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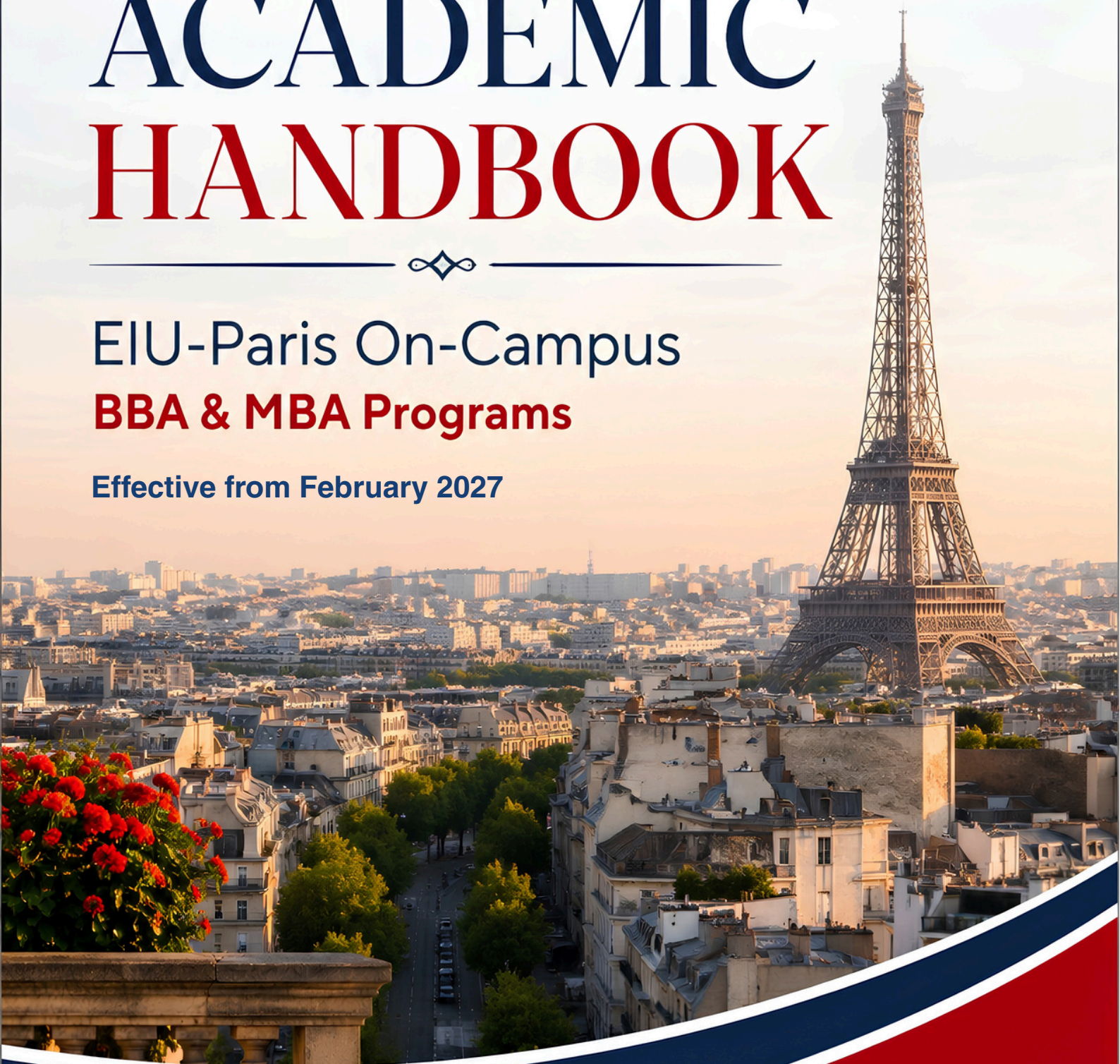


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ACADEMIC HANDBOOK

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EIU-Paris On-Campus
BBA & MBA Programs

Effective from February 2027



1. About This Academic Handbook

1.1 Purpose

This Academic Handbook provides the key academic information, requirements, and expectations for students enrolled in the on-campus programs of European International University – Paris (EIU-Paris). It applies to the following programs:

- Bachelor of Business Administration (BBA) – Digital Business Management
- Master of Business Administration (MBA) – Digital Transformation

The Handbook is designed to help students understand how their program is structured, how learning and assessment are organized, what is expected of them academically, and what requirements must be fulfilled for progression and successful completion.

1.2 Scope

This Handbook covers the principal academic elements of the BBA and MBA on-campus pathways, including:

- program and curriculum structure;
- teaching and learning;
- assessment;
- attendance and academic engagement;
- academic integrity;
- responsible use of artificial intelligence (AI);
- academic progression;
- IKON SKILLS™ Micro-Credentials;
- BBA capstone and MBA Action Research requirements;
- dual-qualification and RNCP professional certification pathways;
- TalentLMS and academic records; and
- program completion requirements.

Operational matters such as visas, accommodation, insurance, fees, and living in France are addressed through separate student information and administrative documentation.

1.3 Academic Foundation

The on-campus programs use the approved EIU-Paris BBA and MBA curricula as their academic foundation. The campus delivery model does not create separate degree curricula. Instead, the approved curricula are delivered through an in-person learning environment supported by applied learning, professional competency development, and the relevant dual-qualification requirements. EIU-Paris and ESTIAM are sister institutions under Paris Education Group (PEG), delivering on-campus programs from the same PEG campus in Paris. The EIU-Paris BBA and MBA programs are delivered face-to-face within this shared Paris Education Group campus environment, while maintaining the academic requirements and responsibilities of EIU-Paris and the distinct certification requirements applicable to each RNCP professional certification pathway. The academic model integrates:

- the approved EIU-Paris BBA or MBA curriculum;
- applied face-to-face learning;
- 18 prescribed IKON SKILLS™ Micro-Credentials for each program;
- the applicable French RNCP professional certification pathway: RNCP37680 at Level 6 for the BBA and RNCP42324 at Level 7 for the MBA; and
- TalentLMS as part of the digital academic environment.

These elements are intended to operate as one coordinated academic experience.

1.4 Paris Education Group Campus and Institutional Relationship

EIU-Paris and ESTIAM are sister institutions under Paris Education Group (PEG), delivering on-campus programs from the same PEG campus in Paris.

The EIU-Paris on-campus BBA and MBA programs are delivered face-to-face at the Paris Education Group campus at 51 rue Paul Meurice, 75020 Paris, France.

Students enrolled in these programs remain students of EIU-Paris for the purposes of their EIU-Paris academic degree. Where an integrated RNCP professional certification pathway applies, additional requirements, assessment, certification, or eligibility processes are completed in accordance with the requirements of the relevant RNCP certification and its applicable certifying or authorized bodies.

For RNCP42324, ESTIAM additionally acts as the certifying body. For RNCP37680, the certifying authority is the French Ministry of Labour.

1.5 Relationship to Other Academic Documents

This Handbook should be read together with the relevant:

- module outlines;
- assessment briefs and rubrics;
- academic calendar;
- TalentLMS information and announcements;
- academic policies; and
- official EIU-Paris, Paris Education Group, and applicable certification-related communications.

Module-specific assessment instructions and requirements remain applicable even where they are not reproduced in full within this Handbook.

1.6 Student Responsibility

Students are responsible for understanding and following the academic requirements applicable to their program. Students are expected to attend and actively participate in scheduled learning activities, complete assessments and required Micro-Credentials, meet deadlines, maintain academic integrity, use AI responsibly, monitor official academic communications, and seek support or clarification when required.

1.7 Handbook Status and Updates

This Handbook provides the academic framework for the relevant academic year. EIU-Paris may update academic procedures, schedules, assessment arrangements, or related requirements where necessary for academic quality, regulatory, accreditation, professional certification, Paris Education Group, or other requirements necessary for effective program delivery. Any material changes affecting students will be communicated through the appropriate official channels.

2. Academic Model and Educational Philosophy

2.1 Learning at EIU-Paris

The academic approach of European International University – Paris places the learner at the center of the educational process. While higher education often focuses primarily on how content is taught, EIU-Paris places particular emphasis on how students learn. The University's educational philosophy is guided by the principle: "THINKING IS THE HIGHEST FORM OF LEARNING." Learning is understood not simply as acquiring information, but as meaningful change in behavior, including development in attitude, emotion, thinking, mindset, judgment, and professional capability. Students are therefore expected to demonstrate not only what they know, but what they can understand, evaluate, apply, communicate, and perform.

2.2 Applied and Active Learning

The BBA and MBA on-campus programs are designed to connect academic knowledge with practical application. Depending on the module and learning outcomes, students may engage in:

- business cases and scenarios;
- individual and group discussions;
- problem-solving activities;
- presentations and professional communication;
- simulations and role-based exercises;
- research and data analysis;
- business projects and applied assignments;
- critical evaluation of contemporary business issues; and
- appropriate technology- and AI-supported professional practice.

Faculty are encouraged to create learning experiences that require students to think, make decisions, justify their reasoning, and apply concepts rather than simply reproduce taught material.

2.3 Competence and Mastery

Academic progress should reflect genuine learning and capability. Students are expected to develop increasing levels of independence, critical thinking, professional judgment, and practical competence as they progress through their program. This philosophy is also supported through the integration of IKON SKILLS™. Learning through the Micro-Credential platform is designed to be:

- competence-based – focused on demonstrable skills and real-world capability;
- neuroscientifically aligned – structured around principles supporting the acquisition, consolidation, and application of learning;
- mastery-oriented – emphasizing genuine understanding and proficiency rather than simple task completion; and
- proof-of-skill driven – requiring evidence that the learner can apply the relevant competence.

The prescribed Micro-Credentials therefore complement the academic curriculum by providing additional evidence of applied capability.

2.4 Critical Thinking and Decision-Making

Critical thinking is expected throughout both programs. Students should progressively develop the ability to:

- identify and define problems;
- distinguish evidence from assumption;
- evaluate the quality and relevance of information;
- consider different perspectives and alternatives;
- connect theory with practice;
- make evidence-informed decisions;
- explain and defend their reasoning; and
- reflect on the consequences and limitations of their decisions.

At MBA level, students are expected to demonstrate greater independence, strategic judgment, integration of knowledge across business functions, and the ability to address complex organizational problems.

2.5 Learning With Technology and Artificial Intelligence

Technology, including generative artificial intelligence, can support learning when used appropriately. EIU-Paris recognizes AI as an increasingly important part of contemporary professional practice. Students should therefore learn how to use AI critically, responsibly, and transparently rather than treating it either as a substitute for their own thinking or as a tool that must automatically be avoided. The fundamental principle is: AI may support learning, but it may not replace learning. Students remain responsible for the accuracy, quality, originality, reasoning, sources, and academic integrity of all work submitted under their name. Detailed requirements for acceptable and unacceptable AI use are provided in the Academic Integrity and Responsible Use of AI section of this Handbook.

2.6 Learning Outcomes and Continuous Improvement

Teaching, learning activities, and assessment should remain connected to the intended learning outcomes of each module and program. Student performance, assessment evidence, faculty observations, student feedback, and other relevant academic information may be used to evaluate the effectiveness of learning and identify opportunities for continuous improvement. The objective is not simply to determine whether content has been delivered, but whether students have achieved meaningful learning and can demonstrate the knowledge, thinking, and capabilities expected at the appropriate academic level.

3. Program Overview

3.1 Bachelor of Business Administration (BBA)

The on-campus Bachelor of Business Administration in Digital Business Management provides students with a broad foundation across the principal areas of business and management, complemented by the development of contemporary digital business competencies. The program develops knowledge and capability across areas such as management, marketing, finance, accounting, economics, entrepreneurship, operations, human resources, business law, strategy, research, international business, and digital business. Years 1 and 2 establish the core business foundation. In Year 3, students complete the approved International Business Management module set. The development of Digital Business Management competencies is further supported through the prescribed IKON SKILLS™ Micro-Credentials integrated alongside the academic curriculum. The program culminates in IBM380, through which students integrate knowledge from across their studies in a research-based capstone project demonstrating theoretical understanding and practical application.

BBA Year 3

Year 3 consists of the approved International Business Management module set. The modules provide advanced undergraduate study in international business, workforce management, international economics, marketing, import and export management, international trade, and contemporary global business issues. These academic modules are complemented by the prescribed IKON SKILLS™ Micro-Credentials, which support the development and demonstration of competencies relevant to Digital Business Management, including appropriate capabilities in technology, artificial intelligence, data, digital communication, and contemporary business practice. The formal titles of the IBM modules remain those established within the approved EIU-Paris curriculum. The BBA is delivered within an integrated dual-qualification pathway with the French Level 6 professional certification RNCP37680 – TP - Administrateur d'infrastructures sécurisées (Professional Title - Secure Infrastructure Administrator). The certification is awarded under the authority of the French Ministry of Labour and is structured around three competency blocs covering secure infrastructure administration, the design and implementation of solutions responding to evolving needs, and cybersecurity management. The prescribed BBA IKON SKILLS™ Micro-Credentials are mapped to these three competency blocs and support students in developing the relevant professional capabilities.

3.2 Master of Business Administration (MBA)

The on-campus Master of Business Administration develops advanced managerial and strategic capabilities across the major functional areas of business. The MBA curriculum includes:

- MGT510 – Managerial Accounting
- MGT520 – Managing Business Strategy
- MGT530 – Human Capital Management
- MGT540 – Marketing Management
- MGT550 – Managing Operations
- MGT560 – Leading Organisation
- MGT570 – Financial Management
- MGT580 – Project Management
- MGT590 – Action Research

The program emphasizes the application of management knowledge to organizational challenges. Assessments therefore require students to move beyond theoretical description and demonstrate analysis, decision-making, problem-solving, and practical application. For example, the Project Management assessment requires students to develop applied project-management outputs including a project charter, work breakdown structure, project schedule, risk register, and change management plan.

3.3 MBA Specialization – Digital Transformation

The designated specialization for the on-campus MBA is: Digital Transformation Unlike the BBA, the MBA specialization is not created through a separate group of specialization modules. The approved MBA curriculum remains unchanged. The specialization is established through MGT590 – Action Research. For the on-campus MBA, the student's MGT590 Action Research Project must therefore focus on an organizational problem, opportunity, process, intervention, or managerial challenge related to Digital Transformation. Appropriate areas may include, depending on the organizational context:

- digital business transformation;
- AI-enabled organizational change;
- digital strategy;
- technology adoption;
- digital customer experience;
- transformation of business processes;

- digital leadership and workforce transformation;
- data-driven decision-making; or
- implementation and management of emerging technologies.

The project must remain an Action Research project and follow the approved MGT590 academic requirements. Students are required to formulate research question(s), conduct research, collect and analyze data, and develop an Action Research paper addressing findings, implications, and recommendations. The existing MGT590 final paper requirement is 5,000 words, together with an additional 500-word self-reflection. The MBA is also delivered within an integrated dual-qualification pathway with RNCP42324 – Expert en solutions et transformation no code/low code (Expert in No-Code / Low-Code Solutions and Transformation), a French Level 7 professional certification for which ESTIAM, EIU-Paris's sister institution under Paris Education Group (PEG), is the certifying body.

3.4 On-Campus Delivery

Both programs are delivered in English through face-to-face teaching at the Paris Education Group (PEG) campus in Paris. EIU-Paris and ESTIAM operate from the same campus as sister institutions under Paris Education Group. The academic schedule is designed around approximately 10 hours of scheduled face-to-face teaching per week, typically organized as two teaching days of approximately five hours each (2 x 5 hours = 10 hours weekly). The final academic calendar, teaching days, module sequencing, and scheduled hours are communicated to students before or at the beginning of the relevant academic period. Students should expect scheduled classroom learning to be complemented by independent study, assessment preparation, research, group or individual activities, TalentLMS engagement, and completion of prescribed IKON SKILLS™ Micro-Credentials.

3.5 ACBSP-Aligned Curriculum

The EIU-Paris BBA and MBA programs are accredited by the Accreditation Council for Business Schools and Programs (ACBSP). This accreditation supports EIU-Paris's continued focus on curriculum management, learning outcomes, assessment, faculty contribution, stakeholder needs, measurement of student learning, and continuous improvement. This supports academic quality across areas including curriculum management, learning outcomes, assessment, faculty contribution, student and stakeholder focus, measurement of student learning, and continuous improvement. Program delivery and assessment should therefore provide evidence not simply that teaching has occurred, but that students have achieved the intended learning outcomes and can demonstrate the relevant academic and professional capabilities.

3.6 Integrated Dual-Qualification Structure

The on-campus BBA and MBA operate within integrated academic and professional certification pathways. BBA pathway: EIU-Paris BBA in Digital Business Management curriculum + Year 3 International Business Management module set + 18 prescribed IKON SKILLS™ Micro-Credentials + RNCP37680 – TP - Administrateur d'infrastructures sécurisées (Professional Title - Secure Infrastructure Administrator), Level 6. MBA pathway: EIU-Paris MBA curriculum + Digital Transformation specialization through MGT590 Action Research + 18 prescribed IKON SKILLS™ Micro-Credentials + RNCP42324 – Expert en solutions et transformation no code/low code (Expert in No-Code / Low-Code Solutions and Transformation), Level 7. The Micro-Credentials are mapped to the competency blocs of the applicable RNCP certification and support students in developing and demonstrating relevant professional competencies. However, completion of the Micro-Credentials does not by itself constitute completion of the RNCP certification. Students must also successfully complete the formal assessment and competency-validation requirements established for the applicable RNCP certification, including the required human-assessed activities and jury process. The purpose of the integrated structure is to coordinate academic learning, applied professional competence, Micro-Credential development, and formal professional certification requirements while maintaining the distinct requirements of the EIU-Paris degree and the applicable RNCP certification.

4. Curriculum and Module Structure

4.1 Curriculum Structure

The BBA and MBA follow the approved EIU-Paris curricula. Students must successfully complete the modules prescribed for their program together with the applicable Micro-Credential and dual-qualification requirements. Detailed learning outcomes, assessment instructions, and assessment rubrics are provided separately through the relevant module documentation and TalentLMS. This Handbook therefore provides an overview rather than reproducing each module outline in full.

4.2 BBA Curriculum

The BBA in Digital Business Management is structured progressively across three academic years. Years 1 and 2 provide the core business and management foundation. In Year 3, students complete the approved International Business Management module set, while prescribed IKON SKILLS™ Micro-Credentials complement the academic curriculum by supporting the development of relevant Digital Business Management competencies.

Years 1 and 2 – Core Business Curriculum

Students complete the approved EIU-Paris BBA core modules covering the principal areas of business administration, including:

- business and management;
- accounting and finance;
- economics;
- marketing;
- entrepreneurship;
- human resource management;
- operations and organizational management;
- business law and ethics;
- research and analytical skills; and
- strategic and Digital Business perspectives.

The sequencing of individual modules is determined through the academic calendar and communicated to students through the official academic channels.

Year 3 – Specialization

The Year 3 specialization consists of the following modules:

Module	Title
IBM310	International Business Management
IBM320	Managing International Workforce
IBM330	International Business Environment
IBM340	International Economics
IBM350	International Marketing
IBM360	Import and Export Management
IBM370	International Trade and Contemporary Issues
IBM380	International Business Management Capstone Project

The Year 3 modules extend students' business education into international and cross-border contexts, including international workforce management, economics, marketing, trade, and contemporary global business challenges. IBM380 serves as the culminating BBA module and provides students with an opportunity to integrate and apply learning developed across the program. The prescribed IKON SKILLS™ Micro-Credentials complement this academic pathway by developing additional competencies relevant to Digital Business Management. Alongside the EIU-Paris BBA curriculum, students complete the prescribed professional competency pathway supporting RNCP37680. The 18 prescribed BBA IKON SKILLS™ Micro-Credentials are distributed across the three RNCP37680 competency blocs. These Micro-Credentials support competency development but do not replace the formal RNCP assessment and validation requirements described in Section 11 of this Handbook.

4.3 BBA Module Learning and Assessment

Each BBA module has defined learning outcomes and assessment requirements. Assessment methods vary according to the nature of the module and may include written analysis, business reports, case studies, presentations, applied projects, research activities, professional recommendations, and other appropriate forms of evidence. The on-campus delivery model may incorporate additional formative activities such as presentations, simulations, debates, workshops, group problem-solving, and business scenarios where these support the approved module learning outcomes. These learning activities do not replace the formal assessment requirements unless an approved assessment modification has been formally communicated to students.

4.4 MBA Curriculum

The MBA consists of nine modules:

Module	Title
MGT510	Managerial Accounting
MGT520	Managing Business Strategy
MGT530	Human Capital Management
MGT540	Marketing Management
MGT550	Managing Operations
MGT560	Leading Organisation
MGT570	Financial Management
MGT580	Project Management
MGT590	Action Research

The curriculum develops advanced management capability across the principal functional and strategic areas of business before culminating in MGT590 – Action Research.

4.5 MBA Applied Assessment

MBA assessment emphasizes the application of management knowledge to realistic organizational and professional contexts. Different modules require different forms of applied evidence. For example, MGT510 requires students to undertake managerial accounting and budgeting work, including financial statements, flexible budgeting, and evaluation of budgetary control. MGT550 requires comparative analysis of competing multinational organizations and the application of operations management concepts to organizational practice. MGT570 requires students to work with genuine company financial information and conduct financial reporting analysis using professional sources such as annual reports and financial statements. MGT580 requires students to produce practical project-management outputs, including a project charter, work breakdown structure, project schedule, risk register, and change management plan. This variety is intended to assess students' ability to apply management concepts rather than relying solely on theoretical knowledge.

4.6 MGT590 – Action Research and Digital Transformation

MGT590 is the culminating module of the MBA and provides the academic basis for the on-campus MBA specialization in Digital Transformation. Students undertake an Action Research Project addressing an appropriate Digital Transformation problem, challenge, opportunity, or intervention within a relevant organizational or professional context. The approved MGT590 structure requires students to:

- establish a focused research question;
- develop an appropriate literature review;
- design and conduct the research;
- collect relevant data;
- organize, analyze, and interpret the data;
- present results and findings;
- evaluate implications and limitations; and
- develop recommendations for improvement or further research.

The Action Research paper is 5,000 words, with an additional 500-word self-reflection component. Students must follow the approved MGT590 assessment brief and rubric when completing the project. MGT590 also contributes to the broader applied learning environment supporting the MBA Digital Transformation and RNCP42324 pathway. However, the MGT590 Action Research Project remains an EIU-Paris academic assessment and should not be assumed to replace the separate projects, reports, oral defenses, role-play, or other formal assessment activities required for RNCP42324 unless such alignment has been formally approved.

4.7 Module Information and Assessment Briefs

At the beginning of each module, students should have access to the relevant academic information, including as applicable:

- module title and code;
- learning outcomes;
- learning materials;
- assessment brief;
- assessment rubric;
- submission requirements;
- deadlines; and
- relevant academic guidance.

Students are responsible for reading the assessment brief and rubric carefully before beginning assessed work. Where requirements differ between modules, the requirements stated in the applicable module assessment documentation take precedence for that assessment.

4.8 Curriculum Review

The curriculum and its delivery may be periodically reviewed as part of EIU-Paris academic quality assurance and continuous improvement. Such review may consider student learning outcomes, assessment performance, faculty feedback, student feedback, developments in business practice, technological change, accreditation expectations, and applicable dual-qualification requirements. Any material curriculum or assessment changes affecting enrolled students will be communicated through official academic channels.

5. Teaching and Learning Approach

5.1 Face-to-Face Learning

The BBA and MBA on-campus programs are delivered through face-to-face learning at the Paris Education Group (PEG) campus in Paris, supported by TalentLMS and IKON SKILLS™. Classroom learning is intended to be interactive and applied. Students should expect to participate actively rather than attend classes only as passive recipients of information. Faculty will introduce and explain relevant concepts while creating opportunities for students to discuss, question, analyze, apply, and evaluate what they are learning.

5.2 Learning Activities

Depending on the module and learning outcomes, teaching and learning activities may include:

- short lectures and faculty explanations;
- business cases and contemporary examples;
- individual and group problem-solving;
- classroom discussions and debates;
- presentations;
- simulations and role-based activities;
- workshops;
- data and financial analysis;
- research activities;
- practical business exercises;
- project work; and
- appropriate use of digital and AI-supported tools.

Not every module will use every learning method. Faculty should select activities appropriate to the academic level, subject matter, and intended learning outcomes.

5.3 BBA Learning Expectations

In Year 3, students further develop these capabilities through the International Business Management module set, including application to international and cross-cultural business contexts. The prescribed IKON SKILLS™ Micro-Credentials complement this academic learning by developing additional competencies relevant to Digital Business Management. The BBA culminates in IBM380.

5.4 MBA Learning Expectations

MBA students are expected to engage with learning at an advanced managerial and strategic level. Students should be able to connect knowledge across different business functions, critically evaluate organizational challenges, work with evidence and data, consider alternative courses of action, and develop justified managerial recommendations. MBA learning should therefore draw where possible on realistic organizations, professional experience, contemporary business challenges, and applied decision-making. The existing MBA assessments reflect this approach. For example, MGT520 asks students to identify actions arising from their learning and evaluate their implementation, impact, and intended outcomes.

5.5 Independent Learning

Scheduled classroom teaching represents only part of the student learning experience. Students are expected to undertake independent learning outside scheduled class hours, including:

- completing assigned readings and learning materials;
- preparing for classes;
- conducting research;
- preparing assessments;
- reviewing faculty feedback;
- completing prescribed Micro-Credentials;
- working on projects and presentations; and
- developing areas where additional academic support is needed.

At MBA level, a particularly high level of independent study and self-directed learning is expected.

5.6 Learning Through Discussion and Collaboration

Discussion and collaboration are important components of the on-campus learning environment. Students are encouraged to contribute ideas, ask questions, challenge assumptions respectfully, listen to different perspectives, and learn from the professional and cultural experiences of others. Group activities may be used as part of the learning process. However, unless an assessment is specifically designated as group work, each student remains responsible for producing and submitting their own work.

5.7 Faculty Role

Faculty are expected to facilitate meaningful learning rather than simply deliver content. Their role includes:

- explaining and contextualizing key concepts;
- connecting theory with practice;
- encouraging critical thinking;
- facilitating discussion and applied learning;
- providing appropriate academic guidance;
- assessing student learning fairly;
- providing constructive feedback; and
- identifying students who may require additional academic support.

Faculty should maintain the approved learning outcomes and academic standards of the relevant module while adapting classroom activities to the needs of the cohort.

5.8 Student Participation

Students are expected to contribute actively to their learning. Participation may include asking and answering questions, contributing to discussions, completing classroom activities, presenting ideas, working constructively with classmates, and demonstrating preparation for scheduled sessions. Students should be prepared to explain and defend their reasoning, including where technology or AI has been used to support their work. Active participation supports learning but does not replace formal assessment requirements unless explicitly stated in the applicable assessment brief.

6. Attendance and Academic Engagement

6.1 Attendance Expectations

Regular attendance is an important part of the on-campus learning experience. Students are expected to attend all scheduled classes, workshops, presentations, assessment activities, and other compulsory academic sessions unless they have a valid reason for absence. Attendance may be recorded and monitored throughout the academic year.

6.2 Attendance Requirements

Students must comply with the attendance requirements established by EIU-Paris and any additional requirements applicable to the relevant RNCP professional certification pathway, Paris Education Group campus procedures, or other regulatory requirements. The applicable attendance threshold and any related procedures will be communicated to students through official academic documentation. Where attendance requirements are connected to progression, assessment eligibility, dual-qualification requirements, or other formal obligations, students will be informed accordingly.

6.3 Absence from Class

Where a student is unable to attend a scheduled academic session, the student should inform the appropriate faculty member or designated campus contact as soon as reasonably possible. Where required, students may be asked to provide appropriate supporting documentation for an absence. An authorized or explained absence does not automatically remove the student's responsibility to complete required learning activities or assessments. Students remain responsible for identifying and catching up on material, instructions, announcements, and academic work missed during an absence.

6.4 Repeated or Unexplained Absence

Repeated absence, persistent lateness, or prolonged disengagement may result in academic follow-up. Depending on the circumstances, this may include:

- contact with the student;
- an academic support discussion;
- an attendance or engagement warning;
- development of an improvement plan; or
- further action in accordance with applicable academic or institutional requirements.

The purpose of early follow-up is to identify problems before they significantly affect the student's academic progression.

6.5 Academic Engagement

Attendance alone does not constitute full academic engagement. Students are expected to participate meaningfully in their studies by:

- preparing for scheduled classes;
- participating in discussions and activities;
- completing required learning tasks;
- submitting assessments by the required deadlines;
- engaging with faculty feedback;
- monitoring TalentLMS and official academic communications;
- completing prescribed IKON SKILLS™ Micro-Credentials; and
- making satisfactory progress toward program requirements.

6.6 Punctuality

Students are expected to arrive on time and remain for the duration of scheduled academic sessions. Repeated lateness or leaving sessions early without an appropriate reason may be considered when reviewing a student's overall attendance and academic engagement.

6.7 Assessment-Related Attendance

Certain academic activities may require compulsory attendance because they form part of an assessment or provide evidence of student learning. These may include presentations, simulations, practical activities, project reviews, capstone activities, Action Research activities, or other assessed sessions. Where attendance is compulsory for a particular activity, this will be communicated to students in advance.

6.8 Responsibility for Maintaining Engagement

Students experiencing circumstances that significantly affect their attendance or ability to engage academically should communicate with the University as early as possible. Students should not wait until an assessment deadline or progression decision before raising an ongoing academic difficulty. EIU-Paris will seek to provide reasonable academic guidance and support while maintaining the learning outcomes, assessment standards, and completion requirements of the program.

7. Assessment Framework

7.1 Purpose of Assessment

Assessment is designed to determine whether students have achieved the intended learning outcomes of their modules and can apply their learning at the appropriate academic level. Assessment should measure more than the ability to reproduce information. Depending on the module, students may be required to demonstrate:

- knowledge and understanding;
- application of theory;
- critical thinking and analysis;
- problem-solving and decision-making;
- research and use of evidence;
- quantitative or financial analysis;
- professional communication;
- practical business capability; and
- reflection and development of justified recommendations.

7.2 Assessment Methods

Assessment methods vary according to the subject, learning outcomes, and academic level. Assessment may include:

- academic and business reports;
- case analyses;
- applied business projects;
- financial and data analysis;
- strategic recommendations;
- presentations;
- research projects;
- professional plans and documents;
- reflective work;
- capstone work; and
- Action Research.

The approved assessment brief and rubric for each module provide the specific requirements against which the student's work will be evaluated.

7.3 Applied Assessment

The on-campus programs place particular emphasis on applied assessment. Students may be asked to work with realistic organizational problems, companies, financial information, business scenarios, or professional deliverables. For example, MBA students undertake assessments involving budgeting and financial statements in MGT510, comparative operations analysis in MGT550, and project-management deliverables in MGT580. This approach reflects the principle that students should demonstrate what they can do with their learning rather than only what they can describe.

7.4 Formative and Summative Assessment

Students may encounter both formative and summative assessment. Formative assessment supports learning and development before final evaluation. It may include classroom exercises, discussions, practice activities, draft work, presentations, quizzes, peer activities, or faculty feedback. Summative assessment is formally evaluated and contributes to the student's academic result for the module. Students are encouraged to use formative feedback actively to improve their final assessed work.

7.5 Assessment Briefs and Rubrics

Students must read the relevant assessment brief and rubric carefully before beginning an assessment. The assessment brief identifies what the student is required to complete, while the rubric communicates the criteria used to evaluate performance. For example, the MGT570 rubric separately evaluates company and industry information, financial report analysis, findings and recommendations, conclusion, writing, and references. Students should therefore use the rubric as a guide when planning, completing, and reviewing their work before submission.

7.6 Assessment Submission

Assessments must be submitted through the officially designated submission method by the stated deadline. Students are responsible for:

- submitting the correct assessment;

- submitting it to the correct location;
- meeting the stated deadline;
- following the required format and word count;
- retaining a copy of submitted work; and
- checking that the submission has been successfully completed.

Where TalentLMS is designated as the submission platform, submission through another channel does not normally replace the required TalentLMS submission unless specifically authorized.

7.7 Late Submission and Extensions

Students who anticipate that they will be unable to meet an assessment deadline should communicate this as early as possible and follow the applicable procedure for requesting an extension. Extensions are not automatic and should normally be supported by an appropriate reason. Late submissions may be subject to the applicable academic rules or penalties. Individual assessment briefs may also contain specific requirements or penalties, including requirements relating to word count, format, or supporting documentation.

7.8 Feedback

Assessment feedback is intended to support continued learning and academic development. Feedback may identify:

- strengths in the submitted work;
- areas requiring improvement;
- issues relating to analysis or application;
- academic writing or referencing concerns;
- gaps in evidence or reasoning; and
- priorities for future development.

Students are expected to review feedback and apply relevant lessons to subsequent assessments.

7.9 Resubmission and Failed Assessment

Where a student does not achieve the required standard in an assessment or module, any opportunity for resubmission, reassessment, or remediation will be managed according to the applicable EIU-Paris academic rules and module requirements. A resubmission is intended to provide an opportunity to demonstrate the required learning outcomes. It should not be treated simply as an opportunity to make minor corrections without addressing the substantive weaknesses identified in the original work. Any applicable conditions, deadlines, grade limitations, or additional requirements will be communicated to the student.

7.10 Individual Authorship and Group Learning

Collaborative learning is encouraged where appropriate, but students must distinguish clearly between collaboration for learning and collaboration on assessed work. Unless an assessment is explicitly designated as group work, the submitted assessment must represent the student's own work. Students must not share completed assessments, allow another person to produce work on their behalf, reproduce another student's work, or collaborate in a manner that breaches the assessment requirements.

7.11 Verification of Student Learning

EIU-Paris may use reasonable methods to verify that submitted work reflects the student's own learning and understanding. Where appropriate, a student may be asked to:

- explain part of a submitted assessment;
- discuss the sources or evidence used;
- explain how an analysis was conducted;
- demonstrate calculations or methods;
- discuss the development of the work; or
- participate in a short oral discussion or presentation.

This may be particularly relevant where there are reasonable questions concerning authorship, academic integrity, or the use of artificial intelligence.

7.12 Assessment at BBA and MBA Level

Assessment expectations increase according to the academic level of the program. BBA students are expected to demonstrate progressively stronger application, analysis, critical thinking, research capability, and independent judgment as they advance through the program. MBA students are expected to demonstrate advanced analysis, integration of knowledge across business functions, evidence-informed managerial judgment, strategic thinking, and the ability to develop well-supported recommendations for complex organizational problems. The MBA culminates in MGT590 Action Research, which requires students to undertake a complete research process and present the resulting findings, implications, and recommendations.

8. BBA Capstone and MBA Action Research

8.1 Purpose of the Final Project

Both the BBA and MBA include a culminating academic project through which students demonstrate their ability to integrate and apply learning from across their program. For BBA students, this is completed through IBM380, the culminating module within the approved International Business Management module set. For MBA students, this is completed through MGT590 – Action Research, with the on-campus program specialization focus in Digital Transformation. These projects require greater independence than standard module assessments and should demonstrate the student's ability to connect academic knowledge with a relevant practical or organizational issue.

8.2 BBA – IBM380 Capstone Project

IBM380 is the culminating module within the BBA Year 3 International Business Management module set. The Capstone Project provides students with an opportunity to undertake a substantial research-based project and demonstrate the integration and application of knowledge developed throughout their studies. Students are expected to work independently while following the approved academic guidance, assessment requirements, and deadlines applicable to IBM380. The exact scope, learning outcomes, assessment requirements, and title of IBM380 remain those specified in the approved EIU-Paris module documentation.

8.3 BBA Capstone Expectations

The BBA Capstone should demonstrate the student's ability to:

- identify an appropriate topic or problem consistent with the approved IBM380 assessment requirements;
- formulate a clear focus for the project;
- locate and evaluate relevant academic and professional literature;
- apply appropriate business concepts and theories;
- collect and/or analyze relevant information;
- connect findings with the relevant business and international business context;
- develop evidence-informed conclusions and recommendations;
- communicate the project clearly in written form; and
- present and discuss the project where required.

The project should demonstrate the student's progression from learning individual business concepts toward integrating them within a substantial piece of independent work.

8.4 MBA – MGT590 Action Research

MGT590 is the culminating module of the MBA. The purpose of the module is to enable students to conduct research addressing specific research question(s) and produce a complete Action Research paper. The approved assessment requires students to conduct research, collect data, organize the data, analyze and interpret it, and produce an Action Research paper presenting the resulting findings, implications, and recommendations. The required paper is 5,000 words, together with an additional 500-word self-reflection.

8.5 Digital Transformation Specialization

For students enrolled in the on-campus MBA pathway, MGT590 also establishes the program specialization in Digital Transformation. The Action Research topic must therefore address a meaningful Digital Transformation issue within an appropriate organizational, managerial, or professional context. Possible areas may include:

- organizational digital transformation;
- implementation or adoption of artificial intelligence;
- digital strategy;
- automation and business process transformation;
- technology adoption and implementation;
- digital customer experience;
- data-driven management and decision-making;
- digital leadership;
- workforce transformation;
- organizational readiness for technological change; or
- implementation of emerging technologies.

The specific topic must be sufficiently focused and feasible for the scope of MGT590.

8.6 MBA Action Research Requirements

The MGT590 project should include the principal elements established in the approved Action Research structure:

- research topic/title;
- abstract;
- introduction and research rationale;
- research question(s);
- literature review;
- research design;
- description of participants, where applicable;
- sampling approach, where applicable;
- data collection tools or materials;
- data collection procedure;
- data analysis;
- presentation of results and findings;
- discussion and implications;
- evaluation of strengths and limitations;
- recommendations for improvement;
- potential future research;
- conclusion;
- references; and
- relevant appendices.

Students should use the approved MGT590 assessment brief and rubric throughout the development of their project.

8.7 Research Ethics

Any student project involving human participants, personal data, confidential organizational information, or other ethically sensitive research must follow the applicable EIU-Paris research ethics requirements. Students must not begin data collection requiring ethical approval before the necessary approval has been obtained. Students are responsible for protecting participant confidentiality, handling data appropriately, obtaining required consent, and accurately representing the research undertaken. Where organizational permission is required, students must obtain the appropriate authorization before collecting or using restricted organizational information.

8.8 Supervision and Academic Guidance

Students completing IBM380 or MGT590 will receive appropriate academic guidance during development of their project. Academic guidance may include support with:

- topic development;
- research questions;
- project scope;
- literature and evidence;
- research design;
- analysis;
- academic structure; and
- interpretation of feedback.

However, responsibility for the final project remains with the student. Faculty guidance does not transfer authorship or responsibility for research decisions to the supervisor or lecturer.

8.9 Use of AI in Capstone and Action Research

AI tools may be used only in accordance with the Academic Integrity and Responsible Use of AI requirements contained in this Handbook and any additional instructions provided for IBM380 or MGT590. Students remain responsible for their research design, reasoning, analysis, interpretation, references, conclusions, and final submitted work. AI-generated or fabricated research data, participants, interviews, survey responses, references, quotations, findings, or other evidence are strictly prohibited. Where AI has materially supported the development of a project, its use must be disclosed where required. Students must be capable of explaining and defending their research process and submitted work independently.

8.10 Final Project as Evidence of Learning

The BBA Capstone and MBA Action Research Project are intended to demonstrate the student's overall development at the appropriate academic level. Successful completion should therefore demonstrate not simply that the student can produce a substantial written document, but that the student can independently think, investigate, analyze, apply knowledge, make evidence-informed judgments, and communicate meaningful conclusions.

9. Academic Integrity and Responsible Use of Artificial Intelligence

9.1 Academic Integrity

Academic integrity is a fundamental requirement of all EIU-Paris programs. Students are expected to act honestly, responsibly, and transparently in all academic activities. Work submitted for assessment must accurately represent the student's own learning, contribution, analysis, and understanding. Academic integrity applies to written assignments, presentations, examinations, projects, research, data analysis, group activities, the BBA Capstone, MBA Action Research, and all other assessed academic work.

9.2 Academic Misconduct

Academic misconduct includes any action through which a student gains, attempts to gain, or provides an unfair academic advantage, or misrepresents the origin, authorship, evidence, or integrity of academic work. Examples include:

- plagiarism;
- copying another student's work;
- unauthorized collaboration;
- contract cheating or purchasing academic work;
- submitting work produced by another person;
- fabrication or falsification of information, data, evidence, references, or research;
- impersonation;
- unauthorized assistance during an assessment;
- submitting substantially the same work for more than one assessment without authorization;
- manipulating evidence of participation or completion; and
- inappropriate or undisclosed use of AI where this breaches assessment requirements.

9.3 Plagiarism and Referencing

Students must appropriately acknowledge ideas, evidence, data, quotations, and other material obtained from external sources. Paraphrasing another author's work does not remove the requirement to provide appropriate citation. Students are responsible for ensuring that references are genuine, accurate, and connected to the claims for which they are cited. Invented, fabricated, inaccessible, or deliberately misleading references constitute an academic integrity concern. Students should follow the referencing requirements specified in their module or assessment documentation. Where APA format is required, students must follow the applicable APA conventions.

9.4 Responsible Use of Artificial Intelligence

EIU-Paris recognizes that artificial intelligence is increasingly used in business, research, education, and professional practice. Students should develop the ability to use AI responsibly, critically, and transparently. The guiding principle is: "AI may support learning, but it may not replace learning." AI should be used as a tool that supports human thinking and professional capability rather than as a substitute for the student's own intellectual work.

9.5 Examples of Potentially Acceptable AI Use

Subject to the requirements of the individual module or assessment, AI may be used to support activities such as:

- brainstorming ideas;
- exploring possible perspectives on a topic;
- explaining difficult concepts;
- generating practice questions;
- supporting study and revision;
- improving grammar, clarity, or language;
- suggesting possible structures for consideration;
- identifying questions that require further research;
- supporting appropriate professional tasks; and
- exploring alternative approaches to a business problem.

Permission to use AI for one purpose does not automatically mean that all forms of AI use are permitted. Students should ask their lecturer where they are uncertain about acceptable use for a particular assessment.

9.6 Unacceptable AI Use

Students must not use AI to:

- generate an assessment and submit it as their own intellectual work;
- replace required independent analysis or critical thinking;
- fabricate references or sources;
- fabricate quotations, facts, statistics, or evidence;
- generate false research participants or responses;
- fabricate interviews, surveys, observations, or research findings;
- generate or manipulate data and present it as genuinely collected data;
- complete an examination or controlled assessment where AI is not permitted;
- conceal the extent to which AI produced assessed work;
- falsely claim to have completed analysis, calculations, research, or professional activities that were actually generated by AI; or
- use AI in any way specifically prohibited by an assessment brief or faculty instruction.

9.7 Student Accountability for AI-Generated Content

Students remain fully responsible for any content produced with the assistance of AI and subsequently incorporated into their academic work. AI systems can produce incorrect, incomplete, biased, misleading, or fabricated information. Students must therefore independently evaluate and verify AI-supported content before using it. The statement "AI generated it" is not an acceptable explanation for an error, false reference, inaccurate claim, or academic integrity violation in submitted work.

9.8 Disclosure of AI Use

Where required by the assessment brief, lecturer, or applicable academic policy, students must disclose material use of AI in their assessed work. Such disclosure should identify, as appropriate:

- the AI tool used;
- the purpose for which it was used; and
- how the resulting material was evaluated, modified, or incorporated into the student's work.

Disclosure of AI use does not automatically make otherwise prohibited use acceptable. The underlying use must still comply with the requirements of the assessment.

9.9 Verification of Authorship and Understanding

Where there is a reasonable academic integrity concern, EIU-Paris may ask a student to explain or discuss submitted work. This may include a short oral discussion in which the student is asked to:

- explain concepts contained in the assessment;
- discuss how the work was developed;
- explain the sources used;
- reproduce or explain an analysis or calculation;
- discuss research decisions;
- explain conclusions or recommendations; or
- demonstrate understanding of material submitted under their name.

An inability to reasonably explain submitted work may form part of an academic integrity review but should not, by itself, automatically be treated as proof of misconduct.

9.10 AI and Research

Particular care is required when AI is used in research-related work. For IBM380 and MGT590, students remain personally responsible for the authenticity of the research process and all research evidence. Students must never use AI to fabricate:

- participants;
- consent;
- interviews;
- transcripts;
- survey responses;
- observations;
- datasets;
- statistical results;
- references;
- findings; or
- other research evidence.

The MGT590 assessment specifically requires students to conduct research, collect data, organize and analyze that data, and interpret the resulting findings. AI-generated fictional evidence cannot satisfy these requirements.

9.11 Confidentiality and Data Protection

Students should not upload confidential, commercially sensitive, personally identifiable, or institutionally restricted information into publicly accessible AI tools unless they have explicit authorization and the use complies with applicable data-protection requirements. This is particularly important where students are working with organizational information, employee data, research participants, customer information, or other sensitive material. Where necessary, information should be appropriately anonymized before being processed using approved digital tools.

9.12 Academic Integrity Review

Suspected academic misconduct will be reviewed fairly and in accordance with applicable EIU-Paris academic procedures. Students should normally have an opportunity to understand the concern and provide an explanation. Where academic misconduct is established, consequences may vary according to the nature, seriousness, and circumstances of the case and may include requirements to redo work, assessment penalties, failure of an assessment or module, or further academic action in accordance with applicable institutional procedures. Repeated or serious misconduct may result in more significant consequences. The purpose of academic integrity procedures is both to protect academic standards and to ensure that qualifications awarded by EIU-Paris represent genuine student learning and achievement.

10. IKON SKILLS™ Micro-Credentials

10.1 Integration of Micro-Credentials

The BBA and MBA on-campus programs integrate prescribed Micro-Credentials delivered through IKON SKILLS™. Each program includes 18 approved Micro-Credentials selected to complement the academic curriculum and strengthen students' applied professional capabilities. The Micro-Credentials form part of the integrated academic pathway and are intended to connect academic knowledge with demonstrable professional skills.

10.2 Purpose

The Micro-Credentials are designed to provide students with additional opportunities to develop and demonstrate practical competencies relevant to contemporary business environments. The IKON SKILLS™ model emphasizes:

- competence rather than attendance alone;
- active application of learning;
- mastery of defined competencies;
- practical and professional relevance; and
- verifiable evidence of skill.

Each Micro-Credential is structured around defined Core Competencies and a mastery-based assessment process.

10.3 BBA Micro-Credentials and RNCP37680 Mapping

BBA students complete 18 prescribed IKON SKILLS™ Micro-Credentials supporting competency development for the BBA in Digital Business Management and the integrated RNCP37680 Level 6 pathway. RNCP37680 – TP - Administrateur d'infrastructures sécurisées (Professional Title - Secure Infrastructure Administrator) consists of three competency blocs.

Bloc 1 – Administer and Secure Infrastructure

Students complete:

1. Network Security Administrator
2. Cloud Infrastructure Specialist
3. Identity and Access Management Specialist
4. Endpoint Security Administrator
5. Data Backup and Recovery Specialist
6. IT Service Management Practitioner

Bloc 2 – Design and Implement a Solution in Response to an Evolving Need

Students complete:

7. Security Operations Center Analyst
8. DevSecOps Practitioner
9. IT Audit and Assurance Specialist
10. Digital Systems Architect
11. IT Governance Specialist
12. Cloud Literacy Professional

Bloc 3 – Participate in Cybersecurity Management

Students complete:

13. Cybersecurity Analyst
14. Vulnerability Assessment Specialist
15. Incident Response Coordinator
16. Digital Forensics Analyst
17. Cyber Risk and Insurance Analyst
18. Human Risk and Security Culture Specialist

The Micro-Credentials provide structured competency development and evidence across the three RNCP37680 blocs. They complement the EIU-Paris BBA curriculum but do not replace the formal assessment and certification requirements applicable to RNCP37680.

10.4 MBA Micro-Credentials and RNCP42324 Mapping

MBA students complete 18 prescribed IKON SKILLS™ Micro-Credentials supporting competency development for the MBA in Digital Transformation and the integrated RNCP42324 Level 7 pathway. RNCP42324 – Expert en solutions et transformation no code/low code (Expert in No-Code / Low-Code Solutions and Transformation) consists of three competency blocs.

Bloc 1 – Define the Strategy for Integrating No-Code/Low-Code into Organizational Transformation

Students complete:

19. Digital Transformation Specialist
20. Value Proposition Strategist
21. Systems Thinking Practitioner
22. IT Governance Specialist
23. Cloud Literacy Professional
24. Data Governance Officer

Bloc 2 – Deploy Performant, Interoperable and Secure No-Code/Low-Code Solutions

Students complete:

25. No-Code Automation Builder
26. Digital Systems Architect
27. API Integration Specialist
28. AI Workflow Automation Specialist
29. Cybersecurity Awareness Professional
30. Digital Resilience Officer

Bloc 3 – Lead Complex No-Code/Low-Code Projects for Digital Transformation

Students complete:

31. AI-Enabled Project Manager
32. Agile Delivery Practitioner
33. Organizational Change Manager
34. Innovation Program Manager
35. Digital Operations Lead
36. Technology Adoption Manager

The Micro-Credentials provide structured competency development and evidence across the three RNCP42324 blocs. They complement the EIU-Paris MBA curriculum and Digital Transformation specialization but do not replace the formal assessment and certification requirements applicable to RNCP42324.

10.5 Completion and Assessment

Students complete Micro-Credentials through the IKON SKILLS™ platform. The current platform model requires completion of 10 Core Competencies within each Micro-Credential. Students engage with structured learning and assessment activities and must demonstrate the required level of competency to complete the credential. Micro-Credential outcomes are competence-based. The platform currently uses the outcomes:

- Competent
- Not Yet Competent

A student who has not yet demonstrated the required competency is expected to continue developing the relevant skills and complete the permitted reassessment process. IKON SKILLS™ Micro-Credential assessment is separate from formal RNCP certification assessment. Successful completion of an IKON SKILLS™ Micro-Credential demonstrates achievement within the applicable Micro-Credential framework but does not, by itself, constitute formal validation of an RNCP competency bloc or award of an RNCP certification. Formal RNCP certification requires the applicable human-assessed activities, professional evidence, assessment procedures, and jury validation established for the relevant certification. These requirements are described further in Section 11.

10.6 Student Responsibility

Students are responsible for:

- registering for and accessing the required Micro-Credentials;
- completing all 18 prescribed Micro-Credentials for their program;
- completing required learning and assessment activities;
- monitoring their progress;
- retaining appropriate evidence of completion; and
- completing the Micro-Credential requirements within the timeframe established for their program.

Students should not leave all Micro-Credentials until the end of their program. They are intended to be completed progressively alongside the academic curriculum.

10.7 Monitoring of Progress

EIU-Paris will monitor completion of the prescribed Micro-Credentials as part of the student's overall academic pathway. Students may be asked to provide or verify evidence of completion where necessary. Completed credentials are recorded through the IKON SKILLS™ Micro-Credential Passport, providing a record of the competencies achieved by the learner.

10.8 Relationship to the Academic Curriculum

Micro-Credentials complement rather than replace the approved BBA and MBA modules. Students must therefore complete both:

- the formal academic requirements of the EIU-Paris degree curriculum; and
- the prescribed Micro-Credential requirements associated with their on-campus pathway.

The prescribed Micro-Credentials are mapped to the competency blocs of the applicable RNCP certification and support students in developing relevant professional capabilities. Micro-Credential completion may contribute supporting evidence of competency development; however, formal validation of an RNCP competency bloc remains subject to the assessment and jury requirements established for the applicable RNCP certification.

10.9 Academic Integrity

Completion of Micro-Credentials must represent the individual student's own learning and demonstrated competency. Students must not allow another person to complete learning or assessment activities on their behalf, misrepresent completion evidence, share accounts for assessment purposes, or otherwise attempt to obtain a credential without personally satisfying its requirements. Such conduct may be treated as an academic integrity matter.

10.10 Completion Before Graduation

All 18 prescribed Micro-Credentials must be completed within the timeframe established for the applicable BBA or MBA pathway. Students are strongly encouraged to maintain steady progress with the Micro-Credentials throughout their studies rather than leaving them until the end of the program. Completion of all 18 prescribed Micro-Credentials is a requirement of the integrated on-campus pathway. However, completion of the Micro-Credentials should not be interpreted as automatic completion of the applicable RNCP certification. The separate formal RNCP assessment and validation requirements described in Section 11 must also be satisfied.

11. Dual-Qualification and RNCP Professional Certification Pathways

11.1 Dual-Qualification Framework

The EIU-Paris on-campus BBA and MBA are delivered within integrated dual-qualification pathways combining the applicable EIU-Paris academic degree with a French RNCP professional certification pathway. The applicable certifications are: BBA in Digital Business Management RNCP37680 TP - Administrateur d'infrastructures sécurisées Professional Title - Secure Infrastructure Administrator Level 6 Certifying authority: French Ministry of Labour MBA in Digital Transformation RNCP42324 Expert en solutions et transformation no code/low code Expert in No-Code / Low-Code Solutions and Transformation Level 7 Certifying body: ESTIAM, sister institution of EIU-Paris under Paris Education Group (PEG) The EIU-Paris degree and the applicable RNCP professional certification remain distinct qualifications with their own academic, competency, assessment, and validation requirements.

11.2 Understanding the RNCP Certification Process

The Répertoire National des Certifications Professionnelles (RNCP) is the French national register of professional certifications. RNCP certifications are structured around defined professional competency blocs. Students pursuing the integrated pathway must demonstrate the competencies required for the applicable certification and successfully complete the prescribed formal assessment and validation process. The EIU-Paris curriculum, applied learning, projects, and prescribed IKON SKILLS™ Micro-Credentials support the development of relevant competencies. However, these learning components do not remove the requirement to complete the formal RNCP assessment process. RNCP certification requires human assessment and validation through the applicable authorized assessment and jury arrangements.

11.3 BBA – RNCP37680 Level 6 Pathway

The professional certification associated with the BBA pathway is: RNCP37680 – TP - Administrateur d'infrastructures sécurisées English: Professional Title - Secure Infrastructure Administrator Level: 6 Certifying authority: French Ministry of Labour The certification comprises three competency blocs:

37. Administer and secure infrastructure;
38. Design and implement a solution in response to an evolving need; and
39. Participate in cybersecurity management.

The 18 prescribed BBA IKON SKILLS™ Micro-Credentials are mapped across these three blocs, with six Micro-Credentials supporting each bloc. Students must demonstrate the required professional competencies through the applicable formal RNCP37680 assessment and certification process.

11.4 RNCP37680 Formal Assessment Requirements

Completion of the 18 prescribed BBA Micro-Credentials does not by itself result in award of RNCP37680. The formal certification process requires additional human-assessed professional evidence and assessment. Based on the applicable certification requirements, students should expect the formal assessment process to include activities such as:

- development and presentation of professional project evidence;
- a project presentation or oral defense;
- technical questioning or interview;
- a supervised written or timed assessment, including applicable French- and English-language components;
- a final professional interview; and
- assessment and validation through the applicable authorized jury process.

The exact assessment format, scheduling, authorized examination arrangements, and evidence requirements will be communicated to students before the applicable certification assessment. EIU-Paris will ensure that students are informed of the authorized examination, assessment, and certification arrangements applicable to their cohort, in coordination with the relevant authorized bodies where required.

11.5 MBA – RNCP42324 Level 7 Pathway

The professional certification associated with the MBA pathway is: RNCP42324 – Expert en solutions et transformation no code/low code English: Expert in No-Code / Low-Code Solutions and Transformation Level: 7 Certifying body: ESTIAM, sister institution of EIU-Paris under Paris Education Group (PEG) The certification comprises three competency blocs:

40. Define the strategy for integrating no-code/low-code into the transformation of an organization;
41. Deploy performant, interoperable and secure no-code/low-code solutions within the organization's environment; and
42. Lead complex no-code/low-code projects supporting organizational digital transformation.

The 18 prescribed MBA IKON SKILLS™ Micro-Credentials are mapped across these three blocs, with six Micro-Credentials supporting each bloc.

11.6 RNCP42324 Formal Assessment Requirements

Completion of the 18 prescribed MBA Micro-Credentials does not by itself result in award of RNCP42324. Students must successfully complete the formal assessment requirements applicable to each of the three competency blocs. The assessment framework includes: Bloc 1: professional scenario/project, written report, and oral defense. Bloc 2: professional scenario/project, written report, and oral defense. Bloc 3: professional scenario/project, written report, professional role-play exercise, and oral defense. The formal RNCP assessment is human-assessed and subject to the applicable jury and certification requirements. Students should therefore expect to undertake substantial applied no-code/low-code and Digital Transformation work alongside their EIU-Paris MBA academic requirements.

11.7 Applied Professional Projects

The integrated pathways require students to connect competency development with authentic or appropriately simulated professional practice. For RNCP37680, students are required to develop professional project evidence demonstrating the establishment, administration, evolution, and security of IT infrastructure in accordance with the applicable certification requirements. For RNCP42324, students should expect applied professional projects corresponding to the three competency blocs, including:

- development of a no-code/low-code transformation strategy;
- development or implementation of an appropriate no-code/low-code solution; and
- leadership or management of a complex no-code/low-code transformation project, including the applicable professional role-play.

Specific project briefs, assessment requirements, evidence requirements, and deadlines will be communicated through the applicable academic and certification documentation.

11.8 Relationship Between EIU-Paris Assessment, IKON SKILLS™ and RNCP Assessment

The integrated pathway contains three related but distinct forms of learning and assessment: EIU-Paris academic assessment evaluates achievement of the learning outcomes of the BBA or MBA curriculum. IKON SKILLS™ Micro-Credential assessment evaluates competency within each prescribed Micro-Credential. RNCP certification assessment formally evaluates and validates the professional competencies required for the applicable French professional certification. Evidence developed through one component may support another component where formally appropriate. However, successful completion of one component should not be interpreted as automatic completion of the others. Students must satisfy the applicable requirements of each component.

11.9 Eligibility for the RNCP42324 Pathway

Admission to the EIU-Paris MBA and eligibility for the RNCP42324 professional certification pathway are subject to their respective requirements. For progression into the RNCP42324 pathway, students must meet the applicable eligibility requirements established for the certification and by ESTIAM in its capacity as the RNCP42324 certifying body. Where the professional-experience route applies, applicants are normally required to provide evidence of at least two years of relevant professional experience. Eligibility for RNCP42324 is reviewed separately from general admission to the EIU-Paris MBA and remains subject to the applicable EIU-Paris admission requirements and ESTIAM requirements in its capacity as the RNCP42324 certifying body.

11.10 Student Responsibility

Students pursuing the integrated dual-qualification pathway are responsible for:

- successfully completing the required EIU-Paris modules and assessments;
- completing all 18 prescribed IKON SKILLS™ Micro-Credentials;
- completing the BBA Capstone or MBA Action Research Project, as applicable;
- participating in required professional projects and competency-development activities;
- completing all applicable RNCP assessment activities;
- attending required oral defenses, interviews, examinations, role-plays, or jury activities;
- providing required professional and competency evidence; and
- satisfying any additional formally communicated certification requirements.

Failure to complete the formal RNCP certification requirements may prevent award of the RNCP qualification even where the student has successfully completed the EIU-Paris degree requirements.

11.11 Award of Qualifications

The EIU-Paris degree and applicable RNCP professional certification are subject to separate but coordinated completion and validation requirements. Successful completion of the EIU-Paris BBA or MBA does not by itself constitute award of the applicable RNCP professional certification. Similarly, completion of Micro-Credentials or individual RNCP competency activities does not replace successful completion of the EIU-Paris degree curriculum. Each qualification is awarded only after the applicable academic, competency, assessment, validation, and institutional requirements have been satisfied.

12. TalentLMS and Academic Records

12.1 Digital Academic Environment

TalentLMS serves as the central digital academic environment supporting the EIU-Paris on-campus BBA and MBA programs. Although teaching is delivered face-to-face, students are expected to use TalentLMS throughout their studies as an important part of their academic experience.

12.2 Use of TalentLMS

Depending on the module and stage of study, TalentLMS may be used to provide access to:

- module information and learning materials;
- assessment briefs and rubrics;
- academic resources;
- submission instructions and deadlines;
- assessment submission;
- faculty feedback;
- academic announcements;
- relevant policies and guidance;
- information relating to IKON SKILLS™; and
- other program-related academic information.

Students should check TalentLMS regularly and should not rely solely on information communicated verbally during classes.

12.3 Assessment Submission and Feedback

Where TalentLMS is designated as the official submission method for an assessment, students must submit their work through the platform by the applicable deadline. Students are responsible for checking that the correct file has been submitted successfully. Faculty may also use TalentLMS to provide assessment results, comments, rubrics, or other forms of academic feedback. Students are expected to review feedback and use it to support improvement in subsequent academic work.

12.4 Academic Records

EIU-Paris maintains appropriate academic records relating to student progression and achievement. These may include, as applicable:

- module enrollment;
- assessment submissions;
- assessment results;
- module outcomes;
- attendance and academic engagement;
- academic progression;
- resubmission or reassessment;
- BBA Capstone or MBA Action Research completion;
- Micro-Credential completion;
- academic integrity matters; and
- program completion.

Relevant records may also be used to support the applicable dual-qualification and competency-verification process.

12.5 Accuracy of Student Information

Students are responsible for ensuring that their personal and contact information held by EIU-Paris remains accurate and current. Changes to information such as name, address, telephone number, or email address should be communicated through the appropriate institutional process. Where a student's legal name changes, appropriate supporting documentation may be required before official academic records can be amended.

12.6 Student Access and Account Responsibility

Students are responsible for maintaining appropriate access to their institutional accounts and digital learning systems. Login credentials must not be shared with other individuals. Activities completed through a student's individual account may form part of the evidence used to demonstrate academic participation, submission, or completion. Students must therefore protect their account credentials and report suspected unauthorized access promptly.

12.7 Retention of Student Work

Students are strongly encouraged to retain copies of:

- submitted assessments;
- assessment feedback;
- research materials;
- BBA Capstone or MBA Action Research documentation;
- relevant competency evidence; and
- IKON SKILLS™ Micro-Credential completion records.

Such evidence may be useful for academic progression, competency mapping, dual-qualification verification, or resolution of an academic query.

12.8 Official Academic Communication

Students are responsible for monitoring the official communication channels designated by EIU-Paris. Important academic information may include changes to schedules, assessment instructions, deadlines, progression requirements, academic support information, or other matters affecting the student's studies. Failure to monitor official academic communications does not normally remove the student's responsibility to comply with requirements that have been appropriately communicated.

13. Student Academic Responsibilities and Support

13.1 Student Academic Responsibilities

Students are active participants in their education and are responsible for managing their academic progress throughout the program. Students are expected to:

- attend and participate in scheduled academic activities;
- prepare appropriately for classes;
- complete required independent learning;
- submit assessments by the required deadlines;
- follow assessment briefs and rubrics;
- maintain academic integrity;
- use AI responsibly and transparently;
- complete prescribed IKON SKILLS™ Micro-Credentials;
- monitor TalentLMS and official academic communications;
- respond appropriately to academic feedback;
- maintain satisfactory academic progress; and
- seek support when difficulties arise.

13.2 Professional Conduct

Students are expected to contribute to a respectful, inclusive, and professional learning environment. Students should communicate respectfully with faculty, staff, classmates, representatives of Paris Education Group and its institutions, relevant certification or assessment personnel, and other members of the academic community. Different opinions and perspectives are an important part of higher education. Students are encouraged to question ideas and participate in debate while maintaining appropriate professional and academic conduct.

13.3 Preparation and Independent Study

Students are responsible for managing sufficient independent study time outside scheduled classroom hours. This may include reading, research, assessment preparation, group preparation, revision, project work, completion of Micro-Credentials, and preparation for the BBA Capstone or MBA Action Research Project. MBA students are expected to demonstrate a particularly high level of independent and self-directed learning appropriate to postgraduate study.

13.4 Seeking Academic Support

Students experiencing academic difficulty are encouraged to seek support as early as possible. Depending on the issue, support may include:

- clarification from the relevant faculty member;
- academic guidance;
- assessment guidance;
- feedback on areas requiring development;
- research or capstone guidance;
- support with understanding academic expectations; or
- referral to the appropriate institutional contact.

Seeking academic support is encouraged and should be viewed as part of responsible academic engagement.

13.5 Assessment Support

Faculty may explain assessment requirements, clarify rubrics, provide formative feedback where appropriate, and help students understand areas requiring improvement. Academic support does not include completing assessed work for the student, rewriting substantial portions of an assessment, providing answers that the student is required to develop independently, or otherwise compromising the integrity of the assessment. The final submitted work remains the responsibility of the student.

13.6 Acting on Feedback

Students are expected to review and reflect on feedback received throughout their studies. Where similar weaknesses continue across multiple assessments, students should take appropriate steps to address them. Feedback should therefore be treated as part of the learning process rather than only as an explanation of a particular grade.

13.7 Raising Academic Concerns

Students should raise academic concerns through the appropriate institutional channel. Where possible, module-specific questions should first be discussed with the relevant faculty member. Broader concerns relating to academic progression, assessment arrangements, program requirements, or other academic matters may be referred to the appropriate academic leadership. Operational or student-service matters should be directed to the appropriate campus or administrative contact.

13.8 Circumstances Affecting Academic Progress

Students experiencing circumstances that significantly affect their ability to study, attend classes, or complete assessments should communicate with the appropriate institutional contact as early as possible. Where applicable, students may be asked to provide supporting documentation. EIU-Paris will consider reasonable academic support or applicable procedures while maintaining the required learning outcomes and academic standards of the program.

13.9 Student Responsibility for Progress

Students should monitor their own progress throughout the program. This includes keeping track of:

- modules completed;
- outstanding assessments;
- resubmissions or reassessments, where applicable;
- attendance and engagement;
- prescribed Micro-Credentials;
- BBA Capstone or MBA Action Research progress; and
- any outstanding requirements connected with the applicable dual-qualification pathway.

Students should not wait until the end of the program to identify outstanding completion requirements.

13.10 Shared Responsibility for Learning

Academic success is a shared process. EIU-Paris and its faculty are responsible for providing an appropriate academic environment, clear learning and assessment expectations, academic guidance, fair assessment, and meaningful feedback. Students are responsible for engaging with those opportunities and demonstrating the learning and competencies required for their qualification. This shared responsibility reflects the central educational principle of the programs: successful education is measured not simply by what has been taught, but by what students can understand, apply, demonstrate, and ultimately do.

14. Faculty Responsibilities and Academic Quality

14.1 Faculty Responsibilities

Faculty members are responsible for supporting an academically rigorous, applied, and engaging learning environment. Faculty are expected to:

- deliver learning in accordance with the approved curriculum and module learning outcomes;
- communicate academic and assessment expectations clearly;
- connect relevant theory with practical business application;
- encourage critical thinking, discussion, and independent learning;
- use appropriate teaching and learning activities;
- assess student work fairly and consistently;
- provide constructive academic feedback;
- support responsible use of AI and academic integrity; and
- identify significant academic engagement or progression concerns where appropriate.

14.2 Consistency with Approved Module Requirements

Faculty may adapt classroom activities, examples, cases, discussions, and formative exercises to suit the cohort and contemporary business environment. However, the approved learning outcomes and academic standards of each module must be maintained. Formal assessment requirements should follow the approved assessment documentation unless an authorized modification has been made and appropriately communicated to students.

14.3 Assessment and Feedback

Faculty are responsible for evaluating student work against the applicable assessment criteria and rubrics. Assessment decisions should be based on demonstrated student achievement rather than effort, attendance, personal circumstances, or comparison with other students. Feedback should be sufficiently clear to help students understand both the strengths of their work and areas requiring further development.

14.4 Academic Standards

Academic standards must remain appropriate to the level of study. BBA students are expected to demonstrate progressively greater knowledge, application, analysis, independence, and professional capability. MBA students are expected to demonstrate advanced critical analysis, integration of knowledge, strategic and managerial judgment, evidence-informed decision-making, and independent application to complex organizational contexts. Faculty should ensure that learning and assessment expectations reflect these differences.

14.5 Academic Integrity and AI

Faculty share responsibility for creating an academic environment in which expectations concerning academic integrity and AI use are clear. Where AI use is permitted, faculty should clarify any assessment-specific expectations where necessary. Where there is a reasonable concern regarding authorship or student understanding, faculty may request that a student explain or discuss submitted work in accordance with the Academic Integrity and Responsible Use of AI section of this Handbook. Suspected academic misconduct should be addressed through the appropriate academic process rather than through assumptions based solely on automated AI-detection tools.

14.6 Academic Quality and Continuous Improvement

EIU-Paris uses an outcomes-focused approach to academic quality and continuous improvement. Relevant evidence may include:

- student achievement of learning outcomes;
- assessment results;
- student progression;
- faculty observations and feedback;
- student feedback;
- capstone and Action Research outcomes;
- academic integrity patterns;
- Micro-Credential completion;
- applicable dual-qualification evidence; and
- developments in professional and business practice.

This evidence may be used to identify opportunities to strengthen curriculum delivery, assessment, student support, and the overall learning experience.

14.7 ACBSP-Aligned Quality Approach

Academic quality within the BBA and MBA is supported by the EIU-Paris ACBSP-aligned approach, including attention to student learning outcomes, curriculum management, faculty contribution, assessment, stakeholder needs, measurement of performance, and continuous improvement. The emphasis is therefore not simply on whether curriculum content has been delivered, but on whether students can demonstrate the intended learning outcomes and capabilities.

14.8 Academic Coordination

Faculty are expected to communicate relevant academic issues through the appropriate academic leadership structure. Matters requiring coordination may include:

- significant student progression concerns;
- assessment or moderation issues;
- academic integrity concerns;
- curriculum or learning-outcome issues;
- BBA Capstone or MBA Action Research matters;
- dual-qualification evidence requirements; and
- opportunities for academic improvement.

This supports consistency across modules and helps ensure that individual modules operate as part of a coherent overall program.

15. Academic Progression, Program Completion and Graduation Requirements

15.1 Academic Progression

Students are expected to make satisfactory academic progress throughout their program. Academic progression is determined by the successful completion of the applicable academic requirements and may take into consideration:

- completion of required modules;
- successful completion of assessments;
- completion of any required resubmissions or reassessments;
- attendance and academic engagement;
- academic integrity;
- progress with prescribed IKON SKILLS™ Micro-Credentials;
- progress with the BBA Capstone or MBA Action Research Project; and
- progress toward the applicable RNCP37680 or RNCP42324 competency, professional project, assessment, and certification requirements, where applicable.

Students with outstanding academic requirements may be required to complete those requirements before progression or final completion can be confirmed.

15.2 Monitoring Academic Progress

Academic progress may be monitored throughout the program to identify students who are progressing satisfactorily and those who may require additional support or intervention. Where concerns arise, students may receive academic guidance, feedback, a progression discussion, or an improvement plan as appropriate. Students are expected to respond constructively to such support and take reasonable action to address identified academic concerns.

15.3 BBA Completion Requirements

To successfully complete the EIU-Paris BBA in Digital Business Management pathway, students must satisfy all applicable requirements, including:

- successful completion of the approved BBA core curriculum;
- successful completion of the approved Year 3 International Business Management modules;
- successful completion of IBM380 in accordance with its approved module and assessment requirements;
- completion of all required assessments;
- completion of any required reassessment or remediation;
- completion of all 18 prescribed BBA IKON SKILLS™ Micro-Credentials;
- fulfillment of applicable academic integrity requirements; and
- satisfaction of any other formally applicable EIU-Paris completion requirements.

Students pursuing the integrated RNCP37680 Level 6 pathway must additionally demonstrate the required competencies across all three RNCP37680 competency blocs and successfully complete the applicable formal professional project, assessment, examination, interview, jury, and certification requirements before the RNCP qualification can be confirmed. Completion of the 18 prescribed IKON SKILLS™ Micro-Credentials supports this pathway but does not replace the formal RNCP37680 assessment and validation process.

15.4 MBA Completion Requirements

To successfully complete the EIU-Paris MBA pathway, students must satisfy all applicable requirements, including:

- successful completion of MGT510–MGT590;
- completion of all required assessments;
- successful completion of MGT590 – Action Research;
- completion of the required Digital Transformation specialization focus through MGT590;
- completion of any required reassessment or remediation;
- completion of all 18 prescribed MBA IKON SKILLS™ Micro-Credentials;
- fulfillment of applicable academic integrity requirements; and
- satisfaction of any other formally applicable EIU-Paris completion requirements.

MGT590 requires students to complete the Action Research process and produce the required 5,000-word research paper together with the additional 500-word self-reflection. Students pursuing the integrated RNCP42324 Level 7 pathway must additionally demonstrate the required competencies across all three RNCP42324 competency blocs and successfully complete the applicable professional projects and formal assessment requirements. These include the required written reports and oral defenses for the three competency blocs and the applicable Bloc 3 professional role-play, together with the required human assessment and jury validation. Completion of the 18 prescribed IKON SKILLS™ Micro-Credentials supports this pathway but does not replace the formal RNCP42324 assessment and validation process.

15.5 Outstanding Requirements

A student should not be considered academically complete while required academic components remain outstanding. Outstanding requirements may include:

- incomplete or failed modules;
- outstanding assessments;
- required resubmissions;
- incomplete Capstone or Action Research requirements;
- outstanding prescribed Micro-Credentials;
- unresolved academic integrity matters; or
- outstanding RNCP competency evidence, professional projects, written reports, oral defenses, examinations, interviews, role-plays, jury requirements, or other applicable formal certification requirements.

Students are responsible for responding to requests relating to outstanding academic requirements within the communicated timeframe.

15.6 Dual-Qualification Completion

The EIU-Paris academic qualification and the applicable RNCP professional certification have distinct completion and validation requirements. Completion of the EIU-Paris academic curriculum does not automatically result in award of RNCP37680 or RNCP42324. Likewise, completion of the prescribed IKON SKILLS™ Micro-Credentials does not automatically result in award of the applicable RNCP certification. Students must successfully complete the applicable formal RNCP assessment activities and satisfy the required competency and jury-validation requirements before the relevant RNCP certification can be confirmed. The integrated program structure is designed to align academic learning, Micro-Credential competency development, professional projects, and RNCP assessment as closely as reasonably possible while preserving the requirements of each qualification.

15.7 Confirmation of Academic Completion

Academic completion is confirmed only after the relevant academic records have been reviewed and all applicable requirements have been satisfied. This may include verification of:

- module results;
- final assessments;
- Capstone or Action Research completion;
- Micro-Credential completion;
- applicable RNCP competency evidence and, where relevant, completion status of professional projects and formal certification assessments; and
- resolution of any outstanding academic matters.

Students should ensure that all required evidence has been submitted and that any outstanding academic matters are resolved before completion is expected.

15.8 Award and Graduation

The award of an EIU-Paris qualification is subject to successful completion of the applicable academic and institutional requirements. The corresponding RNCP professional certification is subject to successful completion of the applicable competency blocs, professional evidence, formal assessments, human evaluation, jury validation, and other certification requirements established for RNCP37680 or RNCP42324, as applicable. Graduation documentation and award processes will follow the applicable institutional procedures.

15.9 Final Student Responsibility

Students are responsible for monitoring their completion status and addressing any outstanding requirements communicated to them. Students approaching the end of their program should ensure that they have completed:

- all required modules and assessments;
- the BBA Capstone or MBA Action Research Project, as applicable;
- all 18 prescribed IKON SKILLS™ Micro-Credentials;
- all applicable RNCP professional projects, competency evidence, assessments, oral defenses, interviews, examinations, role-plays, and jury requirements associated with their pathway.; and
- any other formally communicated academic completion requirements.

Successful graduation represents completion of the required academic journey and evidence that the student has achieved the learning and competencies expected at the relevant level.

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