

Evaluation Report and Accreditation Recommendation

Accreditation at the

**Bundeswehr University Munich/Neubiberg in cooperation with the
George C. Marshall Center for Security Studies Garmisch-Partenkirchen
“International Security Studies” (M.A.)**

I Procedure

Frist accreditation: June 26th, 2013, **by:** ACQUIN, **until:** September 30th, 2019, **provisionally accredited until:** September 30th, 2019

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Standing Expert Committee: Business, Law and Social Sciences

Attendance by the ACQUIN office: Clemens Bockmann

Accreditation: December 10th, 2018

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

Evaluation Criteria have been the “Standards and Guidelines for Quality Assurance in the European Higher Education Area” (ESG) and the “Rules for the Accreditation of Study Programmes

and for System Accreditation” of the Accreditation Council in the actual official version. At the same time the national context, particularly the national rules regulating the establishment of study programmes, has been taken into account.

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II Introduction

1 Short profile of the Higher Education Institution (HEI)

1.1 Bundeswehr University of Munich/Neubiberg

The Bundeswehr University of Munich/Neubiberg – in the following called UBw – is together with the Helmut-Schmidt-University/ Bundeswehr University of Hamburg the second scientific university sponsored by the Federal Republic of Germany. The UBw was established in 1973 as a result of a socio-political reform of training for officers. As in the case of an appeal procedure, the President is appointed by the Federal Minister of Defense according to a list of suggestions drawn up by the UBw. Organizationally the UBw is subordinate to the Federal Ministry of Defense, content wise it is subject to the Bavarian Law for Higher Education.

UBw offers scientific training mainly for officers and cadets. The spectrum includes engineering, social and economic subjects. Circa 3000 students are taught by 163 professors. The UBw consists of seven faculties on university level: “Civil and Environmental Engineering Electrical Engineering and Information Technology”, “Computer Sciences”, “Aerospace Engineering”, “Human Sciences”, “Political and Social Sciences”, and “Economics and Organizational Studies”. In addition there are three faculties on the level of a university of applied sciences: “Business Administration”, “Electrical Engineering and Computer Engineering”, and “Mechanical Engineering”.

1.2 George C. Marshall Center of Security Studies/Garmisch-Partenkirchen

The George C. Marshall European Center for Security Studies – in the following called GCMC – was dedicated in 1993. It is a renowned international security and defense studies institute that promotes dialogue and understanding among the nations of North America, Europe, Eurasia and beyond. Supported bilaterally by the governments of the United States and Germany, the Marshall Center boasts an international faculty and staff with representatives from eight partner nations (Australia, Austria, Albania, Hungary, United Kingdom, Israel, Italy and Russia). The Marshall Center contributes to the German and U.S. national strategies of security cooperation throughout the region with tailored, professional education and research, dialogue, and examination of issues that confront its partner nations today and in the years ahead.

The Marshall Center is one of the U.S. Defense Cooperation Security Agency’s five Regional Centers and is within the United States Department of Defense’s European Command area of responsibility. In addition, it also deals with the post-Soviet Central Asian countries within Central Command’s area of responsibility. The other Regional Centers are located at the National Defense University in Washington D.C. (Africa Center for Strategic Studies, Hemispheric Center for Defense

Studies, Near-East South Asia Center for Security Studies) and Honolulu (Asia-Pacific Center for Security Studies).

2 Brief information of the study programme

The study program “International Security Studies” (M.A.) – MISS in the following – is offered by the Department of Political and Social Sciences of the UBW in cooperation with the GCMC at the Centre’s facilities in Garmisch-Partenkirchen/Bavaria. Up to 25 students have been able to enrol in MISS each winter semester since 2011. MISS is a full-time study programme of two semesters (60 ECTS-points) with a total tuition fee of 11,000 Euro. MISS targets at students who are temporary-service officers (transitioning to civilian status), military representatives from NATO states, and private individuals with an interest in security policy issues. Admission requirements are a university degree equivalent to a minimum of 240 ECTS credit points (diploma, bachelor’s or master’s degree or an equivalent national or international degree), a minimum of two years of relevant professional experience, certified English language skills (equivalent to TOEFL B2) and the successful completion of the selection process.

3 Previous accreditation

The study program “International Security Studies” (M.A.) was accredited for the first time by ACQUIN on June 26th, 2013 without any conditions. The following recommendations were given:

- Wi-Fi should be introduced on the whole Campus.
- The recognition of modules that did not pass an exam should not be excluded in principle, but once acquired competences should retrospectively be reviewed.
- Examination requirements should be addressed in the Course Catalogue

The recommendation will be addressed in the proper chapters.

III Evaluation

1 **Strategy and outlook of the University**

MISS is an important part of the UBw's strategy to offer non-consecutive executive MA programmes with a strong emphasis on practical knowledge and employability. These MA programmes are particularly valuable for temporary service officers who move to civilian employment after completing their term in the Bundeswehr. To UBw, MISS is a strong asset of their internationalization strategy. The cooperation with the GCMC guarantees a student group with a broad international background. This is further enhanced through recently established scholarship provisions by the Bundesministerium für Verteidigung for students from the Eastern and Southern European neighbourhood. Established links with the federal ministry also ensure the continuous adaptation of the study programme to current strategic needs and debates.

The ideal size of the MISS student cohort is identified as 15-20. The programme is thus aimed at a small group, offering intensive learning experiences and close supervision. However, the setup of the programme is such that significant parts are delivered as standard courses of the Marshall Center, and as such are not primarily designed for MISS students. This has also led to reshuffling of the module timetable that was dictated largely by the interests of the Center and not the programme or the University. At the same time, the integration of Marshall Center modules into the MISS makes it possible for students to engage in exchange in debate with a much bigger and even more diverse student cohort.

Student numbers have overall been below the target number and ranged from six graduates in 2015 to thirteen in 2013, with an outlier intake of 18 in 2018. Across all years (2012-18), the average student population of MISS is 10.3, with ups and downs but no clear trend. Hopefully, the recent surge in student numbers is not a one-off phenomenon but will lead to more sustainable student numbers.

Given the strategic importance of MISS to the UBw, it is surprising that the running and management of the study programme is entirely organized outside university structures. The delivery of the University's executive MA programmes takes place through a separate organization, the Campus Advanced Studies Center. Teaching in MISS does not count towards the standard working hours of University staff and is remunerated separately. While the evaluation committee was assured that the honorariums paid were high enough to provide a sufficient incentive for staff to take up teaching at the MISS, the committee felt that such a structure weakens the links between the University and the programme, and gives the impression that the MISS is run as a separate entity. The UBw may thus want to consider how to integrate MISS further into the University structures and enhance the status of the MISS as a normal study programme of the UBw.

2 Objectives of the study programme

2.1 Overall objectives of the study program

The main idea of the MISS programme is to offer an “Executive Master” that is focused on the practice of security policy and politics with a particular focus on the European region and its neighbourhood. Graduates should be able to link security practices to the broader theoretical debates in security studies and how these have evolved. They should also be familiar with the main methodological instruments to be able to conduct state-of-the art analyses of security issues and feed them back into practice. Overall emphasis is on practice, not on theory. The UBw may want to consider strengthening the theoretical component of the programme, as students, who come from a practical background, will be familiar with many practical challenges but may lack theoretical knowledge to interpret practices.

The overall objectives are transparently described in detail in the Diploma Supplement (point 4.2) and the § 2 of the Examination Regulations (ER).

2.2 Competences

Overall, the module handbook specifies learning outcomes only vaguely. More care should be taken to identify specific and assessable learning outcomes for each module. Nevertheless, certain information provide an outlook of the general competences:

1. Professional competences: The study programme provides students with theoretical foundations for the analysis of security issues and the design and implementation of security policy. Competences are acquired not only through teaching as such but also through the exchange between students from different backgrounds. To enhance the achievement of professional competences, the core module on “Theory and Methods” (1471) ought to be moved back to the start of the program.
2. Methodical competences: As an Executive Master, MISS does not put heavy emphasis on methods. Module 1471 simply specifies that “students will be able to ... pursue research designs”. This learning outcome ought to be further specified and include the ability to make reasoned choices between different methodological possibilities in relation to specific theories and cases. Students should be able to understand and critically assess the use of different methodologies, quantitative as well as qualitative, in published studies. The programme ought to include possibilities for students to reflect on and discuss the methods in their master thesis in preparation of the thesis.
3. Generic competences: One of the advantages of MISS is the international student body. Through practical engagement with other students, MISS students gain intercultural competences. It may be an advantage if these were also explicitly reflected in the programme.

Despite the limitations in methodology, MISS provides an academic education and enables the students to perform scientific operations on master level.

2.3 Personal development and capability for civic engagement

MISS students take part in a variety of modules with participants from diverse backgrounds. Their lecturers come from different fields and contexts and are often highly regarded experts in their fields. This exposes students to a range of views and widens their horizons. Students praised these aspects highly and thought of them as features of excellence. Given these formidable situation, the peer group estimates that the students undergo a considerable personal development and enhance their capabilities for civic engagement.

2.4 Target group and demand for the study programme

The study programme MISS accepts a maximum number of 25 students each year. The original target group at the start of MISS consisted of fixed-term service officers to aid their transition to the civilian job market.

However, the number of graduates reveals that on average only 1.7 students per year come from Germany (2012 to 2017) and only 10.3 students attend the programme overall. The majority of these students come from abroad, in particular from Eastern Europe, North America and Central Asia. Normally, five students come from the US Army. They are mainly future Foreign Area officers who want to do their training in the region that they will be deployed in. In addition, the German Defence Ministry has created three fellowships for students of states from the EU neighbourhood – Eastern Europe, the Balkans, and the South. The regional provenance of the international students corresponds to the focus of the GCMC whose qualification courses are international renowned.

Overall, the initial intake targets have not been achieved, and with the exception of 2017/18 (18 Graduates), graduate numbers have fluctuated between 7 and 13. While the reviewers were reassured by representatives from UBw as well as GCMC that the programme is financially viable with these numbers and that students benefit from the exchange with the larger and international student community at the GCMC, it is advisable that student numbers should be monitored carefully and that further efforts be made to increase applications.

2.5 Employability

Part of the quality management of MISS has become to record comprehensively and in detail the further professional careers of the graduates. The main purpose of this is to ensure and further develop the practical relevance of the programme and the employability of those graduating. Of

the 54 graduates to date, data are available for 40 students: Of these, 15 have started or deepened their careers in the US armed forces; eight graduates work for the armed forces of other countries; eight students have pursued a career in national administrations and four work in the private sector. It is particularly noteworthy that the MISS programme has resulted in five graduates seeking a doctorate. This highlights not only the employability of MISS graduates, but also the academic level achieved and the encouragement of graduates to take another academic step. The positions of those who completed the survey were largely commensurate with the expectations of someone who has completed an MA.

2.6 Conclusion

The study programme MISS has a clearly defined and transparently published objective. As an Executive Master programme the focus is practice orientated. Competencies are vaguely, yet comprehensible formulated. Aspects of personal development and enhancement of the capability for civic engagement are included in the study programme. The program is policy-oriented with a clearly defined target group that includes future executives in government and military services, who are seeking to enhance their security police expertise on an academic level. Employability is monitored regularly and the study programme closely linked to the related job market.

The reviewers come to the conclusion that the criterion 1 “Qualification Objectives of the Study Programme Concept” is fulfilled.

3 Concept of the master study program MISS

3.1 Admission criteria and recognition of competences

The admission requirements are adapted to the target group of the MISS programme. In addition to a first academic degree of 240 ECTS points, professional experience of a minimum of two years is essential. The admission procedure is appropriate and transparent.

At first glance the programme seems to be open to graduates from all subject areas. However, the assessment criteria for the selection interview show an emphasis on professional qualifications in the security policy field. Although this might seem like a restricting aspect, it also ensures a high quality within the heterogeneous student group from different backgrounds.

Competencies earned at other Higher Education Institutions can be recognised according to the Lisbon-Convention, as long as the differences are not significant (c. § 16 (1) ER). For the recognition of prior extracurricular qualifications, the ER stipulate in § 3 (2) as well as in § 16 (2) that such recognition is possible on application for a maximum credit of 30 ECTS points upon demonstration of equivalence.

The admission requirements conform to the requirements of the qualification framework for German higher education degrees and are rated as appropriate.

3.2 Structure of the study programme

The programme MISS is tailored to the target group, who has already gained experience in the military and political fields, and combines theoretical and practical elements. In the originally submitted documents, the programme was divided into three stages:

1. The core study period (34 ECTS points) with five modules, provides the students with key theoretical and empirical skills (“Theory and Methods”, “Transnational and International Conflict”, “Program in Advanced Security Studies” (PASS) I, PASS II, “International Humanitarian Law”).
2. In the mandatory elective module period (5 ECTS points) students have to choose between a seminar on “Security and Development” or on “Transnational Governance”.
3. In the study concentration period (5 ECTS points) students can choose between optional modules on “Countering Transnational Organized Crime”, “Eurasian Security Studies”, “Terrorism and Security Studies”, “Regional Security”, “Security Sector Capacity Building”, and “Cyber Security Studies”.
4. The Master thesis (16 ECTS points), accompanied by a Master’s workshop.

The structure complies with the objectives of the programme, and its content is based on similar programmes in the field of international relations and security studies, however with a strong

practical component correlating with the target group. Theoretical approaches to peace, security and conflict problems are also covered. The academic qualification through the curriculum is ensured.

Through the inclusion of international law and basic approaches of political economy, the programme demonstrates interdisciplinarity. The methodological focus of the first module and the practical orientation in the elective modules in the core study period and the study concentration period ensure that the students learn key methodological and generic competencies, as appropriate for the target group.

The general structure of the courses seems reasonable. The modules cover the relevant fields of study and relate to each other without being redundant. However, students highlighted that some lecturers use the same materials and presentations in the “Program in Advanced Security Studies” (PASS) and their elective courses. The administration of the programme is aware of this and promised to make sure to avoid any repetitions of the same material in the future. As a certain repetition cannot be avoided, it would be suitable to teach content in PASS-courses more practically and in the later modules more theoretically.

Another challenge is the actual structure of MISS at the moment. The first module “Theory and Methods” was recommended as very useful during conversations with the students. As laid out, the “Theory and Methods” module has the goal to establish a common basis among students with a focus on training in academic research and writing, as well as the basic theoretical approaches in the field. However, since the 2017/18 semester the module starts after the PASS, which does not allow the students to make use of the skills taught in the “Theory and Methods” seminar. A change in the structure should be made because the students criticized the missing methodological skills in the PASS seminar; that means to start with the “Theory and Methods” seminar and then the PASS seminar. Another concern raised by the students was the long duration of the PASS course (ten weeks).

3.3 ECTS and modularisation

The study programme MISS is completely modularized. It consists of eight modules – including the master thesis module – of five, six, nine and 16 ECTS point. An ECTS point is an equivalent to 30 hour (c. § 6 (3) ER). The relation of compulsory and elective modules is appropriate. Information about the admission criteria to the modules could be described more (c. III. 4.3). The amount of the time present at the GCMC and the self-study time could not be inferred from the information presented. Therefore, the UBW must demonstrate how the amount of classroom attendance reported in the module handbook is implemented.

The overall workload seems to fit the students. Complaints about too much workload had not been addressed at the on-site-visit of the reviewers. Information from the course evaluation do neither present reason to believe that the study programme MISS could not be studied.

3.4 Teaching methods and study contexts

MISS is conceived for a relatively small group of up to 18 students, allowing to address individual requirements and makes use of interactive teaching methods. The elective courses have even on average only seven students according to the discussion with the programme coordinators. MISS is characterized by the interaction with experienced practitioners. The GCMC is renowned for inviting distinguished diplomats, politicians and army officers as guest speakers. The students are able to meet these guest speakers in small groups as well as during larger events. Language barriers are overcome through the opportunity for simultaneous translation and interpretation by other students. The practical elements are thus continuously interwoven with the study programme.

Students of the Master programme participate in the same courses like external guests at the GCMC. The discussion with the different status groups revealed that this is positive in general. While the MISS students have a greater knowledge of theoretical and methodological skills, the external participants often have a practical background. This set-up of the courses makes sure that the discussions have the required academic level, but also the necessary foundation in the practice. The challenge is to ensure that the academic level remains high enough for the Master students, which, however, is the case according to the lecturers and students.

The office hours between the students and the lecturers from the UBw is based on Skype conversations or discussions during seminar breaks. According to the students, the mentoring of students is overall good. Lectures make use of the classical teaching methods in the majority of the seminars. However, the excellent technical infrastructure at the GCMC would allow the lectures to include elements of blended learning techniques in the courses.

The students suggested that this practical orientation of the study programme should also be reflected in the assignments of the individual modules. Up to now, these have consisted of classical academic elements such as term papers and essays. One possibility could be to integrate more practice-oriented assessments, e.g. briefing papers for political decision-makers. Besides, students suggested that receiving franker and more critical feedback during the seminar sessions would be helpful in assessing the quality of their own work prior to submitting their seminar papers.

Overall, the reviewers rate the teaching and learning methods as adequate and appropriate.

3.5 Examination system

The UBw is responsible for the entire examination system and the organization of the exams. The modules conclude with different types of examinations, including oral tests, papers, and essays.

The selected examination methods seem to correspond with the learning objectives and competencies of each module. However, the evaluation group was unable to determine the differences between certain types of examinations listed in the module handbook, especially between “paper,” “essay,” and “research paper” (c. III.4.3). The timing and number of examinations are reasonable and appropriate.

An examination board, which consists of two members from each institution, oversees the organization of exams. According to the § 4 (1) ER, students do not have the option to nominate members of the examination board. However, to preserve student rights, opportunities for student involvement should be granted at least for issues concerning the students. Therefore, the board of the study programme should be extended to include a student representative.

Regarding the publication of the grades, the programme coordinator posts published grades and decisions of the Examination Commission in a physical form on the programme board in the GCMS’s College of International Security Studies and in an online form on ILIAS. The evaluation group considers the first-mentioned way of publication highly problematic in terms of data protection and anonymity. Given the small group of participants, the present practice of publish examination results is insufficient. Marks must be handed out individually.

Except from this shortage, the criterion 5 “Examination System” is fulfilled. Compensating rules for e. g. disabled students are defined in § 19 ER. They allow, above all, for either an extension of the time allowed to complete the examination or the opportunity to complete the examination in a different format.

3.6 Conclusion

The observations above demonstrate that the concept of the program is in general suitable for achieving the programme objectives. MISS includes the appropriate transfer of expertise and interdisciplinary knowledge, as well as relevant methodological and general competencies. Thus, the criterion 2 “Conceptual Integration of the Study Programme in the System of Studies” is nearly fulfilled. However, a mismatch between the overall programme and the codified as well as executed modules and seminars exists. Several points discussed in more detail above need to be addressed by the programme coordinators to ensure a consistent structure of the programme and thus to meet the requirements of the German higher education degrees.

4 Implementation

4.1 Resources

The study program is carried by two institutions and, as a further education program, is subject to tuition fees. For the organisation of post-graduate degrees, the UBw established the Campus Advanced Studies Center (CASC).

4.1.1 Personal resources

Faculty teaching on the MISS programme consists of three types:

1. UBw's teaching staff who are employed to teach on the MISS programme on the basis of separate contracts and honorariums;
2. GCMC staff who act as coordinators and provide Centre modules for MISS;
3. Bought-in staff on honorarium-based contracts from other universities. Type 3 staff currently coordinates and delivers the core module 1006 "International Humanitarian Law" and the elective module 1475 "Transnational Governance".

Staff on the programme are highly qualified and internationally recognized experts in their respective fields. They have a clear vision for the programme as delivering theoretically informed but primarily practical knowledge from the field of security and strategic studies to students transitioning from their military service to the civilian job market. Yearly surveys of alumnis demonstrate that this strategy is successful.

The linkage between staff at the Department of Political and Social Sciences of the UBw and the MISS should be further improved. At present, only two professor of the University is directly involved in the delivery of the programme. Other teaching staff is recruited from doctoral and post-doctoral staff in the Department of Political and Social Sciences. Due to the relevant expertise, the reviewers recommended more participation from professors of the UBw. As it stands, the programme depends considerably on the commitment of a few individuals from both sides. Therefore, the integration of additional faculty from the UBw would further deepen the strategic partnership between the two institutions that carry this programme. If possible, the seminars offered in the programme ought to be accepted as part of the regular teaching load of UBw instructors, thus offering an additional incentive to contribute to the program. More specifically, responsibility for the module "International Humanitarian Law" should be assumed by a professor from the UBw. In particular, module coordinators should be employees of the UBw or the GCSC and not of third party institutions.

Within the framework of the programme, no provisions have been made for staff development or training. However, members of the UBw are able to make use of the existing offers at the UBw

and the post-graduate programmes of all Bavarian universities. It is unclear to what extent these offers are open to external lecturers of the programme.

4.1.2 Financial Resources

All essential human and material resources are covered by the income from tuition fees. The two institutions have retained the right to withdraw the programme in case of insufficient student numbers. According to current calculations, at least seven students must be enrolled in order for the programme to be feasible. This does not affect currently enrolled students.

The programme's teaching staff, including external lecturers, teaching staff from the UBW appointed for the program, and staff from the GCMC, receive a salary, whereas for members of the GCMC lecturing is considered part of their roles. The programme directors assured that based on the salaries and the international established network of the GCMC, there were no problems in recruiting qualified lecturers.

4.1.3 Infrastructural Resources

Lectures and seminars are held at the facilities of the GCMC. The lecture halls and seminar rooms feature modern AV equipment. However, wireless internet access is still not available in all lecture halls and seminar rooms. The reviewers wish to repeat the recommendation of the previous accreditation, i. e. to introduce Wi-Fi on the whole Campus. The seminar rooms provide the required instruments for instance for group exercises.

The students have access to the library of the GCMC, with contains a wide range of relevant academic literature. In addition, since all students are matriculated at the UBW, they can also use the entire infrastructure of that institution, including the library.

Overall, the criterion 7 "Facilities" is fulfilled.

4.2 Organisation, counselling and cooperation

The framework for the cooperation between the two institutions UBW and GCMC is established through a general cooperation agreement and an agreement especially made for this programme. Regular consultations on leadership and administrative level take place between the two institutions, and the development of the programme is also discussed during informal meetings.

MISS is led by two academic directors, one from the UniBw M and one from the GCMC. Both are responsible for: curricular design, course contents, strategic development, and the academic quality management of the programme. A programme coordinator supports the directors. He resides with the students at the GCMC and is the main point of contact for students through all phases of the program (i.e., from application to graduation). The administration of the programme is located at the UBW, and as such underlies the procedural regulations of the UBW.

In the documents presented to the reviewers, the measures for cooperation are clearly defined. They are rated as appropriate for the efficient implementation of the program. The Criterion 6 “Programme-related Co-operations” is fulfilled.

International cooperation exists through the academic directors who are both involved in several international networks, and through the international links of the GCMC. However, the structure of the master programme does not permit a study-abroad semester, so that the two institutions’ international partnerships have little effect in this regard.

The GCMC also has an extensive alumni network. To further increase the programme’s distinct identity, also within the course system of the GCMC, the evaluation group suggests contemplating more specific and tailor-made alumni activities for graduates of the program.

4.3 Documentation and transparency

All study-related organizational documents (ER, module handbook, diploma supplement and transcript of records) are available in German and English. They are made available for students both in print and on the electronic platform ILIAS. The final grade is given as a relative grade. Transcripts of records are provided on a quarterly basis, as well as on request.

The reviewers raised concerns regarding the structure of the module handbook, the missing connection between the module descriptions and the syllabi.

- The module handbook does not describe the actual Master programme in an appropriate way. The structure of the master programme has changed and also the structure of some modules seems to have changed in practice. For example, the PASS programme is now one module according to the overview handed out by the administration during the on-site-visit. The general structure of the Master programme as described in the module handbook, the program timetable and the individual modules need to be consistent.
- The module handbook as provided in the self-documentation does not correspond to the syllabi that have been handed out during the meetings with the evaluation panel. The academic coordinators of the Master programme need to make sure that the workload and description of the seminars in the module handbook reflects the actual conducted seminars. This is related to the ECTS regarding the presence time, to the workload as well as to the structure of the seminars. At the moment, the taught courses and the course descriptions in the module handbook are not consistent.
- The module handbook does not entail a description of all graded and ungraded academic achievements in the different courses according to the syllabi of the different courses. Moreover, the framing of the different academic achievements are not consistent. For example, the discussion with the programme coordinators reveals that research papers and essays are

the same academic achievement. The framing of the academic achievements should be consistent and all academic achievements, graded and ungraded, have to be listed in the module descriptions in the handbook and these descriptions have to be the basis for the syllabi.

- A discrepancy between the presence times of the students exists in the module handbook and the syllabi. This might be a general problem as the syllabi are part of the courses provided by the GCMC. However, the coordinator of the Master programme has to make sure that the requirements for the students are met as laid out in the module descriptions.
- The learning objectives of the different modules need to be specified and formulated in an appropriate and consistent way.
- The literature in the seminars and the module handbook should be updated. Moreover, the reading lists provided in the module handbook should be consistent and the course/module descriptions should differentiate between mandatory readings for the preparation of the seminar sessions and suggested readings for the different topics.
- At the moment, the responsibility for some of the modules is taken over by persons who are not employed at the UBw nor the GCMC. The reviewers regard this as problematic and proposes that only employees at the UBw or the GCMC act as module coordinators (c. 4.1.1).

The qualification targets and module contents have to be presented in a more standardized fashion. All teaching formats as well as all types of examinations (both graded and ungraded) that are used in the individual modules have to be listed, and the differences between the different types of written examinations (essay, paper, research paper; see III.3.4) have to delineated. Therefore, the module handbook has to be updated and the qualification goals and contents have to be described uniformly. The course formats have to be addressed completely. Examination conditions (graded as well as ungraded) must be described in full.

As to student counselling, the instructors based at the GCMC pursue an "open door"-policy. The UBw instructors offer office hours during their teaching stays at the GCMC, and are otherwise available for instance through Email or Skype. In addition to these specific MISS-arrangements, students have access to the entire offer of supervision and advisory services of the UBw.

Apart from the inconsistencies, the criterion 7 "Transparency and Documentation" is fulfilled.

4.4 Gender equality and compensation opportunities for disabled people

It has proven difficult for the programme directors to ensure an appropriate quota of female students. Since 2012, only 13 out of a total of 72 students have been female. One way to increase the share of female students in the programme would be to deliberately aim, in collaboration with

the sponsors of the scholarships, for the recruitment of female students in the context of scholarship programmes (such as the recently established MISS Fellowship).

The UBw supports the reconciliation of work and family. To this end the program features measures to compensate disadvantages resulting from motherhood, as regulated in § 17 of the examination regulation.

Given the military circumstances, the reviews accept the criterion 9 "Gender Justice and Equal Opportunities" as fulfilled.

4.5 Conclusion

Overall, the reviewers consider the implementation as fulfilled with regards to material, spatial, and human resources. The advisory services and support facilities are rated as appropriate. Still, some shortcomings have been identified that, if remedied, would further improve the quality of the programme's implementation. Nevertheless, the criterion 4 "Academic Feasibility" is fulfilled.

5 Quality Management

In the case of study programmes supported by two or more organisations, the question of quality management arises in a particular way, as there is a risk of different standards and unclear responsibilities. This has been clearly clarified from the outset in the MISS programme to the extent that the UBw is responsible for quality management.

Among the instruments of quality assurance are compulsory teaching evaluations as well as securing the conformity with national and regional standards. A key role in quality management is played by the programme coordinator, who acts as a link between the CASC and the GCMC. The discussions with the programme staff and students during the on-site visit did not indicate any fundamental difficulties.

This is hardly surprising, as the MISS programme is still a comparatively manageable course with currently 18 students and a small number of lecturers. Therefore, the distances are short and the possibilities of mutual feedback for continuous improvement of teaching are basically good. Nevertheless, the reviewers did not agree to only informal channels of feedback. A procedure has to be established to give students regular formal feedback to their course evaluations.

At module level, the core teaching staff is responsible for the organization, implementation and quality of the studies in each module. These are regularly evaluated and the students are able to give and receive feedback on a regular basis. The programme staff has emphasized during the on-site visit that these evaluation results are taken very seriously. Corrective measures follow swiftly and visible to students. This may include a modification of teaching methods, a redistribution of workload or, in case of a severe and repeated negative evaluation, a dismissal of the lecturer.

At programme level the annual programme development meeting of the board of directors provides the forum for the systematic discussion of the feedback results, for which appropriate adjustment and optimization measures are devised. Here also statistical data on programme capacity, examinations results, dropout rate and number of first year students are evaluated and influence the further development of the program.

In summary, it can be stated that the self-documentation as well as the on-site visit have underlined that the quality management structures and institutions for the MISS are available and are also used effectively on the part of both project partners. What is almost more important is that quality management is very important to both teachers and students and is an integral part of everyday life on campus.

According to the reviewers opinion, the criterion 9 "Quality Assurance and Further Development" is fulfilled.

6 Evaluation according to the “Rules for the Accreditation of Study Programmes and for System Accreditation” in the actual official version last amended on 20.02.2013).

Criteria 1 “Qualification Objectives of the Study Programme Concept”, 4 “Academic Feasibility”, 6 “Programme-related Co-operations”, 7 “Facilities”, 9 “Quality Assurance and Further Development”, 10 “Study Programmes with a Special Profile Demand” and 11 “Gender Justice and Equal Opportunities” are **fully met**.

Criteria 2 “Conceptual Integration of the Study Programme in the System of Studies”, 3 “Study Programme Concept”, 5 “Examination System” and 8 “Transparency and Documentation” are **partly met**.

7 Accreditation recommendation of the peer group

The peer group proposes the following **conditions and recommendations**:

Conditions

1. The university must demonstrate how the amount of classroom attendance reported in the module handbook is implemented.
2. Grades must be handed out individually.
3. The module handbook has to be updated and the qualification goals and contents have to be described uniformly. The course formats have to be addressed completely. Examination conditions (graded as well as ungraded) must be described in full.
4. A procedure has to be established to give students a regular formal feedback in response to their course evaluations.

Recommendations

1. The board of the study programme should be extended to include a student representative.
2. The module responsibility should lie exclusively with personnel of the GCMC and the UBw.
3. Wi-Fi should be introduced on the whole Campus.
4. The literature should be updated, standardized and subdivided into compulsory literature for course preparation and recommended literature for individual topics.

IV Decision of to the accreditation commission of ACQUIN

Based on the evaluation report of the expert group, the statement of the Higher Education Institution and the statement of the Standing Expert Committee, the Accreditation Commission of ACQUIN makes the following decision:

The study programme “International Security Studies” (M.A.) is accredited without any conditions. The accreditation is valid until September 30th, 2025.

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

- The board of the study programme should be extended to include a student representative.
- The module responsibility should lie exclusively with personnel of the GCMC and the UBw.