarking against similar international programmes to maintain ambitious standards.

In the statement on the report, the partner institutions clarify that they designed the curriculum with a series of modules directly developing research capabilities, such as the ability (1) to capture the interdisciplinary nature of research on topics in the area of education and hence acquire an overview of the research methods used by different disciplines related to education, (2) to foster and further develop a specific set of elaborate methods in the area of specialisation, (3) be aware of research questions and research gaps respectively in the area of specialisation, and (4) to conduct own research on a level that qualifies for academic conferences and journal contributions - culminating in a research-based thesis that is prepared a semester ahead and planned in detail. Moreover, they pursue an inquiry-based pedagogy across all modules suited for it to increase students' scientific capabilities. It shall be further developed as part of the continuous innovation implemented in the programme design. They declare to monitor scientific output by clear KPIs along the research pillars of the programme (e.g. education and society, cognitive neuroscience, higher education management) including the contribution of students to it. The inclusion of a benchmarking scheme to compare with similar programmes shall complement these endeavours.

2.2 Disciplinary field

The Master's programme targets individuals aspiring to become leaders who shape the future of education across diverse ecosystems. The programme caters to a range of

learners, offering a standard two-year MSc for students and flexible formats for professionals.

Persona 1: Highly Skilled Students

Ideal candidates are recent graduates with strong academic backgrounds in education, technology, social sciences, or management. They should demonstrate academic and professional achievements, leadership potential, critical thinking, and passion for innovation, and a global perspective and ability to tackle multidisciplinary challenges.

Persona 2: Professionals for Up-/Re-skilling

This profile includes experienced professionals seeking to advance or pivot their careers in education or EdTech. Candidates should exhibit relevant academic credentials and professional experience in leadership or project management, strong problem-solving, innovation, and collaboration skills.

Persona 3: Instructors and Educational Staff

The programme offers modular courses accredited with ECTS, allowing instructors and pedagogical teams to select tailored training paths. These courses are designed to enhance their expertise in specific areas.

The programme addresses the need for leadership in various educational contexts, equipping graduates with skills to manage change, foster innovation, and lead in a competitive global landscape. The intended career pathways include:

1) Managers in educational institutions

Graduates will be prepared to manage technological integration, navigate global demographic shifts, and address public sector challenges. They bring knowledge about digital transformation and EdTech. They can also work for platforms like Coursera and other emerging educational groups or act as disruptive educational players themselves. They will be enabled to help leaders in the public sector to modernise underfunded and constrained institutions. They can be accelerators of global mobility creating inclusive and internationally oriented education systems or designing programmes for workforce reskilling and upskilling.

2) Pedagogical leaders

Another profile is that of pedagogical leaders who are critical for curriculum modernisation and integrating technology in learning. As of now, there is an increasing demand for pedagogical leaders who can design relevant curricula, foster digital learning environments, and personalise education.

3) Entrepreneurs in education

The programme also supports aspiring entrepreneurs in EdTech and innovative school models, focusing on EdTech leadership or innovative school models.

Appraisal

The panel acknowledges that the disciplinary field the Master's programme will be operated in is unique for now. To ensure that the programme keeps its unique position, the panel **recommends** the programme to include leadership skills on level 7 (strategic leadership) that students can gain until graduation.²

The partner institutions explain in the statement on the report that leadership competencies will be systematically developed across multiple modules, with content tailored to the context and level of the learning outcomes. For example, in the Topical Specialisation Module Management of Educational and Training Institutions (Level 5), students analyse educational institutions through academic models focusing on operative, strategic, and normative/cultural management challenges, explicitly addressing the role of leadership and its interplay with these dimensions. They have further enhanced the Problem Solving and Entrepreneurship module to emphasize strategic leadership development. The learning outcomes ensure that students gain not only entrepreneurial and problem-solving skills but also the leadership capabilities required to effectively guide innovative educational projects and organizations in dynamic environments.

The revised learning outcomes for the Problem Solving and Entrepreneurship module are: L1: Understand entrepreneurship, with an introduction to the Palo Alto methodology. L2: Identify new business opportunities and innovative solutions for challenges in Education. L3: Analyse cases of EdTech and new educational models, from establishment to scale, to extract strategic insights. L4: Develop comprehensive business plans for educational start-ups (EdTech and/or new schools), integrating strategic leadership principles. L5: Develop strategic leadership skills to effectively lead and scale innovative educational initiatives in complex, dynamic environments. (Level 6)

2.3 Achievement [ESG 1.2]

To graduate and obtain the Master's degree, students must complete 120 ECTS, pass all examinations, achieve the programme's learning outcomes, and submit a Master's Thesis. A robust quality assurance system ensures consistent programme delivery and student assessment, overseen by the Academic Committee and partner institutions.

The programme employs a student-centred teaching approach. Instructors provide detailed contact information and utilise Blackboard tools for effective communication and engagement, both online and in-person. Weekly office hours and timely feedback on assignments and exams further support students.

Transparency is ensured through clear assignment instructions and rubrics, made available from the semester's start. Students can provide anonymous feedback on their learning experience via semesterly surveys, with results shared with instructors for self-reflection and improvement.

² See: European Qualification Framework: <https://europass.europa.eu/de/description-eight-efg-levels> (Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams).

Appraisal

The panel appreciates that the consortium is committed to delivering a high-quality Master's programme that supports students in achieving the intended learning outcomes.

The panel **recommends** the programme

- to incorporate a continuous assessment (case studies, homework, papers, final exams) and
- to include essay-type questions in addition to multiple-choice questions
- to include mandatory readings (textbook) that will be checked in the exam.
- to develop a clear matrix to track students' learning progress.

In the statement on the report, concerning the continuous assessment, the partner institutions explain that the module coordinators shall ensure that a good mix of formative and summative examination elements for each module and the type of examination planned for the module. In modules that conclude with a project work, a portfolio examination is usually planned. Various interim submissions are defined to enable students to continuously engage with the teaching and learning content over the course of the semester and to prepare and work on the final submission, which is scheduled at the end of the module, during the course of the semester. In modules that conclude with a closed book exam, self-assessments are available for each unit, which students can use to continuously review their knowledge in order to identify and close any gaps in their knowledge.

Regarding the need for essay-type questions in addition to multiple-choice questions, the partner institutions agree that depending on the module, examinations may contain essay questions or multiple-choice questions. The type of exams is based on the learning objectives and the competences contained in a module.

Moreover, mandatory readings (textbooks) are specific for each module. The literature is available to students either in physical form in the library on campus or preferably in electronic form in the online library. Information on mandatory literature is also presented in the beginning of each course. In modules that conclude with a closed book exam, the compulsory literature together with the script forms the basis for preparation for the final exam.

To develop a clear matrix to track students' learning progress, the partners indicate that the university uses data-based methods (learning analytics) to continuously optimize teaching and learning. With the help of the evaluation of self-assessments, which are available in the course rooms in Blackboard, and with the help of interim submissions in modules that end with a project assignment, teachers gain an impression of the extent to which students have achieved the learning objectives and competences and can react accordingly if they determine with the help of the evaluations that there are still gaps in knowledge. The targeted allocation of roles and rights also ensures that data protection is maintained at all times.

Assessment criterion	Excellent	Meets the standard	Fails to meet the standard	n.r.
2. Learning outcomes				
2.1 Level (*)		X		
2.2 Disciplinary field (*)	X			
2.3 Achievement (*)		X		
2.4 Regulated profession				X

3 Study Programme

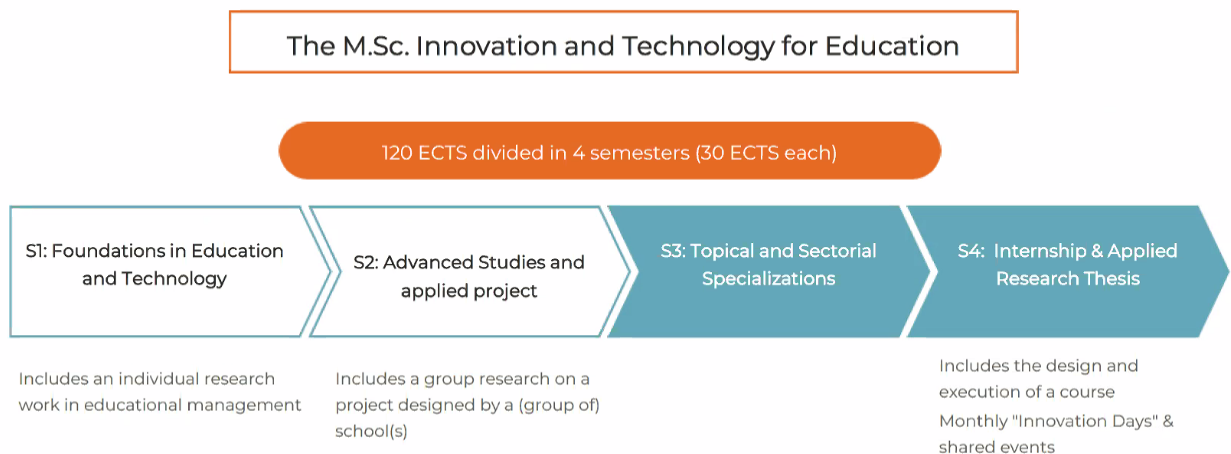
3.1 Curriculum [ESG 1.2]

The Master's programme has a modular structure that shall ensure a blend of foundational knowledge and specialisation, preparing students for leadership with a global and interdisciplinary perspective. Semesters 1 & 2 focus on 14 core modules to build foundational knowledge in themes like cognitive and social learning, technological innovation, and pedagogy. In this semester, students shall develop a core knowledge in education and technology integration, supplemented by applied research projects tied to real-world cases.

Semester 3 offers 13 compulsory electives deepening knowledge and fostering practical application. Students select two specialisations, balancing advanced foundational topics (e.g., AI in education) with sector-specific modules (e.g., primary education, higher education). Semester 4 combines a practical internship and a Master's thesis, focusing on real-world application.

Ideally, the internship is related to the Master's thesis. Moreover, the students shall have time to find their thesis topic in a seminar to be able to start working on it a semester before the last semester. For that matter, they shall write an expose. The outline of the Master's thesis will be an assignment which they pass or do not pass.

An innovative learning program spanning 2 years



Module Overview EdTech Master's programme (4 Semester)																										
Module	1st semester							2nd semester						3rd semester						4th semester						Exam
	SWH					CH	SH	ECTS	SWH					CH	SH	ECTS	SWH					CH	SH	ECTS		
	Total	L	S	T	W				Total	L	S	T	W				Total	L	S	T	W				Total	
<i>Module Code</i>																										
The Role of Education in Society	2		2			30	120	5																		
<i>Module Code</i>																										
Cognitive and Social Aspects of Learning Fundamentals	3	1		2		45	105	5																		
<i>Module Code</i>																										
Pedagogical Innovation	3	1		2		45	105	5																		
<i>Module Code</i>																										
Technology Innovation	2		2			30	120	5																		
<i>Module Code</i>																										
Research Project in Educational Management	3				3	45	255	10																		
<i>Module Code</i>																										
Global Educational Perspectives in the Age of AI									2		2			30	120	5										
<i>Module Code</i>																										
Advanced Cognitive and Social Aspects of Learning in the Age of AI									3	1		2		45	105	5										
<i>Module Code</i>																										
Technology Integration in Education									2		2			30	120	5										
<i>Module Code</i>																										
Augmenting Educational Management Systems and Solutions									3	1		2		45	105	5										
<i>Module Code</i>																										
Applied project									3				3	45	255	10										
<i>Module Code</i>																										
Research Design (Exposé Master Thesis)																	2		2							
Topical Specialization Module (1 out of 4)																	4		4							
<i>Module Code</i>																										
Management of Educational and Training Institutions																	4		4							
<i>Module Code</i>																										
Advanced studies in Neuro- & Cognitive Sciences Applied to Education																	4		4							
<i>Module Code</i>																										
Data Science and AI in Education																	4		4							
<i>Module Code</i>																										
Technology, Accessibility and Universal Design for Learning for inclusive Pedagogies																	4		4							
<i>Module Code</i>																										
Sectorial Specialization Module Complex (1 out of 3)																	8	1	2	2						
Primary and Secondary Education (K12)																	8	1	2	2						
<i>Module Code</i>																										
Innovative Pedagogy for Primary and Secondary Education (K12)																	3	1		2						
<i>Module Code</i>																										
Educational Policies and Systems for Primary and Secondary Education (K12)																	2		2							
<i>Module Code</i>																										
Current Research Issues in Primary and Secondary Education (K12)																	3			3						

Appraisal

The panel considers the structure and substance of the curriculum to be excellent. The curriculum is structured and designed to effectively equip students with the essential skills and competencies in innovation, technology, and education, preparing them to excel as leaders in these fields.

To help the partner institutions develop the programme further, they issue the following formal **recommendations**:

- a) The programme matches the targeted student personae to the pathways through the curriculum, e.g. having in mind that professionals do not need entrepreneurship, but a teacher would need entrepreneurship.
- b) The programme includes clear requirements for English language proficiency (TOEFL/IELTS or in-house score(s)) and offers foundation courses for students from non-educational and/or technology backgrounds.

In this context, the panel suggests considering a C1-level requirement.

The partner institutions emphasise in their statement on the report that the programme matches the targeted student personae to the pathways through the curriculum, e.g. having in mind that professionals do not need entrepreneurship, but a teacher would need entrepreneurship. The programme includes clear requirements for English language proficiency (TOEFL/IELTS score) and offers foundation courses for students from non-educational backgrounds.

The partners of the consortium agree on the fact that a B2 level in English is generally expected as a standard admission criterion at master's degree level in their respective countries. As a matter of fact, B2 proficiency ensures that a student can comprehend the main ideas of complex texts on abstract topics, including technical discussions in their field of specialization, follow lectures and presentations, engage in discussions and present arguments clearly. Moreover, setting the requirement at B2 level promotes inclusivity, enabling a broader range of qualified candidates to access the program, thereby fostering diversity and enriching the educational experience for all students.

Applicants to the Master will therefore have to provide a valid English language test score, such as: IELTS score: 6.5 or above Cambridge English exams: B2 First Grade B or above TOEFL minimum score: 94 PTE Academic minimum score: 75.

Native speakers and graduates who completed their most recent degree entirely in English may be exempt upon proof that the curriculum was taught in English. It is planned that the students will receive access to language learning platforms as an additional offer, which are commonly used within Galileo Global Education Schools.

3.2 Credits

Students receive clear guidance on credit allocation and workload through the module handbook, which lists ECTS values for each unit. For partner institutions outside Europe, equivalency is maintained by aligning workloads and learning outcomes.

The Master's programme in Innovation and Technology for Education adheres to European standards, allocating credits based on the European Credit Transfer and Accumulation System (ECTS).

The programme adheres to the ECTS Users' Guide, ensuring that credits reflect achieved learning outcomes and calculated student workload. This approach guarantees transparency and sustains high quality across the curriculum. The full curriculum details are provided in the appendix.

Appraisal

The panel considers the allocation of credits to be up to the standards of a Master's degree. However, for students from non-educational and/or technology backgrounds, the panel would like to **advise** them to consider offering foundation courses prior to the semester start, creating a unified annual academic calendar for the programme and ensuring that such a calendar is merged with the partners HEIs main annual calendar.

3.3 Workload

Projected study time	4 semesters
Number of Credit Points (CP)	120 ECTS
Workload per CP	30h
Number of modules/courses	27 modules in total (incl. all compulsory elective modules); a student will have to complete a total number of 18 modules
Number of course hours	1,100 Course Hours

The Master's programme spans four semesters. The programme operates on a biannual intake, with cohorts starting in October and March. Students typically begin their studies in Paris and transition to a partner campus abroad for their third semester.

The programme comprises 1,100 course hours (CH), equivalent to 825 teaching hours, with each CH lasting 45 minutes. The distribution is as follows:

- **Semesters 1 and 2:** 195 course hours,
- **Semester 3:** 630 course hours, covering all topical and sectoral specialisations,
- **Semester 4:** 80 course hours (60 teaching hours), focused on the internship and Master's thesis.

Modules are valued at 5 ECTS or 10 ECTS, with a Master's thesis worth 15 ECTS and an internship worth 10 ECTS. Each 1 ECTS credit corresponds to 30 learning hours, covering both contact hours and self-study, as determined by the didactic approach of each module.

Appraisal

For the expert panel, the planned workload seems reasonable and feasible. Current students that are studying at the partner institutions confirmed the feasibility as well. The panel remarks that it will be important to establish fixed standards for the monitoring of the workload in the future.

The partner institutions announce in their statement on the report that the University uses data-based methods (learning analytics) to continuously optimize teaching and learning. With the help of the evaluation of self-assessments, which are available in the course rooms in Blackboard, and with the help of interim submissions in modules that end with a project assignment, teachers gain an impression of the extent to which students have achieved the learning objectives and competences and can react accordingly if they determine with the help of the evaluations that there are still gaps in knowledge. The targeted allocation of roles and rights also ensures that data protection is maintained at all times. For transparency the workload and its distribution over the semester is indicated in the curriculum, which will be made accessible to the students.

Assessment criterion	Excellent	Meets the standard	Fails to meet the standard	n.r.
3. Study programme(s)				
3.1 Curriculum (*)		X		
3.2 Credits (*)		X		
3.3 Workload (*)		X		

4 Admission and Recognition

4.1 Admission conditions and procedures [ESG 1.4]

So far, the admission process for the Master's programme in Innovation and Technology for Education is based on the general admission regulations of Macromedia University of Applied Sciences. They follow joint standards aligned with the Baden-Württemberg State Higher Education Act (LHG). Applicants must have a recognised Bachelor's degree (minimum 180 ECTS) or equivalent, as per § 59 (1) of the LHG, and they must provide proof of an English language proficiency at a B2-level competency according to the European Framework of Reference.

Selection is a two-stage process: It includes an initial application review followed by at least one interview for shortlisted candidates. The applicants' academic excellence, motivation, leadership potential, and, optionally, relevant professional experience in education or technology will be part of the assessment. The selection will be managed by the operating institution with oversight from the Academic Committee to ensure fairness and transparency.

Admission requirements, deadlines, and related details will be published on the programme website. Enrollment is conducted by the operating institution upon a positive admission decision.

During the online procedures, representatives of the partner institutions explained that each partner will offer information about the Master's programme. In addition to this, they plan to open an office of the operating school with staff on site and a website that will provide an online inquiry form.

The programme adopts a progressive growth strategy, starting with smaller cohorts to ensure high selection standards and quality execution. The initial two cohorts, beginning in October 2025 and March 2026, will consist of approximately 30 students each. Cohort sizes will gradually increase, reaching 60 students in 2026/27 and scaling up to 150 students per cohort by 2029/30, achieving a total annual intake of 300 students.

Appraisal

The programme aims to assemble a diverse cohort through a standardised procedure derived from one of the partner institutions. To further improve and extend the admission process, the panel has the following **recommendations**:

- a) The programme implements a policy across the partners for diversity.
- b) The programme implements a policy across the partners for a uniform timeline, an annual academic calendar and decision-making process concerning application deadlines and dates for feedback of results
- c) The programme considers a strategy to deal with interviewing a growing number of students.
- d) The programme publishes the selection criteria to enhance transparency.

In the statement on the report, the consortium explains that the programme implements a policy across the partners for diversity. To attract a diverse range of talented individuals and fostering a more dynamic learning environment, applicants with non-academic backgrounds are welcomed to the program. The admission process for these applicants also foresees possibilities for applicants with prior knowledge or experience to be recognized. Applicants admitted through alternative pathways will undergo rigorous screening to ensure they possess the skills and drive necessary to succeed in the programme. Mentorship and/or additional academic support will be provided for non-traditional students to ensure they thrive in the programme. Additionally further training possibilities before the start are foreseen as well as introduction sessions in each module in the first semesters to ensure students with different backgrounds to have similar foundation. We acknowledge the feedback regarding enhancing transparency in the selection process. To address this, the admission as well as recognition criteria will be clearly and transparently published on the program's website including a specific timeline for application deadlines, ensuring that all prospective applicants have access to detailed and accurate information.

4.2 Recognition

The programme's recognition standards are also aligned with the Lisbon Recognition Convention and the Baden-Württemberg State Higher Education Act (LHG). Recognition and crediting of skills acquired prior to the Master's programme Innovation and Technology for Education are described in the Guidelines for recognition and crediting of competences and the Study and Examination Regulations.

The recognition process incorporates an assessment of the applicants' skills, qualifications. Prior study periods are assessed by the subcommittee for admission and recognition. For recognition, applicants must submit certified transcripts, grade reports, or equivalent proof of performance. In addition, they should add descriptions of course content, learning outcomes, or module catalogues.

Appraisal

The panel finds that the recognition of qualifications and of periods of studies (including recognition of prior learning) are applied in line with the Lisbon Recognition Convention and subsidiary documents. To ensure that all applicants are well informed about the process, they **recommend** the programme to establish a comprehensive recognition policy which needs to be published on the website and explains the credit transfer process, acceptable documents and the estimated processing time.

The partner institutions comment in the statement on the report that they outlined in their recognition guidelines how they will establish a comprehensive recognition policy that clearly explains the credit transfer process, acceptable documents, and estimated processing time in accordance with the Lisbon Convention. This information will be made readily available on the programme's website to ensure all applicants are well-informed.

Assessment criterion	Excellent	Meets the standard	Fails to meet the standard	n.r.
4. Admission and Recognition				
4.1 Admission conditions and procedures (*)		X		
4.2 Recognition (*)		X		

5 Learning, Teaching and Assessment

5.1 Learning and teaching [ESG 1.3]

The Master's programme in Innovation and Technology for Education adopts a student-centred teaching methodology, ensuring alignment with the Intended Learning Outcomes (ILOs) across all partner institutions. The pedagogical framework is guided by the *mPower* concept that Macromedia University of Applied Sciences has developed. Macromedia University of Applied Sciences focuses its teaching on achieving the intended learning outcomes and guiding and supporting the students' learning processes. In addition to a consistent competency orientation, *mPower* refers to the following additional didactic principles:

- anticipation of future skills,
- granularity, coordination, and integration of teaching/learning resources,
- learning support, and
- learning environments.

These principles are subsequently embedded in the didactic-academic discourse. They shall cover the foundations of *mPower* as comprehensively and non-overlapping as possible.³

Common teaching formats will be lectures with exercises to provide theoretical foundations and practical application, seminars encouraging in-depth discussions and critical thinking, and workshops that facilitate collaborative problem-solving for practical challenges.

Common course materials will consist of case studies to have practical perspectives in classrooms. In addition, practical components, such as labs or virtual labs, simulation or guest lecturers by external professionals will be introduced as well.

To further enhance students' competency development, a support system will be implemented including a multi-tiered academic advising structure. A module instructor will assist with course-related academic queries, a module coordinator will ensure module consistency and alignment with ILOs. Moreover, the programme director will oversee the programme's coherence and quality. Eventually, the Academic Committee will handle cross-institutional academic issues.

Appraisal

The panel finds the teaching methods and course materials to be excellent and suitable, especially considering that the students will come from diverse background and will have different learning experiences. The panel **advises** to implement a monitoring system that makes sure students' experience across the partner institutions is cohesive, particularly regarding the blended learning format.

³ See *mPower: Didactic framework concept - Translated and shortened document for the purpose of the M.Sc. Innovation and Technology for Education*.

The partner institutions indicate in their statement on the report that they intend to ensure a cohesive student experience across the partner institutions, particularly in the blended learning format, a central learning platform will be utilized to standardize and streamline access to learning materials. Furthermore, the quality assurance of a cohesive experience across institutions will be overseen by the academic committee. This governance body, which includes representatives from all partner institutions, will ensure that the perspectives and standards of each institution are incorporated and harmonized effectively.

5.2 Assessment of students

Like the admission regulations, so far, assessment regulations are aligned with the Baden-Württemberg State Higher Education Act (LHG) and outlined in the Study and Examination Regulations. Assessment will be module-based, i.e., each module concludes with an examination (written, oral, or project-based). Some modules may be graded as pass/no pass. The evaluation will consider the competence of students, such as questions about whether students achieve the ILOs of the module. Group examinations will be allowed but must clearly delineate individual contributions. The final thesis includes its submission and oral defence before an academic jury, serving as a prerequisite for the Master's degree.

A unified grading system is facilitated through learning agreements between institutions, ensuring consistency across diverse grading schemes. Detailed regulations and guidelines are accessible via the shared web-based platform.

During the interview, the representatives of the partner institutions emphasised that finetuning will come during the implementation of the programme.

Appraisal

During the interview with the students and alumni, the panel received the feedback that the time waiting for the exam result was rather long. Sometimes students needed to wait until beginning of next semester to be informed about their scores. Therefore, the panel **recommends** the programme to define common standards regarding the timing of publishing exam results and to define a common system for grading conversion.

Regarding the above-mentioned recommendation, the partner institutions appreciate the feedback and announce that as a standard across all partner institutions, exam results are published at the beginning of the following semester, ensuring that examiners have adequate time for thorough grading. To enhance this process in the future, they plan to explore leveraging AI tools to support lecturers in grading efficiently while maintaining quality. Furthermore, students are informed in advance about the publishing dates of their grades, ensuring transparency and alignment of expectations.

Assessment criterion	Excellent	Meets the standard	Fails to meet the standard	n.r.
5. Learning, Teaching and Assessment				
5.1 Learning and teaching	X			
5.2 Assessment of students		X		

6 Student support and services [ESG 1.6]

The operating school (GGE2 primarily) is responsible for the programme implementation and collaborates with the Academic Committee and the partner institutions hosting the students on their campus.

The programme's student services provide comprehensive support across all campuses to ensure a seamless experience. On a local level, the hosting partner institutions offer advisory, and support services tailored to students' academic, administrative, and personal needs, following their established practices. Centralised services for students on campus in Paris, include as academic advising, career support, and personalised guidance support throughout the programme. At each partner institution, international offices assist with visa applications, accommodation, and orientation, including events like "Welcome Days" to ease transitions. Students will benefit from facilities such as libraries, examination offices, and workshops. Campus managers, academic advisors, and student associations organise regular events to foster community and support academic and extracurricular development. The students will have access to both the central and the local teams (for the semester abroad: instructors, module coordinators.)

At the Galileo campus in Paris, students receive specific support services. The local administrative support team will manage admissions, academic advising, personalised guidance, career support, and operational planning for the programme and the Paris campus. Students will have access to facilities such as the library, along with transactional services (e.g., accounting) offered locally or through shared services, depending on the student population size. In their entire student lifecycle, students shall feel support and assistance.

For instance, a "Welcome Desk" will be the central service point for students on campus, ensuring "1st level support." The Student Service Desk consolidates and coordinates all operational tasks related to students. The Examination Office will coordinate the examination planning and period and will assist students regarding all related questions. The International Office and the Internship Office will offer advice for international students concerning their stay and to all students concerning internship placements.

The Master's programme requires students to study at campuses in at least two different countries, including the Galileo campus in Paris and a partner institution in another country, such as Macromedia or European University Cyprus. The choice of campus aligns with the student's specialisation and must be approved by both the operating school and the Hosting Partner at least four months before the semester begins.

Appraisal

The panel is enthusiastic that the partner institutions think of setting up a student service like a multi-layered approach. They include the services offered at all partner institutions encompassing all aspects of the student lifecycle. The support also ensures that the semester abroad is a transformative experience with robust local execution and ongoing individualised support. To develop their service structure further, the panel **advises** introducing a feedback/ survey mechanism regarding the services and the support for students.

In the statement on the report, the partner institutions state that they will incorporate a comprehensive feedback mechanism into the service structure. This mechanism will operate both at the programme level and in coordination with the established evaluation processes already in place at the partner institutions. By aligning with existing institutional practices and ensuring regular feedback collection, they aim to continuously refine and enhance the services, ensuring they meet the evolving needs of our students effectively.

Assessment criterion	Excellent	Meets the standard	Fails to meet the standard	n.r.
6. Students support and services (*)	X			

7 Resources [ESG 1.5 & 1.6]

7.1 Staff

To maintain high educational standards, partner institutions plan to primarily deploy instructors who are PhD-holding professors from their own faculties. They also aim to invite external professors to teach specific courses, bringing specialised expertise to the respective modules. Additionally, guest lecturers with relevant academic or industry experience will be engaged to further enhance and enrich certain courses or modules.

When the student numbers in the programme grow, they will distribute the teaching further among the partners. Overall, potential teaching staff must comply with the requirements regulated in the Baden-Württemberg Higher Education Act: They must hold a PhD. Lecturers with a Master's degree are allowed only when they have special expertise in industry.

After the programme's launch, in the first year (academic year 2025/2026), the two planned cohorts begin in Paris. A compact administrative team (four full-time equivalent staff, supplemented by shared resources from Galileo and Macromedia) will manage the students' enrolment, admissions, planning, and other support. Around two-thirds of instructors will be drawn from partner institutions, with 80 percent holding PhDs. The same teaching team will support the first two years of the programme.

Following its progressive growth strategy, in the second academic year (2026/2027), students will split between two partner campuses abroad, each hosting smaller classes. Local support staff will collaborate with central teams to coordinate student services.

	<i>Macromedia University of Applied Sciences</i>	<i>European University Cyprus</i>	<i>emlyon</i>	<i>Noroff University College</i>	<i>Galileo Global Education</i>
Full-time teaching staff	-	-	-	-	-
Part-time teaching staff incl. visiting/adjunct lecturers	9	4	4	2	1
Total number of teaching staff	9	4	4	2	1
Among them:					
Teaching staff with professional experience	9	4	4	2	1
Teaching staff with international experience	8	4	4	2	1
Number of professors	8	1	3	2	-

Number of associate professors	-	3	-	-	-
Number of assistant professors	-	-	-	-	-
Number of senior lecturers	-	-	-		1
Number of lecturers	1		1		
PhD holders	8	4	3	2	--
Master degree holders	9	4	4	2	-

The administrative structure for the programme is designed to remain compact initially, with staff taking on versatile roles to adapt to the programme's development. A programme director will coordinate the programme and report to the consortium. They ensure the alignment of the teaching with pedagogical initiatives at the partner institutions. A commercial manager shall develop and implement the marketing and commercial strategy in collaboration with Galileo's internal teams and academic partners. An operations team will be responsible for, among other aspects, student admission, academic calendars and class schedules, and all issues related to student support.

Appraisal

During the online accreditation procedure, the representatives of the consortium informed the panel about the plans to develop the teaching staff deployed in the Master's programme. As of now, given the teaching staff the panel met during the interview, they were satisfied with the quality. For the future, the panel **advises** to employ full-time teaching staff of at least of the same or even higher quality and try to maintain a minimum ratio of 1-20/30 (full-time professor to students) in the programme.

7.2 Facilities

The Master's programme will be launched on the "Le Delta" campus, in the heart of Paris, nestled within a unique ensemble of prestigious Galileo schools. Five schools will be located on that campus sharing the facilities and infrastructure.

The campus will be divided into two primary zones: communal areas and dedicated spaces for each academic institution. The entire campus will be freely accessible, with common areas open to all students.

Four auditoriums will be each equipped for different types of events, such as conferences, screenings, and concerts. A workshop area will be available for creative projects, including a Fab Lab, Maker Lab, and various studios. In addition, student can go to a library for quiet study, a gym for physical activity or a gaming area for leisure. Two cafés and co-working

spaces, including a large, two-story Grand Café and a smaller Petit Café will offer a variety of food options, including fresh food, snacks, and drinks.

Appraisal

The panel is positive that the facilities that will be provided will be sufficient and adequate in view of the intended learning outcomes.

Assessment criterion	Excellent	Meets the standard	Fails to meet the standard	n.r.
7. Resources				
7.1 Staff		X		
7.2 Facilities		X		

8 Transparency and Documentation [ESG 1.8]

The consortium and the operating institution will provide a website for prospective students, offering information on the programme, admissions, and selection processes.

Enrolled students will have access to a web-based platform, where they can find relevant regulations, study plans, handbooks, and semester-specific information. This platform will also allow students to view grades, register for exams, and obtain necessary certificates.

While personal contact will be available, the university will primarily rely on digital communication. All students will receive individual login credentials and email addresses upon enrollment.

The Blackboard learning management system will be used for course content, student-teacher interaction, and announcements. Instructors will hold weekly office hours and provide timely feedback on student work. Clear instructions and evaluation rubrics will be provided for all assignments.

Additionally, the partner institutions' websites will offer further information for both prospective and current students.

During the online accreditation procedure, the representatives indicated that they intend to design a special branding of the programme matching the branding of the partner institutions.

Appraisal

Relevant information about the programme like admission requirements and procedures, course catalogue, examination and assessment procedures will be well documented and published by considering specific needs of mobile students, for instance the interested parties have access to the documentation in electronic form. The level of transparency is up to standards.

Assessment criterion	Excellent	Meets the standard	Fails to meet the standard	n.r.
8. Transparency and documentation (*)		X		

9 Quality Assurance [ESG 1.1]

9.1 Quality Assurance in terms of Contents, Processes and Results

The partners have agreed to adopt a General Quality of Education (G-QEM) framework for the Master's programme. This framework will be based on the Quality Management System of Macromedia University of Applied Sciences.

The organizational structure of the institutions involved in the program will determine the specific responsibilities for quality assurance. This results in the **responsibilities** of quality assurance.

Leadership	Joint Programme Committee one representative from each Party, presided over by the programme Director
Teaching and studies	Academic Committee comprising academic representatives from each Party, with subcommittees to provide operational support of the academic committees responsibilities
Services	Operational Committee administrative staff from each party, will supervise the program operations

Appraisal

The cooperating institutions apply joint internal quality assurance processes in accordance with part one of the ESG. In the future, responsibilities will be clearly shared and coordinated. To foster the joint processes, the panel **advises** to increase the transparency of the quality assurance outcomes and the way how they intend to improve, to set comprehensive strategies for advanced feedback collection, a time-bound plan specifies a precise time for internal evaluations, peer reviews, and reporting findings to all stakeholders, including set objectives for needed documents, completed reviews, and report submission, strengthen verticals of communication regarding Quality Assurance Activities. The panel **advises** also to include the development of a system, such as a blackboard, that will be open to students and teaching staff on the results of any changes made in different aspects of QA, fostering further transparency.

9.2 Stakeholder involvement

The partner institutions have identified four core areas that will guide teaching and study processes. These core processes will be adopted by all partner institutions, including

Macromedia University of Applied Sciences. Macromedia's current QEM processes will serve as a foundation for these new core processes.

<p>Core area 1: Teaching personnel development</p> <p>Core processes:</p> <p>1.1 Personnel planning and selection</p> <p>1.2 Onboarding</p> <p>1.3 Personnel development</p>	<p>Core area 2: Program development + accreditation</p> <p>Core processes:</p> <p>2.1 Program development</p> <p>2.2 Preparation of accreditation, reaccreditation, significant changes for responsible agency FIBAA</p>	<p>Core area 3: Implementation of teaching</p> <p>Core processes:</p> <p>3.1 Preparation and implementation of teaching</p> <p>3.2 Preparation and implementation of exams</p> <p>3.3 Teaching and administrative evaluations</p> <p>3.4 Graduate and alumni evaluation</p>
<p>Core area 4: Review of the G-QEM as a system</p> <p>Core processes:</p> <p>4.1 Adjustment of the general quality goals in G-QEM</p> <p>4.2 Adjustment of the core areas</p>		

The Quality Management System (QMS) will involve regular internal and external evaluations through student surveys and recommendations from the Academic Programme Director to the Academic Committee. The Academic Committee will then decide on and implement appropriate measures. These measures will be monitored and evaluated, with necessary adjustments made. The results of these quality surveys will be shared with all cooperating institutions, students, and alumni.

Appraisal

The panel is convinced that more stakeholders can be reached if the QA is centralised. Hence, they **recommend** the programme to align its stakeholder involvement to the examples on the level of the universities. In this context, they **recommend** the consortium to transfer mechanism to the joint programme's activities.

In addition, the panel **advises** considering a systematic method concerning when to collect and address the feedback, such as per semester or on annual basis.

The panel also **advises** the programme to assure that students, alumni and employers are regularly informed among the other stakeholder and know what measures the programme management will take based on this feedback.

In the statement on the report, the partner institutions clarify that quality assurance at the programme level is centrally coordinated through the committees, which will be in continuous exchange with the involved institutions and their quality processes. This ensures that the various levels of quality assurance are effectively integrated to optimize both the programme and the associated processes in this context. Additionally, mechanisms will be strengthened to ensure that all stakeholders, including students and alumni, are regularly informed about actions taken based on their feedback. Information about the quality assurance processes will be transparently available to students through the student information platform.

Assessment criterion	Excellent	Meets the standard	Fails to meet the standard	n.r.
9. Quality assurance				
9.1 Quality assurance in terms of contents, processes, and results (*)	X			
9.2 Stakeholder involvement (*)		X		