

Assessment Report



**Management of Regional
Innovation Ecosystems**

**Management von regionalen
Innovationsökosystemen**

**Intelligence collective et
écosystèmes innovants en Europe**

Degrees awarded by
University of Applied Sciences Kehl
and University of Strasbourg

**European Approach for Quality
of Joint Programmes**

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EVALAG
Evaluation Agency Baden-Württemberg
Foundation under public law
Europaplatz 11, 69115 Heidelberg
Germany

www.evalag.de

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I. Introduction

EVALAG (Evaluationsagentur Baden-Württemberg) is a well-known and respected agency for national and international programme accreditation as well as institutional accreditation on the national and international level. It was created in 2000 as a foundation under public law and is committed to non-profit purposes. As a member of ENQA (European Association for Quality Assurance in Higher Education) as well as EQAR (European Quality Assurance Register), EVALAG is committed to the European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). It works independently and on the basis of internationally accepted standards.

In 2025, EVALAG was mandated by the University of Applied Sciences Kehl to carry out an assessment procedure for the European Approach regarding the following study programme:

- Management of Regional Innovation Ecosystems (name of the study programme in English), (MRI for the following)
- Management von regionalen Innovationsökosystemen¹ (name of the study programme in German)
- Intelligence collective et écosystèmes innovants en Europe (name of the study programme in French)

The MRI is a Master level study programme with a duration of 4 semesters and 120 ECTS.

When carrying out a European Approach, EVALAG defines the term joint programmes in the following way: *A joint programme is a programme offered jointly by different higher education institutions irrespective of the degree awarded.* Consequently, joint programmes may result in a joint degree but they can also lead to a double or multiple degree.

EVALAG conducted an external review according to the European Approach.

The expert panel consisted of the following members:

Prof. Dr. phil. Stefan Handke, Professor of Public Management, University of Applied Sciences Dresden (Hochschule für Technik und Wirtschaft Dresden)	Professor representing higher education
Dr. habil. Eric Sangar, Maître de conférences in Political Science, Sciences Po Lille	Professor representing higher education
Christiane Noth, Waltershausen	Industry representative
Lazar Tomasevic, student at Zurich University of Applied Sciences (Zürcher Hochschule für An-	Student representative

¹ In the following, referring to the German name of the study programme, the report will refer to the study programme as "MRI study programme".

Timeline of the external review

The universities prepared a Self-Evaluation Report (SER) and submitted it in September 2025. It included the following annexe:

- cooperation treaty and addendum
- Study plan
- Study and examination rules (University of Applied Sciences Kehl)
- Guide pédagogique (University of Strasbourg)
- CVs of teaching staff
- Diploma Supplement
- Matrix Alignment
- Admission Rules
- CVs of lecturers
- Evaluation policy
- Survey sample questionnaire (University of Applied Sciences Kehl)
- DFH survey sample questionnaire (DFH= Deutsch Französisches Hochschule, Franco German University)
- DFH survey – analysis of data
- Transcripts of records (both universities)
- Certificates (both universities)

The EVALAG accreditation commission approved a longlist of members for the expert panel, the EVALAG project manager sent out requests. After the official nomination of the expert panel, an online meeting took place where panel members prepared the site visit.

The site visit took place on the campus of the University of Applied Sciences Kehl on November 7, 2025. An overview of the different slots and interviews for the site visit is attached in the annex (see VI.1). The site visit was closed with a short briefing between panel members and the university management.

Subsequently, panel members have written a report about their assessment, you can find it in the ensuing chapters. In February 2026, the universities had the opportunity to comment on the report (time period of four weeks). Then, panel members discussed how to take into account the statement in the final report. Finally, panel members edited a final version of the report which was submitted to the EVALAG accreditation commission (see chapter V).

II. Overview of universities

1. University of Applied Sciences Kehl

In Baden-Württemberg, there are two higher education institutions that are responsible for the academic training of senior civil service in Germany. One of them is the University of Applied Sciences Kehl. It was founded in the 1970s and it offers different study programmes for future members of the senior civil service. According to the institute of statistics for Baden-Württemberg, 1394 students were enrolled in 2023. It is located directly east of the Rhine and it borders the city of Strasbourg to the west. The University of Applied Sciences Kehl is a public university, known for its strong ties with the public sector and its focus on practical application in all study programmes. Therefore, an important part of its teaching staff comes from the public sector or industry.

2. University of Strasbourg

The University of Strasbourg was founded in the 16th century. It currently lists around 55000 students on its website with more than 3000 active professors and teaching staff. More than 50% of the students are enrolled at the Bachelor level.² It has 6 different campuses. For the academic year 2023/2024 it offered a variety of study programmes, including with 37 degrees (Bachelor level) and 87 study programmes at the Master level. It comprises 18 faculties as well as 17 institutes and schools. In 2023, 2748 lecturers and professors were employed at the University of Strasbourg.³

There are three focus areas for the University of Strasbourg: human and social sciences, sciences and technology as well as life and environmental sciences. The latter is particularly significant with several sub-areas such as cellular biology.

For geographical and political reasons, one main focus of the university's cooperation projects is the French-German relationship. Therefore, it established more than 83 Erasmus+ partnerships with German universities.

² See https://www.hceres.fr/sites/default/files/media/publications/rapports_evaluations/pdf/C2023-EV-0673021V-DEE-ETAB230023434-RD.pdf

³ See HECERES report, p. 6 (previous footnote).

III. Assessment report

1. Eligibility

A.1 Status

The institutions that offer a joint programme should be recognised as higher education institutions by the relevant authorities of their countries. Their respective national legal frameworks should enable them to participate in the joint programme and, if applicable, to award a joint degree. The institutions awarding the degree(s) should ensure that the degree(s) belong to the higher education degree systems of the countries in which they are based.

A.2 Joint design and delivery

The joint programme should be offered jointly, involving all cooperating institutions in the design and delivery of the programme.

A.3 Cooperation Agreement

The terms and conditions of the joint programme should be laid down in a cooperation agreement. The agreement should cover the following issues:

The denomination of the degree(s) awarded in the programme

- **Coordination and responsibilities of the partners involved regarding management and financial organization (including funding, sharing of costs and income etc.)**
- **Admission and selection procedures for students**
- **Mobility of students and teachers**
- **Examination regulations student assessment methods, recognition of credits and degree awarding procedures in the consortium**

Description

The University of Applied Sciences Kehl is a public university. Thus, it is funded by the state of Baden-Württemberg. It is entitled to offer joint study programmes based on a cooperation treaty with another higher education institution in Europe.⁴ According to the university, the state Baden-Württemberg has authorized this study programme, although it does not provide funding for it so far. Currently, there is a study fee amounting to 2150 euros per semester.

The University of Strasbourg is a public university. Thus, it is funded by the French state. It undergoes a regular quality assurance procedure that is led

⁴ Verordnung des Wissenschaftsministeriums Baden-Württemberg zur Studienakkreditierung (§§16, 20 und 33).

by the HCERES (Haute Conseil de l'évaluation de la recherche et de l'enseignement supérieur). The last successful completion of this assessment procedure dates back to 2023.⁵ It is valid until 2028. Throughout this period, the University of Strasbourg is entitled to offer study programmes, develop new ones and organise study programmes in collaboration with other European higher education institutions (HEIs).⁶

Both universities have provided evidence for their status as a public higher education institution.

The MRI study programme is a joint programme that encompasses 120 ECTS over four semesters in total. Upon successful completion, students receive two degrees: one from the University of Strasbourg and one from the University of Applied Sciences Kehl. The first year of this study programme was launched in 2012. Students of the joint programme are enrolled in both universities throughout the four semesters.

Although students receive two separate degrees from two HEIs, the curriculum is the result of an intensive collaborative effort and therefore rather resembles a joint degree. This point will be elaborated on in further detail at a later stage (see subchapters III.2 and III.3).

The University of Strasbourg and the University of Applied Sciences in Kehl have based their cooperation on a cooperation treaty. It encompasses the scope and content of the collaboration, the responsibilities on each side as well as admission requirements (including the establishment of an admission committee with representatives from both universities) an overview of the curriculum and a conversion table for grades. Both universities have provided an admission regulation.⁷ The cooperation treaty dates back to September 2022, the standard duration period is four years.⁸ The cooperation indicates the following title for the joint study programme: "Intelligence collective et ecosystems innovants en Europe"⁹ (French name) and "Management of Regional Innovation Ecosystems."¹⁰ Meanwhile, three amendments were drafted and signed.

The cooperation treaty mentions potential funding from the Franco German University with the aim of reducing study fees. Currently, there is funding

⁵ The corresponding report can be found here: https://www.hceres.fr/sites/default/files/media/publications/rapports_evaluations/pdf/C2023-EV-0673021V-DEE-ETAB230023434-RD.pdf, last access December 12, 2025.

⁶ Code de l'éducation, article L713-1, see <https://www.lexbase.fr/texte-de-loi/art-l7131-code-de-education/L8989HZX.html>, last access December 10, 2025.

⁷ In the case of UNISTRA, this refers uniquely to indications on their website. See chapter 4 for more information.

⁸ Due to administrative reasons, university of Strasbourg cannot commit to a duration period exceeding four years.

⁹ This is the current name, it is indicated in an amendment to the treaty. Previously: Management of cluster and regional networks.

¹⁰ This is the current name, it is indicated in an amendment to the treaty. Previously: Management of cluster and regional networks.

from the Franco German University (for more information see subchapter III.7).

The first amendment to the cooperation treaty dates back to July 2023 and introduced some changes to the curriculum. The second amendment to the cooperation treaty, signed in June 2024, introduced a name change for the study programme. The intention behind the name change was to emphasize the breadth of the study programme's content as well as to enhance its appeal to future students.

Until 2022, students had the opportunity to receive a further degree from the University of Strasbourg called either - depending on the choice of the students - "diplôme universitaire communication internationale appliquée" or "diplôme universitaire pratiques du management de projets et de coopération européens".¹¹ This option was cancelled by the second amendment and thus, it does no longer exist. Since 2022, this joint programme has been offered as a double degree with one degree awarded by UNISTRA and one by the University of Applied Sciences Kehl.

The third amendment to the cooperation treaty, adopted in September 2024 introduced changes regarding the study fees. The old ruling required study fees to be paid to the University of Applied Sciences Kehl in semester 1 and 2 and to UNISTRA for the last two semester. According to the change, the University of Strasbourg now requires students to pay study fees for semesters 1 and 2, the University of Applied Sciences in Kehl requires students to pay study fees for semesters 3 and 4.

The overview of modules included in the cooperation treaty ensures mutual recognition of those courses in the overview students complete successfully. The conversion table for grades is an important element in this recognition practice, which is attached to the text of the cooperation treaty.

The denomination of the degrees are:

- Master of Arts (University of Applied Sciences Kehl); Management of Regional Innovation Ecosystems
- Master d'Arts, lettres, langues, Mention Langues et sociétés; Intelligence collective et écosystèmes innovants en Europe

Due to the large number of amendments to the original cooperation treaty, it is difficult to find the denomination of both degrees in the cooperation treaty.

Both universities have submitted their own examination regulations, which are applied separately.¹² UNISTRA has submitted basic regulations for ex-

¹¹ The French "diplôme universitaire" is to be distinguished from the traditional Bachelor or Master study programmes. While the latter are considered as an academic study programme with automatic recognition by the state, the former are listed in the Répertoire national de certifications (RNCP, French National Directory of Professional Certifications). This register is important for the study programme's recognition in the job market.

¹² While there are two different examination regulations, there is one examination committee with representatives from both institutions. For further information, see III.5.

aminations that apply to all its study programmes.¹³ This examination regulation applies to all students in semesters 1 and 3.

Previously, the examination regulation from University of Applied Sciences Kehl¹⁴ referred to a study programme with the title “Management of Cluster and Regional Networks” (old denomination). This situation was remedied because the University of Applied Sciences Kehl submitted a new version of the examination regulation which indicates the correct denomination for the study programme, namely “Management of Regional Innovation Ecosystems”.¹⁵ This examination regulation is applied in semester 2 and 4. It is dated March 2026.

The cooperation encompasses the following information regarding student mobility: students pass semester 1 and 3 at UNISTRA, and semester 2 and 4 at University of Applied Sciences Kehl.

Assessment

The experts have a positive impression of the study cooperation. It is based on a sound cooperation treaty with clear responsibilities and a long-term cooperation between the two institutions. A continuous dialogue is institutionalized between the two institutions and both sides aim at a maximum of transparency about all details of the study programme. Therefore, the cooperation agreement ensures that the study programme can continue even in the event of future staff changes.

Both institutions hold the status of a public university, both are entitled to offer a joint programme resulting in a Master degree in cooperation with a European university.

Regarding eligibility, the content of the cooperation treaty, the examination regulations, the admission rules and clear indications for student mobility: The experts have seen that the criterion is met by both universities.

The experts have seen that there is hardly any visibility of the degree denomination in the cooperation treaty. However, the agency points out that

- a. the study and examination regulations are part of the cooperation agreement and the designation of the German degree was correctly stated there, and
- b. both universities have submitted a certificate and a diploma supplement in which the correct degree designation appears

¹³ Règlement des études et de la scolarité en Licence et en Master pour l'année universitaire 2025-2026, <https://www.unistra.fr/fr/formation/reussir-luniversite/modalites-dexamens-et-controle-des-connaissances>

¹⁴ 2. Änderungssatzung vom 25.5.2022: Studien- und Prüfungsordnung für den Masterstudiengang „Management von Clustern und regionalen Netzwerken“.

¹⁵ The University of Applied Sciences Kehl first handed in a preliminary version. It submitted an official version which was adopted by the university's senate on March 11, 2026.

- c. according to both universities, in summer 2026, both universities will draft a new version of the cooperation treaty with precise indications of the denomination of each degree at each university.

In light of this information, the experts conclude that the criterion is fulfilled. Nevertheless, they deem that there could be more transparency. Therefore, they have drafted a recommendation.

Recommendation R1

Both universities should include the precise wording for the denomination for each degree in the new version of the cooperation treaty.

2. Learning outcomes

B.1 Level [ESG 1.2]

The intended learning outcomes should align with the corresponding level in the Framework for Qualifications in the European Higher Education Area (FQ-EHEA), as well as the applicable national qualifications framework(s).

B.2 Disciplinary field

The intended learning outcomes should comprise knowledge, skills, and competencies in the respective disciplinary field(s).

B.3 Achievement [ESG 1.2]

The programme should be able to demonstrate that the intended learning outcomes are achieved.

B.4 Regulated Professions

If relevant for the specific joint programme, the minimum agreed training conditions specified in the European Union Directive 2005/36/EC, or relevant common trainings frameworks established under the Directive, should be taken into account.

Description

Learning outcomes (overall)

The programme provides students with the necessary skills for a demanding professional activity that is at the interface of eco innovation systems, cluster networking, public sector and industry at a time. It deals with the different ways of cooperation between public sector and industry in the context of innovation. There is a particular emphasis on the management of networks taking into account commercial and public law. Graduates are capable of working in the management of local or international networks area in an English, German as well as a French speaking environment.

Their skills comprise autonomous analytical thinking and decision-making competence. Graduates are capable to opt for decisions based on a data driven analysis of the facts, a profound knowledge of different decision-making models as well as a first practical professional experience in the networking, eco-innovation system and business development sector.

Embedded in a multilingual environment, students also acquire the necessary language skills, the intercultural competence and communication skills that are crucial for every position at the interface of different sectors (private sector, public sector, NGO sector) and of different disciplines (law, management sciences including project management, economics, public affairs, international relations, sociology, languages). In light of economics as an important discipline in this study programme, the curriculum focuses on circular flow energy and energy transition processes.

The following list indicates the learning outcomes of the study programme. The source for this information is the module handbook.

Learning outcomes - knowledge

Students acquire in-depth knowledge in the following areas:

- economic and business conditions for networks and innovative eco-systems
- social-political and legal political framework conditions
- business and competitive intelligence
- project management knowledge
- main actors and institutions in Europe and on the international level regarding eco-systems, networks, international cooperation and business development
- interest groups in the EU and how they attempt to impact decision-makers
- crucial funding programmes for business development
- global value chain management
- Supply Chain Mapping
- Design Thinking

Students acquire basic knowledge in the following areas:

- international affairs and theories of IR
- theories of regional economy, definitions of regional innovative eco-systems
- organization theory

Learning outcomes – skills

- project management skills
- analyze networks and clusters
- compare different, country-specific, public management traditions
- make use of European and international funding programmes for business development
- while working in a position with responsibility, applying an innovative management approach as well as sound human resources management (for example in the solution lab¹⁶)
- understanding cluster politics and stakeholder strategies in France and Germany
- presentation and communication skills
- analyzing markets and develop business and marketing strategies
- conflict management in international projects
- using communication tools in networks
- identifying the crucial challenges in specific networking contexts
- applying collective intelligence in the context of innovation systems
- implementing entrepreneur tasks
- designing a research project and implementing it step by step including the testing of hypothesis
- practical decision-making skills

Learning outcomes - attitude

- critical reflection on management and governance structures, accompanied by a constructive, innovation-friendly attitude
- problem solving attitude with a high degree of intercultural awareness
- perspective on measures how to improve one's market position
- reflecting on processes from the perspective of a manager as well as from the perspective of an economist (macroeconomics)
- incorporating a design-thinking perspective

¹⁶ The solution lab is a week in January where students work on entrepreneurial tasks in a team setting.

The curriculum is designed in a way that takes into consideration the different steps of students' learning process. Throughout their first semester in Strasbourg, students learn basics of international relations, regional innovation systems, management science and project management. *There is also a short teaching unit about scientific writing (22hours in total), this is a submodule of the module about project management.*

In the second semester in Kehl, students learn about EU institutions and policies, cluster theories, global value chain management and communication skills. Again, project management is on the agenda but this time it is dealt with from a practical perspective: When conducting projects with partner organisations (semester 2 and 3), students apply their previously acquired knowledge.

Students pass their third semester in both higher education institutions and participate in course about business and competitive intelligence, innovation systems and collective intelligence as well as decision-making models and marketing.

In the last semester, students gain practical knowledge and professional experience during their internship. Furthermore, they write their Master thesis. The internship gives them the opportunity to apply the theoretical knowledge they have acquired in the previous semester.

The minimum agreed training conditions (European Union Directive 2005/36/EC) are not applicable for this study programme. This study programme does not provide a legal qualification to practice law in case of a successful completion.

Assessment

The module handbook provides a thorough documentation of the programme's Intended Learning Outcomes. Subjects and areas that are indicated as important elements of the curriculum match with the programme's Intended Learning Outcomes (ILOs).

The experts anticipate that prospective students may find it difficult to grasp the curriculum content. They may not be familiar with innovative eco system and their meaning. Therefore, the experts recommend to complete the module handbook with additional information about the scientific literature relevant for each module. This could enhance the transparency of the curriculum even further.

Recommendation R2

The module handbook should be completed with additional information regarding the scientific literature relevant for each module.

The experts have seen that, while the first semester is dedicated to conveying basic knowledge in different subject areas, the subsequent semesters focus on the question of how to apply this knowledge as well as more

in-depth knowledge in certain areas. Therefore, the content of the curriculum and the ILOs correspond to second cycle qualifications as defined in the Framework of Qualifications in the European Higher Education Area (EQF level 7). The coherence and appropriateness of ILOs and the curriculum were confirmed by alumni students who participated in the site visit.

The difference in the wording between the German and the French study programme is rooted in the different connotations for the French word “intelligence collective” with no option for a sound word-to-word translation. Nevertheless the experts consider the title of the study programme and the indications of the ILOs to be a sound match for a joint programme that is a Double Degree.

While the experts believe that the curriculum design ensures the LO can be achieved, they think there should be more content regarding scientific writing and the format and requirements of “Hausarbeiten” in the German academic system. This should take into account the different background of students in this study programme.

Recommendation R3

The curriculum should comprise a teaching unit about academic writing that introduces students to requirements for specific writing tasks.

Conclusion

The criterion is fulfilled.

3. Study programme

C.1 Curriculum

The structure and content of the curriculum should be fit to enable the students to achieve the intended learning outcomes.

C.2 Credits

The European Credit Transfer System (ECTS) should be applied properly and the distribution of credits should be clear.

C.3 Workload

A joint bachelor programme will typically amount to a total student workload of 180-240 ECTS-credits; a joint master programme will typically amount to 90-120 ECTS-credits and should not be less than 60 ECTS-credits at second cycle level (credit ranges according to the FQ -EHEA); for joint doctorates there is no credit range specified.

The workload and the average time to complete the programme should be monitored.

Description

Structure of the curriculum (total of 120 ECTS)

Semester	Campus where students learn	Term	Activity	Number of ECTS
semester 1	Strasbourg	Beginning of September – end of January	Courses	30
semester 2	Kehl	Beginning of March – end of July	Courses	30
semester 3	Strasbourg and Kehl	beginning of September – beginning of May	Courses	30
semester 4	Strasbourg or Kehl	Beginning of March – end of July	Internship and master thesis	30

There are four semesters, the students of one year are organized into one cohort. Almost all courses are taught only for one cohort, very rarely MRI students meet other students from different study programmes in a teaching context. Students start their courses in September at the University of Strasbourg. Each semester ends with an examination phase, subsequently, there is a semester break. You can find the duration of terms in the table above.

Students have the possibility to combine their study programme with a job contract. The hours spent working for the company or for a public service institution are counted as an internship. Practical experience is compulsory for every student, it either takes the form of a job contract for the duration of two years – with students having time off to work – or it takes the form of a traditional internship in the fourth semester. There is no rule regarding the time spent for the practical experience. The practical experience encompasses normally around 35 – 40 hours per week. For lecturers and seminars at the university, students are usually excused for their absence at work. The curriculum is the same for all students, no matter whether they have a two years job contract with one of the partner firms or partner public services of the consortium or a contract for an internship.

The Curriculum is structured into modules, with each course designed according to the learning outcomes (outcome orientation). Here is a short overview of all modules:

Se- mester 1	Module	ECTS
1.1	International Institutions and international relations	9
1.2	International Cooperation and regional innovation	6

	ecosystems	
1.3	Strategic Management	6
1.4	Applied languages	6
1.5	Project Management	3

Semester 2	Module	ECTS
2.1	Intercultural Communication	4
2.2	Comparative Approach to European administration systems with regards to their legal, political and cultural aspects	6
2.3	Policy fields in the EU concerning clusters	6
2.4	Project Management and Global Value Chain Management	6
2.5	Cluster theory and Cluster communication	8

Semester 3	Module	ECTS
3.1	Collective intelligence and regional innovation ecosystems	7
3.2	Innovation and regional innovation ecosystems	5
3.3	Business and Competitive Intelligence	3
3.4	Decision-Making and Marketing	4
3.5	Project Management and Innovation Management	5
3.6	Leadership Skills	3
3.7	Applied Languages	3

Semester 4	Module	ECTS
4	Internship and Master thesis	30

One module usually comprises several courses with different lecturers. For example, the first module is divided into the following courses: Introduction to international relations; actors in international relations; EU institutions; geopolitics and international economics; public institutions and administration in Germany and in France.

Modules 1.2, 2.3, 2.5, 3.1 and 3.2 are the prerequisite for students' thorough understanding and profound knowledge in regional innovation ecosystems, cluster and network development and international cooperation. This includes a good comprehension of the sociopolitical and legal frameworks for clusters in Germany and France as well as the European Funding Programmes and European regional and structural policy (modules 1.1, 2.2 and 2.3).

In order to put this into practice, students learn more about basic management skills (module 1.3 and 2.4) and instruments such as project manage-

ment (module 1.5, 2.4 and 3.5), business and competitive intelligence (module 3.3) and skills relevant for Decision-making and Management (module 3.4). Furthermore, there is an emphasis on applied languages (German and French, module 1.4 and 3.7) and students' intercultural competences (module 2.1) and leadership skills in practice (module 3.6)

The final semester is dedicated to research and to writing the thesis. This usually comprises an internship which is directly linked to the topic of the thesis. Although the overall allocation of 30 ECTS is indicated, there is currently no detailed breakdown of how many ECTS are assigned to the internship, the written thesis or the defence. In consultation with the professors, the students agree on a topic proposal for the Master's thesis, which is then forwarded to the examination board.

Module 2.3, "Clusterrelevante Politikfelder in der EU", currently covers content related to economic and structural policies. However, the title of the module gives the impression that a political science approach to policy is being applied, including scientific policy analysis, but this is not the case.

This study programme comprises four semesters. Students successfully completing a semester receive 30 ECTS. The work of students for each semester is measured in the time spent learning. The time spent learning is divided into a time with physical presence in class and a time of self-learning in the library or at home. According to the SER of the consortium, there are 1090 hours attendance time and 2510 hours self-study or hours where students are with their supervisor. With 30 ECTS per semester and, one ECTS corresponding to 30 hours of work, there is a standard workload of 900 working hours for the whole semester.¹⁷

The survey from the University of Applied Sciences Kehl that was submitted as an annex to the self-evaluation report is a sample for a course survey. It comprises questions on language skills, the working atmosphere in class, course requirements, as well as the performance of the lecturer. Furthermore, the student can evaluate the course on a general level and can come up with comments and suggestions.

The survey¹⁸ from the Franco German University (DFH) encompasses questions on students' initial sources of information about the study programme, the organization of the study programme, language skills, student support, language classes and the financial support (mobility support that is provided by the DFH) and the preparation of a possible stay abroad. In addition to this survey, the annexe included aggregate data regarding the years 2019-2021 with a very small number of respondents (6). Several respondents mention communication problems between the two universities. Upon demand, the two universities emphasized during the site visit that they had reinforced communication channels recently.

¹⁷ Both universities have said during the site-visit that this calculation takes into account semester holidays, too.

¹⁸ For more information regarding the categories and time intervals for surveys see chapter 9.

The evaluation of one module from summer 2025 (University of Applied Sciences Kehl) provides some information about student feedback. It includes questions regarding the workload and the speed of the classes. There was another evaluation from UNISTRA, but it did not concern the workload (for more information regarding evaluation instruments, see chapter 9).

Assessment

The MRI draws from a long-lasting teaching experience in the field of public service, political science and economic cooperation. The documentation as well as the perceptions of the experts during the site visit confirm both universities' commitment to a well organized study programme with a curriculum that matches its intended learning outcomes.

The experts are confident that the students acquire the necessary knowledge for cluster management and regional cooperation while at the same time the study programme guarantees that students will be provided with comprehensive knowledge on the judicial, social and economic background and stake. Furthermore, the experts see the curriculum's emphasis on practical knowledge in combination with a variety of learning activities as a convincing concept. This focus on practical knowledge is a consistent red thread that is visible in the intended learning outcomes and in the curriculum. It is further reinforced by a relatively high number of external lecturers that contributes to a practical, problem-solving-oriented perspective of students.

The experts acknowledge that surveys are carried out and that the workload is being monitored. Nevertheless, they consider that there could be more precise questions regarding the workload for students in the course surveys. This could enable the consortium to closely follow students' workload, in particular in case of changes to the curriculum. Therefore, the experts recommend that questions regarding the workload be introduced in the course survey (see below). This measure could enable the consortium to monitor the student workload more closely. The experts estimate that this recommendation is important in the light of a curriculum that prioritizes practical knowledge. Only a close monitoring process can ensure that there is no overload for students regarding the academic work and the professional activities that are also included in their study programme.

Recommendation R4

The consortium should complete course survey questions (and study programme surveys) with questions regarding the workload.

While the experts noted students' remarks regarding a lack of communication between the two universities, they understand that this is a student feedback from five years ago and that there have been efforts in the past to improve the communication. This impression was confirmed by students

during the site visit. Therefore, the experts conclude that universities have managed to establish a well-functioning communication channel between the two institutions.

Regarding the content of the module handbook, the overall impression is largely positive. Nevertheless, there are specific modules where the titles and content should be adapted. The experts see a lack of a political science approach in module 2.3. They estimate a political science approach would go a long way: Studying policies in depth and raising awareness of the importance of institutions, processes and actors in political fields would equip students with a highly valuable skill and enhance their overall profile.

Recommendation R5

The module 2.3 should be adjusted regarding the content and competency descriptions, esp. competencies in policy analysis.

The experts also identify room for improvement regarding the number of ECTS for the last semester. A more detailed distribution of ECTS would be better for students with one ECTS number for the thesis itself, one for the internship and one for the defense. They deem this necessary as both universities should anticipate options in case of problems with one of the task performances and their implications. This measure could enhance the transparency of the study programme for students.

Recommendation R6

The consortium should agree on a more detailed breakdown of ECTS for the last semester and communicate it accordingly in the module handbook.

Conclusion

The criterion is fulfilled.

4. Admission and recognition

D.1. Admission

The admission requirements and selection procedures should be appropriate in light of the programme's level and discipline.

D.2. Recognition

Recognition of qualifications and of periods of studies (including recognition of prior learning) should be applied in line with the Lisbon Recognition Convention and subsidiary documents.

Description

Applications can be submitted for a start in the winter term (October) between February and May. Applicants first apply via the French platform "MonMaster", subsequently, they apply at University of Applied Sciences Kehl, too.

The admission rules of University of Applied Sciences Kehl indicate the following requirements:

- A Bachelor degree with 180 ECTS in the area of administration and management science, law, political science, social sciences, economics or natural sciences
- Excellent command of German, French and English (B2 level)

Students shall enclose the following documents when applying:

- Bachelor degree certificate
- a document providing information regarding the different academic trainings, professional experience and the student's motivation for this study programme
- an explanation whether there is a current enrollment with another university
- an explanation regarding a potential previous admission which is no longer valid in the context of a fail in an examination

This information is extracted from the admission rules of University of Applied Sciences Kehl. They were adopted on March 11, 2026 by the senate of the university.¹⁹

A joint committee with representatives from both universities meets and analyses the applications. It decides who to invite for interviews, this is usually done in May. These interviews focus on the student's motivation, previous studies, expert knowledge in different subjects, the student's aims and ideas on his/her/their professional future. Furthermore, students' language skills are tested. Subsequently, candidates receive a letter inviting them to enroll in both universities. For one cohort, there are 25 places available.

The website of the University of Strasbourg provides more information regarding the selection criteria that are applied in the committee:²⁰ good academic results in subjects relevant to the chosen programme; consistency of the applicant's project in relation to the programme; required language level.

No document from the University of Strasbourg was submitted regarding admission rules. Therefore, here is a summary of the website and its indications regarding admission rules:²¹

- a Bachelor degree of 180 ECTS

¹⁹ Previously, the experts had formulated a condition because the previous version of the admission rules referred to the study programme by indicating its old title. The experts decided to lift the condition once the university presented the new version.

²⁰ <https://monmaster.gouv.fr/formation/0673021V/2400012P6SQF/detail>, last access January 5, 2026.

²¹ See <https://langues.unistra.fr/formation/masters/master-langues-etranangeres-appliquees-lea/odf-parcours-intelligence-collective-et-ecosystemes-innovants-en-europe-PR573-18309/?tab=admission>, last access January 5, 2026.

- Language skills at level B2 English, German and French

A juxtaposition of the website of Kehl and the indications on the website of the University of Strasbourg reveals discrepancies. The indication of the University of Applied Sciences Kehl is more vague regarding the exact level for language skills.²²

Recognition

At both universities, there is the possibility to request a recognition of courses previously completed at another higher education institution. At the University of Strasbourg, students can apply for recognition via the “Validation des Études Supérieures (VES).” Students can apply at the faculty of languages and ask for recognition.²³ A jury decides on the recognition. Students can also ask for a recognition of competences from previous professional activities.²⁴ In case of a successful recognition, the university translates marks from abroad according to a specific grading scheme.

According to the text of the self-evaluation report, students at the University of Applied Sciences Kehl can apply for a recognition of specific courses by writing to the examination committee. Recognition is granted as long as there is no substantial difference between the competences acquired in the previous course and those of the course in question. Furthermore, students can also ask for the recognition of competences they have previously acquired in the context of a professional activity. While this procedure stands for the usual business at the university and is definitely a standard procedure according to different members of the university, the text of the examination regulations only mentions the rules of recognition for competences acquired in a professional context (see §15 of the examination regulations), it does not mention the recognition of competences previously acquired in a different higher education institution.

Assessment

The experts are convinced that the admission requirements ensure and that students reach the necessary level of academic education and training, relevant practical experience and language skills are considered. They commend the approach of having one joint admission committee that meets and discusses which applications are the best match.

Nevertheless, they highlight that there is room for improvement regarding the indications about language skills. They advise the universities to enhance the clarity of the admission rules by ensuring that both websites indicate identical information and explain the requirements and admission procedure for potential applicants, including potential differences for candi-

²² See https://www.hs-kehl.de/mri/#elementor-toc_heading-anchor-0, last access January 5, 2026.

²³ This procedure is based on “code de l’éducation R613-32 et articles D.613-28 a D613-50.” For more information, see https://www.unistra.fr/sites/default/files/2025-10/Dossier_VES_2025.pdf, last access January 5, 2026.

²⁴ See <https://sfc.unistra.fr/vae/valider-ses-acquis-dexperience/>, last access January 5, 2026.

dates from the German and French academic system. This is also important to ensure the attractiveness of the programme for applicants who are not already enrolled in Kehl or Strasbourg.

Recommendation R7

The consortium should change the indications on the websites so that they are identical with the information on prerequisites indicated in the admission rules.

The experts are confident that the recognition rules of the Lisbon Convention are being respected. Nevertheless, they recommend to ensure that practice corresponds with the text of the examination rules.

Recommendation R8

The University of Applied Sciences Kehl includes the principles of recognition according to the Lisbon Convention in the examination rules for this study programme, in particular those applying to a demand for the recognition of competences that were previously acquired at a different university.

Conclusion

The experts conclude that the criterion is fulfilled because past examples have proven that there is a recognition practice that corresponds to the Lisbon Convention rules although this is not yet visible in the document listing the study and examination rules.

5. Learning, teaching and assessment

E.1 Learning and teaching

The programme should be designed to correspond with the intended learning outcomes, and the learning and teaching approaches applied should be adequate to achieve those. The diversity of students and their needs should be respected and attended to, especially in view of potential different cultural backgrounds of the students.

E.2 Assessment of students

The examination regulations and the assessment of the achieved learning outcomes should correspond with the intended learning outcomes. They should be applied consistently among partner institutions.

Description

Learning and Teaching

There is a high variety of teaching methods at both universities: standard lectures, courses based on group work, courses with case-based learning, courses where learning takes place in the form of an entrepreneurial pro-

ject, project-based work, simulation games and role games as well as excursions. Here are some examples:

- Solutions lab. This is a course where students work on a solution for a problem regarding a specific business model. They learn how to concoct a business model, how to analyze it and how to asset it. It includes a significant amount of teamwork.
- In a course on regional and structural policy of the EU, students learn hands-on techniques for example how to write an application for a EU funding programme
- Excursion to a cluster or innovative cooperation programme. Students become familiar with innovative ecosystems, the excursion to a cluster aims at showing students spatial organization and design features and how these are linked to the the system´s specific features.
- In the module 2.4.3, students participate in a simulation game about the European Parliament. Students learn how to debate in a multilingual group with a high variety of different cultural backgrounds, they learn more about interest group representation in EU institutions, citizen engagement and networking.
- In the module about cluster communication, students learn how to write press articles and use various communication channels while at the same time finding out about the legal framework when dealing with the media. There is a simulation game where students take over different roles.
- Language courses such as modules 3.7.1 and 3.7.2 train students in oral and written expression. Students give presentations and receive coachings to improve their expression skills. According the universities, for the time being, there are no French language courses due to the lack of demand.

The intended learning outcomes in this selection of examples vary from simply learning in the sense of acquiring knowledge about a specific policy area such as structural policy (number of funding programmes, intention of EU policy, distribution mechanisms, demands, eligibility criteria and interest groups) to learning practical skills such as debating, negotiating, presentation and language skills as well as teamworking. In the solutions lab they learn how to apply previously acquired knowledge regarding business management. This corresponds to the very practical orientation of the study programme. EU policy, economic integration and cooperation are subjects that are at the heart of the study programme´s curriculum, they represent crucial intended learning outcomes.

Most courses in semesters 1, 2 and 3 are organized according to the following logic: First, there is a course with a focus on basic knowledge regarding

a certain topic (for example project management). Second, there is another teaching unit with a more in-depth approach, often there is case-based learning or problem-based learning. In the third semester, there is a focus on practical application of the previously acquired knowledge. This three-step logic is an important feature of the curriculum.

Students with learning difficulties can apply for specific arrangements such as, for example, a prolongation of the duration of a written test or a prolongation of a deadline for homework (“Nachteilsausgleich” in German). This could imply more breaks during tests. Decisions are taken by the examination committee. Students can contact the examination committee to apply for these measures. In exceptional individual cases of doubt, the examination committee may ask for a medical certificate proving difficulties or disabilities.²⁵ Students unable to attend an exam because of illness or other causes not directly attributable to him/her/them have to provide a certificate.²⁶ Subsequently, they can pass the exam at another point in time without any disadvantage.

At UNISTRA, students are obliged to “validate” all courses they have attended in one semester. This means that students need to pass all the modules in the scheduled term. Failure to pass a single module may involve that all modules of a given term need to be attended and validated again (depending of the decision of the examination jury).

Assessment of students

Assessment methods differ, depending on the qualification goal for the course. Most of the courses require a constant participation throughout the semester. Students give presentations or hand in written homeworks during the semester. At UNISTRA, the logic of continuous contributions to class can be seen by the method of “controle continue” according to which the students are assessed on the basis of different class or homework and contributions.

For semesters 2 and 4, the exam regulations of the university of Applied Sciences Kehl apply. They indicate the following assessment methods:

- Written test. The module handbook informs students about the duration of the test.
- Written work to be done at home (“Hausarbeit”): usually this work is to be carried out in a time period of four to six weeks and encompasses around 12 pages including scientific references.

²⁵ University of Applied Sciences Kehl, study and exam regulations, paragraphs 16 and 17.

²⁶ For UNISTRA, see the examination rules point 2.2.3 and 2.2.4, Règlement des études et de la scolarité en Licence et en Master pour l’année universitaire 2025-2026. See https://histoire.unistra.fr/websites/histoire/MCC/Regles_generales_relatives_aux_modalites_d_evaluation_des_etudiants_en_licence_et_en_master_pour_l_annee_universitaire_2025-2026.pdf, last access January 9, 2026.

- presentation and written work or project work. Presentations: Students show they have reflected on a specific topic and they dispose of a comprehensive knowledge of the subject and the current state of the art

The majority of exams takes place in a face-to-face situation. Online tests for presentations or the defense of a thesis are allowed as long as they comply with the regional legal requirements for university exams. The examination committee decides about the eligibility for online exams. The general principle is that there is one exam for each module, derivations of this rule are possible, such as several exams covering different parts of the module.

Exams based on results of a group work are possible as long as it is visible which parts of the work were complete by the individual student. In case of a fail, there is the possible to undergo a re-sit exam once. In case there is again a fail, there is the possible of a second re-sit exam. But there is a limit for the amount of these second re-sit exams. It applies only to a maximum of two modules of the study programme, it is an oral exam of 20 minutes.²⁷

If there is a failure of an exam, students can demand a re-assessment by a different lecturer. In case of a difference in the marks, the mean value of both marks is calculated.

The examination committee is composed of the following members:

- the rector or the representative of the rector
- Study programme coordinator of University of Applied Sciences Kehl
- Two professors coming from the two faculties/universities
- Study programme coordinator of UNISTRA

In semesters 1 and 3, the study regulations of UNISTRA apply (Modalités d'évaluation des connaissances et des compétences (MECC)).²⁸ In addition to that, there are faculty-specific rules for student assessment. The MECC comprise the number of exams, their nature, their duration and their coefficient.

More rules are to be validated by the "Commission Formation et Vie Universitaire (CFVU)", students are informed about these at least one month after the beginning of the semester. Similarly to the rules in Kehl, there is a re-sit exam for a fail. A second re-sit exam is possible but will take place in the subsequent study year. At the University of Strasbourg, an examination committee is appointed for each semester. It is composed of different jury members, among them one president. In Master study programmes, the

²⁷ For more information, see paragraph 16 and 17 of the study and exam regulations at the university of applied sciences Kehl.

²⁸ See <https://pole-licences-sciences.unistra.fr/reglementation-et-procedures/reglementations/mecc-modalites-devaluation-des-connaissances-et-des-competences/>, last access January 9, 2026.

study programme coordinator is always an exceptional member of this jury. The German study programme coordinator may be invited to attend the meetings. The jury makes the final decision regarding student results.

Assessment

The experts are confident that the study programme offers a high variety of teaching and learning methods. They consider this variety appropriate as it corresponds to the different learning outcomes that are relevant for each module. Activities such as "Projektarbeit" (work on a project) and "Fallstudien" (case studies) also make sure that students become quickly familiar with activities and competencies that are required in their future professional environment. Furthermore, these formats allow them to become aware of the institutions and actors in the regional and international environments.

In particular, they praise the three-steps-logic in the context of the learning activities and the ensuing focus on case-based and problem-based learning. Nevertheless, they think that the visibility of this feature could be enhanced so that its unique feature becomes more obvious.

Recommendation R9

The universities should align the description of the modules and the curriculum in a way that renders its focus on case-based and problem-based learning more visible.

The experts consider this focus important and believe it should be made more explicit. There is a risk of misperception of the programme if this is not done. It is fair to say that there is hardly any in-depth Master-level material, with many teaching units having an introductory character that suggests they are more suited to the Bachelor's level.

Furthermore, the experts are confident that the examination rules are applied in a consistent manner in both universities and that there is a good communication channel between the two universities.

6. Student support

F. Student Support

The student support services should contribute to the achievement of the intended learning outcomes. They should take into account specific challenges of mobile students.

Description

At the University of Applied Sciences Kehl, there are several student support services. The manager of the study programme supports students when they have questions regarding the organization and regarding accommodation and mobility. In case of need, students get access to a psychologist at the university.

The lecturers are available in case students have questions regarding a course or examination rules. They support students also in their search for an internship. Furthermore, they serve as supervisors for the internship and the master's thesis. Students with special needs can ask for further assistance. The university offers a language programme for students whose mother tongue is not German. This programme includes language training as well as teaching of German politics and culture.

At the University of Strasbourg, students can contact student services (scolarité) at IRIUS (Institut de relations internationales, Université de Strasbourg). The study programme manager at University of Strasbourg has office hours. Similarly to Kehl, there is the office "espace avenir" where students get support for finding internships and training (training for applications and job interviews). Furthermore, there is a person responsible for crossborder professional training at UNISTRA whom students can also contact.

In addition to email communication, UNISTRA provides a chat function called tools matrix which is helpful for students with a problem searching for the right contact person. Students get access to further digital tools such as Mindomo which serve for mappings and project management.

The UNISTRA offers further support through a dedicated staff member responsible for advising students on their future professional pathway (chargée d'Orientation & d'Insertion Professionnelle). Students can contact this person to receive further advice. In addition, the university's international relations service office is available to students seeking advice on their mobility plans.

The first semester starts with an integration day. Students meet in small groups for different activities in Kehl and Strasbourg helping them becoming acquainted with each other and the two cities. Student clubs offer activities, too. In 2019, an alumni association was created which aims at

strengthening a network between lecturers, current students and former students.

There is financial support for this study programme from the Franco German University (DFH). Students can apply for a mobility fund if they start their internship in a country where they are not resident. The mobility fund per student amounts to 359 euros on a monthly basis for a period of a maximum duration of ten months.

At UNISTRA, there is a disability representative. He/she/they inform/s about the accessibility to classrooms and facilities. At the University of Applied Sciences Kehl, there is an equality officer who provides support for students. The universities referred to their websites for more information.

At UNISTRA, all students receive the "carte culture" which provides them with different discounts for cultural events in Strasbourg and its proximity. Students can also attend sports classes at "Centre sportif universitaire."

Assessment

The expert team is confident that there is a high variety of different support structures at both universities. This offer concerns matters that are related to courses and the curriculum as well as practical support for example regarding internships and accommodation.

Information session at the beginning of the semester and fact sheets provide comprehensive guidance. Furthermore, several students have highlighted throughout the onsite visit that lecturers as well as administrative staff are easy to contact and often react quickly to support students. Study programme managers are well informed about students needs.

Recommendation R10

The consortium should provide information to students/the public about frequently asked practical questions, such as, for example the accessibility to classrooms.

This recommendation is drafted on the background that there might be students in the future with limited mobility. While the experts have seen that there is a lot of communication between students and university staff and that there is general information on each university's website, they deem important that the aspect of diversity is directly addressed.

Conclusion

The criterion is fulfilled.

7. Resources

G.1 Staff

The staff should be sufficient and adequate (qualifications, professional and international experience) to implement the study programme.

G.2 Facilities

The facilities provided should be sufficient and adequate in view of the intended learning outcomes.

Description

Teaching staff

The consortium has provided CVs of the majority of teaching staff. According to information provided by the universities during the site visit, the percentage of external lecturers in the second year is between 60 and 70%. In the first year of the study programme, the percentage of external lecturers amounts to approximately 50 to 60%. Both universities have a detailed recruitment in place. This concerns full-time lecturers who are employed at the universities and external lecturers alike. The most important criterion is previous experience in teaching on the academic level. Regarding external lecturers, there is an additional criterion that is extremely important which is professional work experience in the subject matter. All full-time lecturers have a PhD, most or some of the external lecturers do so as well. The quality of the lectures is regularly checked by both universities with course evaluations (see chapter on quality assurance). In case the feedback coming from the surveys is conspicuous, the study programme coordinator of the relevant university.

Generally, all lecturers speak English, French and German. Nevertheless, one official teaching language is communicated for each course. At the same time, both universities have emphasized during the site visit that students are encouraged to speak up in class choosing one of the three languages.

At each university there is a study programme coordinator who is responsible for the implementation of the study programme and who takes care of the organizational aspects. Both study programme coordinators serve as the main contact person for the students, they have regular exchanges. At both universities, there is support for their work by administrative staff.

Facilities

Students have access to all library facilities of both universities. The library at the University of Applied Sciences Kehl is open from Monday to Thursday

from 8:00 to 20:00 and Friday from 8:00 to 17:00.²⁹ It provides all students with a 24-hour online access to different online platforms (for example Beck-Online, juris, "ReDi data bases") and ebooks. Furthermore, there is a subscription that encompasses 150 different scientific journals. The literature deals with legal journals and social, economic journals as well as journals about public service and management science. There is also a language center at the University of Applied Sciences Kehl offering different formats of language courses to students, staff and guest professors. All staff of the university can benefit from the online languages platform SPEEX.³⁰

At UNISTRA students receive access to 21 different libraries, all of them are open from Monday to Friday, some of them on Saturday mornings, too. Library services include access to the online catalogue and databases, training for literature research, access to rooms and rentable workspace, printing service and book lending (including interlibrary loans).³¹ The main university library in Strasbourg indicates on its website that it offers 81 rooms for working groups with a total of 544 for students, more than 1.2 million books, more than 20 000 scientific journal subscriptions and more than 330 000 ebooks and access to 61 different data bases.

Assessment

The experts are confident that there are sufficient resources for a sustainable management of this study programme. The programme is comprehensively equipped with appropriately qualified teaching staff.

Since almost all courses are courses that are unique to this study programme (no students from other study programmes attending these courses), lecturers and students have emphasized during the site visit that this is an important asset for the programme, in particular with regards to the cohesion in class and intercultural learning.

The experts have seen that students have access to extensive literature resources for both learning and research purposes, in particular at the University of Strasbourg.

Therefore, the experts are confident that the criterion is fulfilled. In light of the high number of external lecturers, they have one recommendation for an improvement. From their perspective, a didactic training for all lecturers including external lecturers would go a long way. They consider this as an important measure because it contributes to the development of the lecturers and implies a positive impact on students' learning processes. This didactic training could take into consideration the unique features of this programme such as its trilingualism.

²⁹ Opening times may vary according to term durations and examination phases.

³⁰ For more information, see: <https://www.hs-kehl.de/sprachenzentrum/>

³¹ For more information, see www.bu.unistra.fr

Recommendation R11

The universities should offer a didactic training to lecturers (including external lecturers) on a voluntary basis.

Conclusion

The criterion is fulfilled.

8. Transparency and documentation

H. Transparency and documentation

Relevant information about the programme like admission requirements and procedures, course catalogue, examination and assessment procedures etc. should be well documented and published by taking into account specific needs of mobile students.

Description

Students and future students find comprehensive information about the study programme on the website of UNISTRA and University of Applied Sciences Kehl including information about the teaching units and the curriculum, the organisation of the study programme, study and examination rules and contact information of the study programme coordinator. There is information regarding admission rules, this is almost identical on both websites, but there is a need for improvement regarding the indication for the language level (see chapter about admission).

Both universities offer information days including an online information day where future students can come to the university and inform themselves about the study programme.

There is a comprehensive module handbook in German that elaborates on the content of each teaching unit and the corresponding qualification goals. It deals with all modules of the study programme. The information about the assessment methods (nature and duration of exams, requirements) can be found on an online moodle platform students get access to once they are enrolled. Furthermore, the French “guide pédagogique” for the second Master year contains literature references, but they are not assigned to specific teaching units (see previous chapter on learning outcomes). The French „guide pédagogique” is available in a French version, but not in any other language. The German module handbook is available only in German, too.

Assessment

The experts have seen that there is a lot of information provided to students and potential future students via each university’s website. Furthermore, both universities offer different information days shortly before or during the time period for the application process.

While the experts are confident that the criterion is fulfilled, they have identified one area for improvement.

Information about the different modules can be found in different places (module handbook, guide pédagogique and learning platform). The experts recommend consolidating all relevant information for each module in one easily accessible central place (ideally it should be easily accessible for future students and currently enrolled students alike). This will enhance the transparency of the study programme. In particular, the experts think it is important to emphasize the teaching methods that come along with each module to the wider public because this is where the study programme is outstanding.

Recommendation R12

Both universities should unite all relevant information regarding modules – including learning objectives, content, requirements, teaching methods, workload in one place so that students and future students can easily get an overview of the courses and course requirements.

Conclusion

The criterion is fulfilled.

9. Quality assurance

I. Quality Assurance

The cooperating institutions should apply joint internal quality assurance processes in accordance with part one of the ESG.

Description

Both universities have an internal feedback mechanism.

At the University of Strasbourg, there is the “conseil de perfectionnement”. This is a meeting that takes place once a year with representatives from the different groups (administrative staff, external and internal teaching staff, students and alumni) and where proposals for changes are discussed. This committee has an advisory role. The committee was established to find points for improvement, in particular in the light of the requirements from the labour market and industry.

Furthermore, UNISTRA conducts surveys for the quality assurance of its study programme and for data regarding the professional activities of their alumni. The „Observatoire régional de l'enseignement supérieur et de l'insertion professionnelle des étudiants” (ORESIPÉ) is responsible for this.

At UNISTRA, after each semester, the study programme coordinator meets with students to discuss concerns or potential problems. Subsequently, this feedback is then a topic in a meeting between the two study programme

coordinators. They reflect whether there is a need to introduce a change in the curriculum or improve the organization of the study programme. On top of this, there is a regular exchange between the two study coordinators.

There are additional mechanisms for a joint deliberation on the study programme. The study commission meets at least once a year. It is composed of: study coordinator from UNISTRA and from University of Applied Sciences Kehl, one representative from each faculty, four student representatives. The latter are elected for this role. One recent example for a change that resulted from one of the last study commission sessions was a change regarding the module about public service and administration (semester 2). It was reduced in size (workload).

At the University of Applied Sciences Kehl, there is a regulatory document that outlines the basic rules and procedures for evaluations (“Evaluationsatzung” in German). There are evaluations on the course level and on the study programme level. Evaluations regarding the latter take place every three years. Course level-surveys are carried out if the faculty council and the dean have agreed to do so. All courses should be evaluated on a regular basis according to the document. It is said in this document that there are alumni surveys to be conducted on a regular basis. During the site visit, it has turned out that there are no regular alumni surveys carried out by University of Applied Sciences Kehl although this is indicated in the document.

Outcomes of the evaluations are submitted to the (study) dean(s). The outcomes are an important basis for reflections on the further development of the study programme.

Furthermore, there are evaluations from the Franco German University. It is a system where students have to write reports or fill in a questionnaire at three different points in time. Questions concern the admission procedure, the student life cycle, language competences, intercultural experiences and the organization of the study programme. Students are also encouraged to propose elements that could be improved. The universities have submitted a sample of a questionnaire from the Franco German University and one with aggregate data from the 2019/2020 (for more information, see chapter 3).

The examination committee at University of Applied Sciences Kehl is composed of the following members:

- the rector or the representative of the rector
- Study programme coordinator of University of Applied Sciences Kehl
- Two professors coming from the two faculties/universities
- Study programme coordinator of UNISTRA

Its tasks are: debating and deciding about recognition demands, debating and deciding about individual cases related to examination rules, deciding about the possibility of online exams, admission to exams in case of the lack of certain prerequisites.

Assessment

The experts are confident that there is a comprehensive effort by both universities to conduct regular evaluations and to collect feedback, including a common reflection on their outcomes and possible improvement measures resulting from this reflection.

They have seen that a lot of the feedback seems to take place on an informal level at both universities. At the same time, there is a level of institutionalization for different feedback mechanisms and the reflection on improvement measures.

The experts did not receive any information regarding alumni surveys. In case there have been none so far, they recommend both universities to start with alumni surveys. They consider this to be an important method to ensure the employability of graduates.

Recommendation R13

The University of Applied Sciences Kehl should carry out alumni surveys, too, according to its regulations. Alternatively, it participates actively in the alumni surveys from UNISTRA.

The experts welcome that there is an examination committee of the University of Applied Sciences Kehl that includes members from UNISTRA. It recommends including students in the spirit of including stakeholders when dealing with important issues regarding the study programme (see also ESG 2.2). Therefore, they have drafted the following recommendation:

Recommendation R14

The University of Applied Sciences Kehl should consider the option of including a student member on the examination committee.

Conclusion

The criterion is fulfilled.

IV. Conclusion

Overall, the cooperation between the two universities is perceived positively. This is due to the commitment of the university representatives and the motivation of the students. The study programme is striking because of its strong practical orientation toward emerging forms of work and business models. It has the potential to largely bridge the gap between the theoretical foundations of academic study and their practical application in future professional contexts.

The experts have seen that there are extensive communication and coordination activities between the two universities and the programme managers, which allow the programme to integrate quickly new professional requirements and pedagogic formats. It would be in the interest of the external perception of the programme to make this tight integration more visible in the communication materials.

Additionally, the structural and organisational achievements of the partner institutions in implementing the programme are particularly commendable. Even the reviewers' suggestions for improvement cannot diminish this appraisal. Against this background, the outlined recommendations should be seen as encouragement to help improve the well-established cooperation programme.

V. Decision of the EVALAG Accreditation Commission

In its meeting on March 17, 2026, the EVALAG Accreditation Commission has decided unanimously to award international programme accreditation according to the European Approach to the consortium University of Applied Sciences Kehl and Université de Strasbourg.

Annexe 1 Site Visit Schedule November 7, 2025

Time	Slot	Participants in addition to the members of the expert team and the EVALAG Project Manager
9:00-9:15	talk 1	Management of University of Applied Sciences Kehl
9:15 -10:45	talk 2	Study programme coordinators from both universities
10:45-11:15	talk 3	Talk (experts and EVALAG PM only)
11:15 – 12:45	talk 4	Lecturers and Study Programme Coordinators (both Universities)
12:45 – 13:45	lunch break	
13:45 – 14:45	talk 5	Students
14:45 – 15:15	talk 6	Short visit of facilities (Campus Kehl)
15:15 – 16:15	talk 7	Talk (experts and EVALAG PM only)
15:15 – 16:30	talk 8	Debriefing with University Management and Study Coordinators

Annexe 2 Glossary

DFH	Franco German University (Deutsch Französische Hochschule in German)
HEI	Higher Education Institution
MRI	Management of Regional Innovation Eco Systems (Study Programme)
UNISTRA	University of Strasbourg