



Review for Educational Oversight: report of the monitoring visit of ESCP Europe-Business School, December 2014

Section 1: Outcome of the monitoring visit

1 From the evidence provided in the annual return and at the monitoring visit, the review team concludes that the ESCP Europe-Business School (the School) has made acceptable progress with continuing to monitor, review and enhance its higher education provision since the previous [monitoring visit](#) in September 2013.

Section 2: Changes since the last QAA monitoring visit

2 The Master in Marketing & Creativity is now fully validated in France and a new award, a Master in Energy Management, was launched in September 2013. Accreditation for this award will be sought from the French Conférence des Grandes Écoles after two years' successful delivery of the programme. All other awards are running as last year. Student numbers have decreased slightly to 315 from the 335 at the time of the 2013 monitoring visit. There have been some changes in faculty membership due to the departure of the Dean in Paris and the appointment of a new Dean in July 2014. A new Dean of Faculty was also elected in June 2014 and a new Dean for Academic Affairs was appointed in October 2014. As regards the London campus, the Director retired at the end of March 2014 and the appointment of a replacement was initially delayed due to changes at the headquarters in Paris. However, a new Interim Director has now been appointed for the London campus.

Section 3: Findings from the monitoring visit

3 Since the last monitoring visit in September 2013, the School has monitored the actions resulting from the recommendations made in the 2012 review report. Evidence was made available to the team to identify what progress has been made to address these outcomes.

4 The School has in place robust internal quality monitoring and review processes to continue to identify good practice and areas for improvement. This includes the City University Course Board which provides effective oversight of academic standards and quality. The Board approves the appointment of external examiners and receives external examiner reports and monitors responses. This Board has oversight of the annual monitoring process, reports from external examiners and responses. The School has maintained a self-critical and analytical approach with well focused development plans.

5 The aspects of good practice are embedded into the academic practices of the School. This includes the appointment of external examiners for all awards offered through the London campus, and some supporting information on external moderation is contained within the Teaching Handbook. A guide for external examiners has also been produced and is provided to all new appointees. Records of local examination board meetings were presented. However, a review of the methodology and standards of the recording of these meetings is to be undertaken to ensure consistency of presentation and standardisation of agenda items and the monitoring of outcomes. The School is aware that there is a need for transparency about how marks are awarded, moderated and formally recorded and approved.

6 All other areas of good practice have been sustained. Student feedback is responded to quickly following student representative meetings, which the students were able to confirm to the team. The three-hour teaching blocks are consistently applied across all provision. Internships are also supported and effectively monitored through the Careers Office and Director of Studies. The students are very complimentary about the support provided by careers staff in relation to identifying internship opportunities, the production of curricula vitae, preparation for interview, and the identification of mentoring offered by alumni. Training, as required, continues to be offered to academic staff to support the use of online discussion forums and assessment practice. Public information continues to be of a high standard.

7 The external moderation of assignments is managed through the Programme Office of the School and is undertaken in line with examination and delivery dates. The Teaching Handbook has been updated and explains this new process. The internal moderation process includes assignment questions and exam papers for all awards being sent to internal examiners for feedback. A sample of marked exam scripts is also sent to internal moderators who complete moderation forms to record outcomes. New assessment feedback mechanisms have been implemented to improve transparency and consistency. Academic staff have found these new processes particularly useful and this has resulted in staff engaging in discussions to support improvements in teaching and learning practice.

8 The London Staff Academic Quality Handbook was updated to include external reference points. The peer observation process has also been fully implemented with staff engaging in teaching and learning observation every semester. Each permanent faculty member of staff is assigned a colleague who attends a teaching session and provides feedback which is recorded on a class observation form. The formalisation of support for the professional development of staff has been progressed and is briefly described in the Teaching Handbook. This currently includes a requirement for all new academic staff to complete a professional development course at Harvard Business School within 24 months of them commencing employment at the School.

Section 4: Progress in working with the external reference points to meet UK expectations for higher education

9 Since the monitoring visit in 2013 the School has provided details of the UK Quality Code for Higher Education (Quality Code) to all permanent members of faculty staff. The Quality Code has been discussed at faculty meetings to raise the awareness among academic staff of requirements and the relevant quality expectations and indicators. Academic staff also engage with the activities of national and international professional networks and attend events offered through the Harvard Business School and the Academy of Management. The London Staff Academic Quality Handbook, which includes reference to the Quality Code, is sent to all faculty members.

10 In March 2014 ESCP Europe underwent a successful re-accreditation process through the European Quality Improvement System (EQUIS), which specialises in higher education institutions delivering management and business administration awards. The accreditation process is led by the European Foundation for Management Development (EFMD). The EQUIS accreditation is in addition to ESCP Europe also holding accreditation by the Association of MBAs and the Association of Advanced Collegiate Schools of Business. These additional external reference points continue to underpin the School's maintenance of academic standards for each of its master's programmes. To achieve the above accreditation the School is required to put in place robust procedures and control mechanisms covering those aspects of quality and standards for which it is responsible.

Section 5: Background to the monitoring visit

11 The monitoring visit serves as a short check on the provider's continuing management of academic standards and quality of provision. It focuses on progress since the previous review. In addition, it provides an opportunity for QAA to advise the provider of any matters that have the potential to be of particular interest in the next monitoring visit or review.

12 The monitoring visit was carried out by Mr Bob Saynor (Coordinator) and Professor Jethro Newton (Reviewer) on 3 December 2014.

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