



**NOTIFICACIÓN DE LA RESOLUCIÓN DE VERIFICACIÓN DEL CONSEJO DE UNIVERSIDADES DEL PLAN DE ESTUDIOS CONDUCENTE AL TÍTULO OFICIAL DE "MÁSTER UNIVERSITARIO EN ACCIÓN INTERNACIONAL HUMANITARIA/ JOINT MASTER'S PROGRAMME IN INTERNATIONAL HUMANITARIAN ACTION POR LA UNIVERSIDAD DE DEUSTO; RIJKSUNIVERSITEIT GRONINGEN-UNIVERSITY OF GRONINGEN(PAÍSES BAJOS); RUHR-UNIVERSITÄT BOCHUM(ALEMANIA); UNIVERSITY COLLEGE DUBLIN, NATIONAL UNIVERSITY OF IRELAND, DU(IRLANDA); UNIVERSITÉ CATHOLIQUE DE LOUVAIN(BÉLGICA); UNIVERSITÉ PAUL CÉZANNE AIX-MARSEILLE III(FRANCIA) Y UPPSALA UNIVERSITET(SUECIA)" (4315662)**

En cumplimiento de lo dispuesto en el artículo 58 de la Ley 30/1992, de 26 de noviembre, de Régimen Jurídico de las Administraciones Públicas y del Procedimiento Administrativo Común, le notifico que la Comisión de Verificación y Acreditación de Planes de Estudios del Consejo de Universidades, en el ejercicio de las competencias atribuidas por el artículo 25 del Real Decreto 1393/2007, de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias oficiales, modificado por el Real Decreto 861/2010, de 2 de julio, y el artículo 12.2.a) del Reglamento del Consejo de Universidades, ha dictado la siguiente resolución:

"Vista la solicitud presentada para la verificación del plan de estudios conducente al título oficial de "Máster Universitario en Acción Internacional Humanitaria/ Joint Master's Programme in International Humanitarian Action por la Universidad de Deusto; Rijksuniversiteit Groningen-University of Groningen(Paises Bajos); Ruhr-Universität Bochum (Alemania); University College Dublin, National University of Ireland, DU(Irlanda); Université Catholique de Louvain(Bélgica); Université Paul Cézanne Aix-Marseille III(Francia) y Uppsala Universitet(Suecia)", en la rama de conocimiento de Ciencias Sociales y Jurídicas;

Una vez comprobados la denominación propuesta para el título, la adecuación del plan de estudios propuesto a la normativa aplicable y el informe correspondiente emitido por la Unibasq-Agencia de Calidad del Sistema Universitario Vasco en el que se ponen de manifiesto las recomendaciones formuladas para la mejora del plan de estudios; la Comisión de Verificación y Acreditación de Planes de Estudios del Consejo de Universidades en su sesión del día 14 de diciembre de 2015;

**HA RESUELTO**

Verificar en sentido positivo el plan de estudios correspondiente al título oficial de **Máster Universitario en Acción Internacional Humanitaria/ Joint Master's Programme in International Humanitarian Action por la Universidad de Deusto; Rijksuniversiteit Groningen-University of Groningen(Paises Bajos); Ruhr-Universität Bochum (Alemania); University College Dublin, National University of Ireland, DU(Irlanda); Université Catholique de Louvain(Bélgica); Université Paul Cézanne Aix-Marseille III (Francia) y Uppsala Universitet(Suecia).**"

RECTORADO DE LA UNIVERSIDAD DE DEUSTO



Contra esta resolución, que no agota la vía administrativa, podrá interponerse reclamación ante la Presidencia del Consejo de Universidades, de acuerdo con lo dispuesto en el artículo 25.9 del Real Decreto 1393/2007, de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias oficiales, modificado por el Real Decreto 861/2010, de 2 de julio.

En Madrid, a 15 de diciembre de 2015

LA SUBDIRECTORA GENERAL DE COORDINACIÓN  
Y SEGUIMIENTO UNIVERSITARIO

Cristina Moneo Ocaña



**RESOLUCIÓN DE VERIFICACIÓN DEL CONSEJO DE UNIVERSIDADES DEL PLAN DE ESTUDIOS CONDUCTENTE AL TÍTULO OFICIAL DE "MÁSTER UNIVERSITARIO EN ACCIÓN INTERNACIONAL HUMANITARIA/ JOINT MASTER'S PROGRAMME IN INTERNATIONAL HUMANITARIAN ACTION POR LA UNIVERSIDAD DE DEUSTO; RIJKSUNIVERSITEIT GRONINGEN-UNIVERSITY OF GRONINGEN(PAÍSES BAJOS); RUHR-UNIVERSITÄT BOCHUM (ALEMANIA); UNIVERSITY COLLEGE DUBLIN, NATIONAL UNIVERSITY OF IRELAND, DU(IRLANDA); UNIVERSITÉ CATHOLIQUE DE LOUVAIN(BÉLGICA); UNIVERSITÉ PAUL CÉZANNE AIX-MARSEILLE III(FRANCIA) Y UPPSALA UNIVERSITET(SUECIA)"**

Vista la solicitud presentada para la verificación del plan de estudios conducente al título oficial de "Máster Universitario en Acción Internacional Humanitaria/ Joint Master's Programme in International Humanitarian Action por la Universidad de Deusto; Rijksuniversiteit Groningen-University of Groningen(Países Bajos); Ruhr-Universität Bochum (Alemania); University College Dublin, National University of Ireland, DU(Irlanda); Université Catholique de Louvain(Bélgica); Université Paul Cézanne Aix-Marseille III(Francia) y Uppsala Universitet(Suecia)", en la rama de conocimiento de Ciencias Sociales y Jurídicas;

Una vez comprobados la denominación propuesta para el título, la adecuación del plan de estudios propuesto a la normativa aplicable y el informe correspondiente emitido por la Unibasq-Agencia de Calidad del Sistema Universitario Vasco en el que se ponen de manifiesto las recomendaciones formuladas para la mejora del plan de estudios; la Comisión de Verificación y Acreditación de Planes de Estudios del Consejo de Universidades en su sesión del día 14 de diciembre de 2015;

**HA RESUELTO**

Verificar en sentido positivo el plan de estudios correspondiente al título oficial de **Máster Universitario en Acción Internacional Humanitaria/ Joint Master's Programme in International Humanitarian Action por la Universidad de Deusto; Rijksuniversiteit Groningen-University of Groningen(Países Bajos); Ruhr-Universität Bochum (Alemania); University College Dublin, National University of Ireland, DU(Irlanda); Université Catholique de Louvain(Bélgica); Université Paul Cézanne Aix-Marseille III (Francia) y Uppsala Universitet(Suecia).**

En Madrid, a 14 de diciembre de 2015

EL SECRETARIO DEL CONSEJO DE UNIVERSIDADES

Jorge Sainz González

**Arrêté du 6 novembre 2013 relatif aux habilitations de l'Université d'Aix-Marseille à délivrer des diplômes nationaux**

La Ministre de l'enseignement supérieur et de la recherche

VU le code de l'éducation,  
VU le décret n° 84-573 du 5 juillet 1984 modifié relatif aux diplômes nationaux de l'enseignement supérieur,  
VU le décret n° 85-908 du 23 août 1985 fixant les conditions de validation des études, expériences professionnelles ou acquis personnels en vue de l'accès aux différents niveaux de l'enseignement supérieur,  
VU le décret n° 2000-250 du 15 mars 2000 portant classification d'établissements publics à caractère scientifique, culturel et professionnel,  
VU le décret n° 2002-481 du 8 avril 2002 relatif aux grades et titres universitaires et aux diplômes nationaux,  
VUS les articles D 123-12 à D 123-14 du code de l'éducation, et les articles 4 à 10 du décret n° 2002-482 du 8 avril 2002 portant application au système français d'enseignement supérieur de la construction de l'espace européen de l'enseignement supérieur,  
VU le décret n° 2002-529 du 16 avril 2002 pris pour l'application des articles L 613-3 et L 613-4 du code de l'éducation et relatif à la validation d'études supérieures accomplies en France ou à l'étranger,  
VU le décret n° 2002-590 du 24 avril 2002 pris pour l'application du premier alinéa de l'article L 613-3 et de l'article L 613-4 du code de l'éducation et relatif à la validation des acquis de l'expérience par les établissements d'enseignement supérieur,  
VU l'arrêté du 25 avril 2002 relatif au diplôme national de master,  
VU l'avis du conseil national de l'enseignement supérieur et de la recherche,

arrête :

Art. 1 À compter de l'année universitaire 2013-2014, l'établissement désigné ci-dessus est habilité à délivrer les diplômes figurant en annexe.

Art. 2 La directrice générale pour l'enseignement supérieur et l'insertion professionnelle, le recteur de l'académie d'AIX-MARSEILLE et le président de l'Université d'Aix-Marseille sont chargés de l'exécution du présent arrêté.

Pour la ministre et par délégation,  
Pour la directrice générale pour l'enseignement supérieur et l'insertion professionnelle,  
Pour la directrice du pôle de contractualisation et de financement des établissements de formation et de recherche,  
Le sous-directeur de l'analyse de la performance et du dialogue contractuel - DGESIP PÔLE A

Gérard MAILLET

Académie d'AIX-MARSEILLE

Université d'Aix-Marseille

L'établissement susvisé est habilité à délivrer, à compter de l'année universitaire 2013-2014, les diplômes nationaux suivants :

## Domaine ARTS, LETTRES, LANGUES

## Master(s)

| mention(s)   | finalité | établissement(s) co-habilité(s) | date d'habilitation | durée | date d'échéance |
|--|----------|---------------------------------|---------------------|-------|-----------------|
| 20081022 ARTS  | R+P      |                                 | 2012-2013           | 6 ans | 2017-2018       |
| spécialité(s) :  |          |                                 |                     |       |                 |
| ARTS DU SPECTACLE  | R+P      |                                 | 2012-2013           | 6 ans | 2017-2018       |
| ARTS PLASTIQUES  | R+P      |                                 | 2012-2013           | 6 ans | 2017-2018       |
| MEDIATION CULTURELLE DE L'ART  | R+P      |                                 | 2012-2013           | 6 ans | 2017-2018       |
| MUSIQUE ET MUSICOLOGIE   | R+P      |                                 | 2012-2013           | 6 ans | 2017-2018       |
| 20081001 LANGUES ET CULTURES ETRANGERES : AIRE CULTURELLE ANGLOPHONE                           | R+P      |                                 | 2012-2013           | 6 ans | 2017-2018       |
| spécialité(s) :  |          |                                 |                     |       |                 |
| ENSEIGNEMENT ET FORMATION EN ANGLAIS   | R+P      |                                 | 2012-2013           | 6 ans | 2017-2018       |
| RECHERCHE  | R        |                                 | 2012-2013           | 6 ans | 2017-2018       |
| 20081018 LANGUES ET CULTURES ETRANGERES : AIRE CULTURELLE ARABE, MUSULMANE ET HAMITO-SEMITIQUE | R+P      |                                 | 2012-2013           | 6 ans | 2017-2018       |
| spécialité(s) :  |          |                                 |                     |       |                 |
| ENSEIGNEMENT ET FORMATION EN ARABE   | R+P      |                                 | 2012-2013           | 6 ans | 2017-2018       |
| RECHERCHE  | R        |                                 | 2012-2013           | 6 ans | 2017-2018       |
| TOURISME, LANGUES ET PATRIMOINE  | P        |                                 | 2012-2013           | 6 ans | 2017-2018       |
| 20081004 LANGUES ET CULTURES ETRANGERES : AIRE CULTURELLE ASIATIQUE                            | R+P      |                                 | 2012-2013           | 6 ans | 2017-2018       |
| spécialité(s) :  |          |                                 |                     |       |                 |
| ENSEIGNEMENT ET FORMATION EN CHINOIS   | R+P      |                                 | 2012-2013           | 6 ans | 2017-2018       |
| LANGUES, CULTURES ET SOCIÉTÉS D'ASIE   | R+P      |                                 | 2012-2013           | 6 ans | 2017-2018       |
| RECHERCHE EN SINOLOGIE   | R        |                                 | 2012-2013           | 6 ans | 2017-2018       |
| TOURISME, LANGUE ET PATRIMOINE   | P        |                                 | 2012-2013           | 6 ans | 2017-2018       |
| 20080999 LANGUES ET CULTURES ETRANGERES : AIRE CULTURELLE ROMANE                               | R+P      |                                 | 2012-2013           | 6 ans | 2017-2018       |
| spécialité(s) :  |          |                                 |                     |       |                 |
| ENSEIGNEMENT ET FORMATION  | R+P      |                                 | 2012-2013           | 6 ans | 2017-2018       |
| RECHERCHE  | R        |                                 | 2012-2013           | 6 ans | 2017-2018       |
| TOURISME, LANGUES ET PATRIMOINE  | P        |                                 | 2012-2013           | 6 ans | 2017-2018       |

|   |     |         |           |       |           |
|---|-----|---------|-----------|-------|-----------|
| 20081000 LANGUES ET CULTURES ETRANGERES : AIRE CULTURELLE SLAVE                 | R+P |         | 2012-2013 | 6 ans | 2017-2018 |
| spécialité(s) :   |     |         |           |       |           |
| RECHERCHE   | R   |         | 2012-2013 | 6 ans | 2017-2018 |
| TRADUCTION CULTURELLE   | P   |         | 2012-2013 | 6 ans | 2017-2018 |
| 20081008 LANGUES ET CULTURES ETRANGERES : AIRE INTERCULTURELLE FRANCO-ALLEMANDE | R+P |         | 2012-2013 | 6 ans | 2017-2018 |
| spécialité(s) :   |     |         |           |       |           |
| ENSEIGNEMENT ET FORMATION EN ALLEMAND   | R+P |         | 2012-2013 | 6 ans | 2017-2018 |
| RECHERCHE, AIRE INTERCULTURELLE FRANCO-ALLEMANDE                                | R   |         | 2012-2013 | 6 ans | 2017-2018 |
| 20081007 LANGUES ETRANGERES APPLIQUEES  | P   |         | 2012-2013 | 6 ans | 2017-2018 |
| spécialité(s) :   |     |         |           |       |           |
| LANGUES ETRANGERES APPLIQUEES AUX AFFAIRES INTERNATIONALES                      | P   |         | 2012-2013 | 6 ans | 2017-2018 |
| 20130318 LETTRES  | R+P |         | 2013-2014 | 5 ans | 2017-2018 |
| spécialité(s) :   |     |         |           |       |           |
| ENSEIGNEMENT ET FORMATION   | R+P |         | 2013-2014 | 5 ans | 2017-2018 |
| MONDE DU LIVRE  | P   |         | 2013-2014 | 5 ans | 2017-2018 |
| RECHERCHE   | R   |         | 2013-2014 | 6 ans | 2017-2018 |
| 20100946 METIERS DE L'EDUCATION DE L'ENSEIGNEMENT ET DE LA FORMATION            | R+P |         | 2010-2011 | 8 ans | 2017-2018 |
| spécialité(s) :   |     |         |           |       |           |
| ENSEIGNEMENTS ET FORMATIONS DANS LES DOMAINES ARTISTIQUES                       | R+P |         | 2010-2011 | 8 ans | 2017-2018 |
| ENSEIGNEMENTS ET FORMATIONS EN LETTRES, LANGUES ET SCIENCES HUMAINES            | R+P | AVIGNON | 2010-2011 | 8 ans | 2017-2018 |
| 20081017 NEGOCIATION INTERNATIONALE ET INTERCULTURELLE                          | R+P |         | 2012-2013 | 6 ans | 2017-2018 |
| spécialité(s) :   |     |         |           |       |           |
| NEGOCIATION INTERNATIONALE ET INTERCULTURELLE                                   | R+P |         | 2012-2013 | 6 ans | 2017-2018 |
| 20081020 SCIENCES DU LANGAGE  | R+P |         | 2012-2013 | 6 ans | 2017-2018 |
| spécialité(s) :   |     |         |           |       |           |
| DIDACTIQUE DES LANGUES  | R   |         | 2012-2013 | 6 ans | 2017-2018 |
| FRANCAIS LANGUE ETRANGERE ET SECONDE (FLES)                                     | P   |         | 2012-2013 | 6 ans | 2017-2018 |
| INTERPRETE FRANCAIS-LANGUE DES SIGNES FRANCAISE                                 | P   |         | 2012-2013 | 6 ans | 2017-2018 |
| THEORIES LINGUISTIQUES : TERRAIN ET EXPERIMENTATION                             | R   |         | 2012-2013 | 6 ans | 2017-2018 |
| TRAITEMENT AUTOMATIQUE DES LANGUES  | P   |         | 2012-2013 | 6 ans | 2017-2018 |
| 20081038 TRADUCTION   | R+P |         | 2012-2013 | 6 ans | 2017-2018 |
| spécialité(s) :   |     |         |           |       |           |
| TRADUCTION LITTERAIRE ET TRANSFERTS CULTURELS                                   | R+P |         | 2012-2013 | 6 ans | 2017-2018 |
| TRADUCTION PROFESSIONNELLE - LEA  | R+P |         | 2012-2013 | 6 ans | 2017-2018 |

## Domaine DROIT, ECONOMIE, GESTION

## Master(s)

| mention(s) | finalité | établissement(s) co-habilité(s) | date d'habilitation | durée | date d'échéance |
|------------|----------|---------------------------------|---------------------|-------|-----------------|
|------------|----------|---------------------------------|---------------------|-------|-----------------|

**SUBSIDIARY LEGISLATION 327.433**  
**FURTHER AND HIGHER EDUCATION**  
**(LICENSING, ACCREDITATION AND**  
**QUALITY ASSURANCE) REGULATIONS**

24th September, 2012

LEGAL NOTICE 296 of 2012.

|                 |   |     |           |           |           |           |
|-----------------|---|-----|-----------|-----------|-----------|-----------|
| 20040204        | DROIT DES AFFAIRES  | R+P | 2012-2013 | 6 ans     | 2017-2018 |           |
| spécialité(s) : |   |     |           |           |           |           |
|                 | DROIT COMPTABLE APPLIQUE  | P   | 2012-2013 | 6 ans     | 2017-2018 |           |
|                 | DROIT DES AFFAIRES INTERNATIONALES                                  | P   | 2012-2013 | 6 ans     | 2017-2018 |           |
|                 | DROIT DES RELATIONS DE TRAVAIL                                      | P   | 2012-2013 | 6 ans     | 2017-2018 |           |
|                 | DROIT DU SPORT  | P   | 2012-2013 | 6 ans     | 2017-2018 |           |
|                 | DROIT ECONOMIQUE  | R   | 2012-2013 | 6 ans     | 2017-2018 |           |
|                 | DROIT ET FISCALITE DE L'ENTREPRISE                                  | P   | 2012-2013 | 6 ans     | 2017-2018 |           |
|                 | DROIT ET GOUVERNANCE DES ENERGIES                                   | R+P | INSTN GIF | 2012-2013 | 6 ans     | 2017-2018 |
|                 | DROIT ET MANAGEMENT DU TRANSPORT AERIEN                             | P   | 2012-2013 | 6 ans     | 2017-2018 |           |
|                 | DROIT SOCIAL  | R   | 2012-2013 | 6 ans     | 2017-2018 |           |
|                 | DROIT VITIVINICOLE ET DES PRODUITS DE QUALITE                       | P   | 2012-2013 | 6 ans     | 2017-2018 |           |
|                 | ENVIRONNEMENT, SECURITE ET QUALITE DE L'ENTREPRISE                  | P   | 2012-2013 | 6 ans     | 2017-2018 |           |
|                 | INGENIERIE DES SOCIETES   | P   | 2012-2013 | 6 ans     | 2017-2018 |           |
|                 | MONDE ASIATIQUE DES AFFAIRES  | P   | 2012-2013 | 6 ans     | 2017-2018 |           |
|                 | PROCEDURES BANCAIRES ET MARCHE DES PROFESSIONNELS                   | P   | 2012-2013 | 6 ans     | 2017-2018 |           |
|                 | PROPRIETE INTELLECTUELLE ET NOUVELLES TECHNOLOGIES                  | R+P | 2012-2013 | 6 ans     | 2017-2018 |           |
|                 | TRANSPORTS MARITIMES  | P   | 2012-2013 | 6 ans     | 2017-2018 |           |
|                 | TRANSPORTS TERRESTRES   | P   | 2012-2013 | 6 ans     | 2017-2018 |           |
| 20081273        | DROIT ET MANAGEMENT DE LA CULTURE ET DES MEDIAS                     | R+P | 2012-2013 | 6 ans     | 2017-2018 |           |
| spécialité(s) : |   |     |           |           |           |           |
|                 | DROIT DES MEDIAS ET DES TELECOMMUNICATIONS                          | R+P | 2012-2013 | 6 ans     | 2017-2018 |           |
|                 | DROIT ET ACTIVITES ARTISTIQUES                                      | P   | 2012-2013 | 6 ans     | 2017-2018 |           |
|                 | JOURNALISME ET COMMUNICATION DES ORGANISATIONS PUBLIQUES ET PRIVEES | P   | 2012-2013 | 6 ans     | 2017-2018 |           |
|                 | JOURNALISME JURIDIQUE   | P   | 2012-2013 | 6 ans     | 2017-2018 |           |
|                 | MANAGEMENT DES ORGANISATIONS ET MANIFESTATIONS CULTURELLES          | P   | 2012-2013 | 6 ans     | 2017-2018 |           |
| 20081245        | DROIT INTERNATIONAL ET EUROPEEN                                     | R+P | 2012-2013 | 6 ans     | 2017-2018 |           |
| spécialité(s) : |   |     |           |           |           |           |
|                 | ACTION ET DROIT HUMANITAIRES  | R+P | 2012-2013 | 6 ans     | 2017-2018 |           |
|                 | DROIT DE L'UNION EUROPEENNE   | R+P | 2012-2013 | 6 ans     | 2017-2018 |           |
|                 | DROIT DE LA RECONSTRUCTION DES ETATS                                | R+P | 2012-2013 | 6 ans     | 2017-2018 |           |
|                 | DROIT INTERNATIONAL ET EUROPEEN DE L'ENVIRONNEMENT                  | R+P | 2012-2013 | 6 ans     | 2017-2018 |           |
|                 | DROIT INTERNATIONAL PRIVE   | R   | 2012-2013 | 6 ans     | 2017-2018 |           |
|                 | DROIT INTERNATIONAL PUBLIC  | R+P | 2012-2013 | 6 ans     | 2017-2018 |           |

1. The title of these regulations is the Further and Higher Education (Licensing, Accreditation and Quality Assurance) Regulations. Citation.

2. These regulations shall apply to all those providing, or seeking to provide further or higher education in Malta, including providers established under the Education Act or any regulations made thereunder or by any other Act. Applicability.

**PART I**

**PRELIMINARY**

3. In these regulations, unless the context otherwise requires: Interpretation.  
"accreditation" has the same meaning assigned to it by article 63 of the Act;

"accredited programme" means a programme which has obtained programme accreditation in accordance with these regulations;

"accredited provider" means a provider which has obtained provider accreditation in accordance with these regulations;

"the Act" means the Education Act;

Cap. 327.

"agent" means a person, whether within or outside Malta, who represents a provider, acts on behalf of a provider, or purports to do so in cross-border relations relevant to the provider;

"awarding provider" means the provider which is responsible for issuing the qualification awarded;

"body corporate" has the same meaning assigned to it by article 2 of the Act;

"Commission" means the National Commission for Further and Higher Education established by article 64 of the Act;

"comparable level" means the comparability of the level of a foreign qualification with the level of a national qualification;

"credit" means a quantified expression of the volume of learning based on the achievement of learning outcomes and their associated workloads;

"document" includes a copy of a document;

"foreign qualification" means a qualification awarded outside Malta and classified within a recognised qualifications framework;



"formal learning" has the same meaning assigned to it by article 63 of the Act;

"further education" has the same meaning assigned to it by article 63 of the Act;

"guidelines" means a set of rules and requirements issued by the Commission from time to time for the implementation of the provisions of these regulations;

"higher education" has the same meaning assigned to it by article 63 of the Act;

"intending student" means a person, whether within or outside Malta, who intends to become, or who has taken any steps towards enrolling, as a student with a provider in Malta;

"internal quality assurance" means a process of internal quality evaluation carried out by a provider and institutionalised within the structure, policy and operations of the provider;

"learning" has the same meaning assigned to it by article 63 of the Act;

"learning outcome" has the meaning assigned to it by the Act or any regulations made thereunder, for the purpose of establishing the Malta Qualifications Framework;

"licence" means a licence issued to a provider in accordance with these regulations, authorising a provider to provide further or higher education in Malta;

"licensee" means a provider licensed by the Commission in accordance with these regulations;

"Malta Qualifications Framework" has the same meaning assigned to it by article 63 of the Act;

"the Minister" means the Minister responsible for education;

"national qualification" means a qualification awarded in Malta and classified at a level of the Malta Qualifications Framework;

"non-compulsory education" means education which serves to obtain a qualification classified at any level of the Malta Qualifications Framework or of a recognised foreign qualifications framework, excluding any qualification obtained upon completion of compulsory education provided in accordance with the framework of the national curriculum established under article 47 of the Act;

"non self-awarding provider" means a provider that provides programmes leading to qualifications which are awarded by a third party;

"overseas student" means a person, whether within or outside Malta, who is not a citizen of Malta and is enrolled with a provider in Malta;

"premises" means the whole or part of an area of land or any other place, whether or not it is enclosed or built on, a building or other structure, or a vehicle or vessel;

"Principal Immigration Officer" has the same meaning assigned to it by article 2 of the Immigration Act;

Cap. 217.

"programme" has the same meaning assigned to it by article 63 of the Act;

"programme accreditation" means the formal acknowledgement, issued by the Commission in accordance with these regulations, of the status, legitimacy and appropriateness of a programme;

"programme quality audit" means a quality audit of the components and activities within a programme and the facilities available therefor;

"provider" has the same meaning assigned to it by article 63 of the Act;

"provider accreditation" means the formal acknowledgement, issued by the Commission in accordance with these regulations, of the status, legitimacy and appropriateness of a provider;

"provider quality audit" means a quality audit of the operation of a provider, including its organisation, strategy, policy, procedures, financial matters, management and facilities;

"provision" has the same meaning assigned to it by article 63 of the Act;

"qualification" has the same meaning assigned to it by article 63 of the Act;

"quality assurance" has the same meaning assigned to it by article 63 of the Act;

"quality audit" has the same meaning assigned to it by article 63 of the Act;

"recognised foreign qualifications framework" means a framework of qualifications officially adopted outside Malta and structured in a comparable manner to the Malta Qualifications Framework;

"recognised foreign quality assurance or accreditation agency" means a quality assurance or accreditation agency recognised by the State of its country of origin as an official quality assurance or accreditation agency for providers or programmes of further or higher education;

"self-awarding provider" means a provider that provides programmes leading to qualifications awarded and issued by it;

"serve to obtain" means lead to, or prepare for, obtaining a qualification;

"student visa" means the document issued by the Principal Immigration Officer which gives an individual leave to land and remain in Malta for the purposes of study, for a specific period as indicated therein;

"third-country student" means a person, whether within or outside Malta, who is not a citizen of a country within the European Union and is enrolled with a provider in Malta;

"tuition fee" means the money a provider receives directly or

indirectly, from a student, an intending student, or another person who pays the money on behalf of a student or intending student, in whole or in part, for a programme that the provider is offering or providing to the student. Tuitions fees also include the following:

- (a) any amount received by the provider in order to pay, on behalf of the student, to any third party as agreed with the student or any representative or legal guardian of the student in a written agreement; and
- (b) any other amount that the student has to pay the provider, directly or indirectly, in order to undertake the programme.

4. (1) In accordance with article 65 of the Act, the Commission shall be the competent authority for licensing, accreditation and quality assurance of providers and programmes.

(2) Where reference is made under these regulations to adherence to guidelines made and published by the Commission, the Commission is authorised to issue, amend and revoke guidelines as it deems fit for the purpose of the implementation of the respective provisions of these regulations.

(3) For the purposes of its accreditation and external quality assurance functions, the Commission shall be sufficiently independent from government, from providers as well as from business, industry and professional associations in all their operations and decisions.

(4) In accordance with article 69(10) of the Act, the Commission shall establish a Quality Assurance Committee to carry out its licensing, accreditation and quality assurance functions under these regulations. Decisions taken by the Quality Assurance Committee require adoption by the Commission for their validity and enforcement:

Provided that reference to "the Commission" under these regulations shall be construed as reference to the Quality Assurance Committee, unless the context shall otherwise require.

(5) The Quality Assurance Committee referred to in the previous sub-regulation shall compile and send to the Commission an annual report, not later than four weeks after the end of each financial year, on its activities during that year, including the policies, functions and future plans of the Quality Assurance Committee. Such report shall be integrated with the annual report to be compiled and sent by the Commission to the Minister in accordance with the article 66 of the Act:

Provided that such annual report may include matters relating to quality assurance and accreditation, including the standards and outcomes of the Maltese further and higher education system, processes and international standing, and the impact of these regulations and any guidelines issued under these regulations on Maltese further and higher education, using information available through quality audits and accreditation, and from other sources.

Competent authority for licensing, accreditation and quality assurance.

(6) In undertaking its functions as the competent authority for licensing, accreditation and quality assurance of providers and programmes under these regulations, the Commission shall enter into agreements with sectoral bodies engaged in matters which in any manner relate to the regulation, supervision, monitoring or quality of the provision of further or higher education, with the purpose of setting up a system for such sectoral bodies to assist the Commission in its functions under these regulations.

Commission to enter into agreements with sectoral bodies.

## PART II

### LICENSING OF PROVIDERS

5. (1) All providers providing further or higher education in or from Malta require a licence issued by the Commission to operate in Malta. A licence to provide further or higher education under these regulations shall only be issued, renewed, changed or extended if the provider complies with the provisions of these regulations:

Requirement of a licence.

Provided that it shall not be lawful for an unlicensed provider to provide further or higher education in or from Malta, whether under an arrangement with a licensee or otherwise.

(2) A provider is to carry on its activity in Malta in order to be eligible to apply for a licence:

Provided that these regulations do not preclude foreign ownership.

(3) In accordance with regulation 8(3), provider and programme accreditation obtained under these regulations shall be required in order for a provider to apply for the licence referred to in sub-regulation (1). The validity of such licence shall be contingent upon the continued applicability of accreditation on the basis of periodic quality audits in accordance with regulation 37(1)(c).

(4) Where a provider has obtained a licence under these regulations, it is prohibited for such provider to provide further or higher education programmes at a level of the Malta Qualifications Framework not indicated in such licence.

(5) All providers shall comply with the provisions of these regulations and any guidelines made by the Commission under these regulations from time to time.

(6) Any provider that fails to comply with any of the provisions of these regulations or any guidelines established by the Commission in accordance with these regulations shall be liable to an administrative fine not exceeding four thousand euro (€4,000). The Commission shall be responsible for the imposition of such fines and for their enforcement upon any person contravening these regulations and the guidelines referred to in sub-regulation (5), taking into account the gravity of the non-compliance and any payments made to that provider for the undertaking of a further or higher education programme:

Provided that prior to imposing a fine as provided in this regulation, the Commission shall allow for a due period of time for

the provider to comply with sub-regulation (5).

Exceptions and  
exclusions.

**6.** (1) Providers providing the following types of programmes do not require a licence issued under these regulations in order to provide these programmes:

- (a) short programmes or courses which lead to a certificate of attendance;
- (b) continuous professional development programmes or courses which are regulated by professional accreditation bodies;
- (c) any type of programme which does not purport to serve for obtaining a qualification classified within the Malta Qualifications Framework or a recognised foreign qualifications framework;
- (d) programmes developed and provided by a company for proprietary purposes, or provided by other bodies or entities on its behalf, and for exclusive use within that company, which proprietary purposes shall be reflected in the name of the certificate or other type of award obtained upon successful completion of that programme:

Provided that providers providing the programmes referred to in this regulation shall seek accreditation and apply for a licence under these regulations where they require such programmes to serve for obtaining qualifications classified within the Malta Qualifications Framework or a recognised foreign qualifications framework.

(2) The Commission may make guidelines in order to exempt further education centres, as defined in the Second Schedule, from the requirements of provider or programme accreditation or of quality assurance under these regulations.

Reasonable doubt.

**7.** In the event of reasonable doubt as to whether an activity constitutes the act of provision of further or higher education, or whether the activity of a provider is or is not being transacted in or from Malta, the matter shall be conclusively determined by the Commission.

Application for a  
licence.

**8.** (1) Any new or unlicensed provider seeking to obtain a licence or any licensee seeking to renew or change its licence or extend the category under which it is licensed under these regulations, is required to apply to the Commission for such purpose.

(2) The Commission may grant or refuse any application made under sub-regulation (1) in accordance with these regulations.

(3) In accordance with regulation 5(3), prior to making an application under sub-regulation (1), providers seeking to make such application shall be required to obtain both provider accreditation and programme accreditation under these regulations.

(4) For the purpose of fulfilling the requirements of regulation 5(3) and sub-regulation (3), programme accreditation for all

programmes offered by a provider shall be issued on the basis of quality audits of a sample of the programmes offered by the provider, which sample is to be determined by the Commission and which shall, in every case, implicate a similar percentage of programmes across all providers.

(5) Notwithstanding the generality of the provisions of regulation 5(3) and sub-regulation (3), where a provider provides further or higher education that serves to obtain a further or higher education qualification only in part, "programme accreditation" shall be construed as referring to that part of the programme provided. Such part programme shall be accredited as a "further education module" or "higher education module" as defined in the Third Schedule:

Provided that such further or higher education modules may only be offered by providers who simultaneously offer full further or higher education programmes respectively, as defined in the Third Schedule.

(6) Notwithstanding the generality of the provisions of regulation 5(3) and sub-regulation (3), providers established by the Act or any regulation made thereunder, or by any other law, and granted the status of self-accrediting providers as defined in the First Schedule shall be exempt from the requirement of first-time accreditation:

Self-accrediting  
providers.

Provided that self-accrediting providers shall be required to review such status through provider and programme quality audits undertaken in accordance with regulation 37(1)(c), prior to the lapse of five years from the date of the coming into force of these regulations, and every five years periodically thereafter:

Provided further that in the event of a negative outcome of such quality audit, the Commission may impose any condition or restriction that it may deem necessary in accordance with regulations 12 and 13 respectively on such self-accrediting providers.

(7) For the purpose of fulfilling the requirements of regulation 5(3) and of sub-regulation (3), where a provider already licensed in one or more of the licence categories referred to in the Second Schedule applies for the extension of its licence to another licence category, the Commission may exempt the provider from undergoing a provider quality audit to serve as the basis for extension of the provider's licence to a new category:

Application for  
extension of a  
licence.

Provided that the Commission may so exempt the provider from undergoing an additional provider quality audit only if it is satisfied, on the basis of programme quality audits carried out for the purpose of assessing new programmes to be offered by the provider, and on the basis of a previous provider quality audit, that such provider quality audit is not necessary in the circumstances:

Provided further that, in such case, the Commission may issue provisional provider accreditation in accordance with regulation 34(2)(d), for the remaining term up to the date of expiry of the provider's existing provider accreditation, as it deems appropriate. On the basis of such provisional provider

accreditation, the Commission shall issue a provisional extension of the provider's licence, which provisional extension shall be valid for the same term as the provisional accreditation.

(8) The Commission shall make and publish guidelines to establish such information to be supplied by providers for the purpose of an application under sub-regulation (1):

Provided that, by means of such guidelines, the Commission may establish different information requirements for different categories of licensees referred to in the Second Schedule.

(9) An application made under sub-regulation (1) may only be withdrawn by written notice to the Commission at a time before the licence has been issued or refused.

(10) The Commission shall determine each application made under sub-regulation (1) within thirty working days of receipt of the application or, if the application does not comply with subregulation (3) or if additional information is required, within thirty days of compliance with the said sub-regulation or the furnishing of the additional information as the case may be.

Issuing of a  
licence.

**9.** (1) A provider shall apply for a licence to operate in one or more of the following categories of providers' licences as defined in the Second Schedule:

- (a) a University;
- (b) a Higher education institution;
- (c) a Further education institution;
- (d) a Further education centre; or
- (e) an English as a foreign language teaching centre:

Provided that a provider must be a body corporate in order to be eligible to be licensed in the categories referred to in paragraphs (a), (b) or (c) and that a provider has to be an individual in order to be eligible to be licensed in the category referred to in paragraph (d).

(2) The licence issued by the Commission shall authorise a provider to operate in one or more of the categories referred to in the previous subregulation and to offer further or higher education programmes classified at specified levels of the Malta Qualifications Framework.

(3) The Commission may issue a provisional licence where provisional provider accreditation has been granted in accordance with regulation 34(2)(d).

(4) A licence issued under these regulations shall be issued in the name of the provider and shall be assigned a licence number.

(5) A licence issued under these regulations shall indicate the following:

- (a) the licence number;
- (b) the name of the provider;
- (c) the name of the person vested with the legal

representation of the provider;

- (d) the category or categories for which the licence has been issued, in accordance with the categories referred to in sub-regulation (1);
- (e) the further or higher education programmes, identified by means of their respective Malta Qualifications Framework level, that the licensee is authorised to provide by means of such licence; and
- (f) any condition or restriction imposed on the licensee in accordance with regulations 12 and 13.

(6) The Commission shall make and publish guidelines to establish such information to be supplied annually by licensees:

Provided that, by means of such guidelines, the Commission may establish different information requirements for different categories of licensees referred to in the Second Schedule.

**10.** All licensed providers in Malta shall be included in the register of licensed and accredited providers operating in Malta maintained and published by the Commission in accordance with article 66 of the Act.

Register of  
licensed and  
accredited  
providers.

**11.** (1) The Commission may refuse to issue, renew, change or extend a licence in the following circumstances:

Refusal to issue,  
renew, change or  
extend a licence.

- (a) if the applicant provider is found to be in violation of the provisions of these regulations or of any guidelines made and published by the Commission in accordance with these regulations;
- (b) if it is satisfied that any person employed or proposed to be employed by the provider in a headship position is not of good conduct or has been convicted of an offence;
- (c) if it is satisfied that the legal representative of the provider, or, where the provider is a body corporate, any of its members:
  - (i) is not of good conduct;
  - (ii) has been convicted of an offence;
  - (iii) is disqualified from managing corporations under the provisions of any law; or
  - (iv) is subject to any law, regulation, administrative provision, or is in any other manner prevented from acting in the capacity assigned to him;
- (d) the Commission may also refuse to issue, renew, change or extend a licence if it is satisfied that:
  - (i) the provider's registration has ever been cancelled or suspended for any one or more programmes from any other official authority;
  - (ii) the provider is subject to any law, regulation, administrative provision, or is in any other manner prevented from acting as a provider in Malta;



- (iii) the provider uses or proposes to use its premises in contravention of applicable development and planning regulations or for any purposes which are in any way improper, unethical or unlawful; or
- (iv) the provider uses or proposes to use premises which provide a hazard to those within.

(2) Where the Commission refuses an application to issue, renew, change or extend a licence under these regulations it shall inform the applicant in writing with the reasons for the refusal.

Exemptions.

(3) All public further or higher education providers established by the Act or any regulations made thereunder or by any other law shall be deemed to have a licence in accordance with these regulations:

Provided that such providers shall be required to undertake any provider and programme quality audits that are required in accordance with regulation 37(1) and these shall be undertaken prior to the lapse of five years from the date of the coming into force of these regulations and every five years periodically thereafter, in the manner provided in regulation 38.

Licence conditions.

**12.** (1) Upon issuing a licence, the Commission may impose conditions on the licensee in accordance with the requirements of these regulations or any guidelines made and published by the Commission in accordance with these regulations.

(2) The Commission may make the conditions referred to in sub-regulation (1) applicable for a specific period of time. In such case, it shall specify the length of such period in the licence. In the event of no such specification in the licence, the condition shall be deemed to apply for the whole duration of the licence.

(3) At any time after having issued a licence, the Commission may vary or remove any condition imposed under sub-regulation (1) or impose new conditions on the licensee in accordance with these regulations or any guidelines made and published by the Commission in accordance with these regulations, where these refer to licensees.

Licence restrictions.

**13.** (1) At any time after having issued a licence, the Commission may impose restrictions on the licensee in any of the following cases:

- (a) if any document or information accompanying an application for a licence or any information given in connection therewith is false or if the licensee conceals from, or fails to notify the Commission of, any document or information or change therein which was its duty to reveal or notify under these regulations or in accordance with any guidelines made and published by the Commission in accordance with these regulations;
- (b) if programme accreditation previously granted to a licensee is revoked in accordance with the provisions

of these regulations;

- (c) if the licensee ceases to carry on the activity pursuant to the licence in Malta for more than six months;
- (d) if the licensee fails to comply with the conditions under which the licence has been issued;
- (e) if the licensee is likely to become unable to meet its obligations under the licence; or
- (f) due to any other matter in violation of the provisions of these regulations or any guidelines made and published by the Commission in accordance with these regulations, where these refer to licensees.

(2) The Commission may vary or remove any restriction imposed under this regulation at any time after having issued a licence.

(3) Restrictions imposed by the Commission in accordance with this regulation shall be such as the Commission shall consider appropriate for the proper compliance by the licensee with the requirements of these regulations or any guidelines made and published by the Commission in accordance with these regulations, where these refer to licensees.

**14.** (1) The Commission shall revoke a licence in the following circumstances:

Revocation or suspension of a licence.

- (a) where the licensee breaches any condition or restriction imposed by the Commission in accordance with the provisions of these regulations:  
Provided that where the Commission has imposed on the licensee a condition or restriction in accordance with regulations 12 or 13, it may only revoke a licence on the expiration of the time period provided in regulation 15(1)(a);
- (b) where the licensee is declared bankrupt or makes a composition with its creditors or otherwise ceases to operate; or
- (c) where the licensee acts in any manner that severely violates the provisions of these regulations or of any guidelines made and published by the Commission in accordance with these regulations, where these refer to the licensees.

(2) Where the Commission intends to revoke a licence in accordance with this regulation, it shall serve written notice on the licensee and shall specify therein the grounds on which it intends to take such action, and a reasonable time period in which the licensee shall be entitled to make representations to the Commission as to why such action should not be taken:

Provided that the Commission may revoke such licence before the expiry of such period, where it considers it reasonably justifiable on an evaluation of the circumstances.

**15.** (1) Where the Commission intends to impose, vary or Notification.

remove conditions or restrictions on licensees in accordance with regulations 12 and 13, it shall serve written notice on the licensee of its intention, and shall specify therein the following:

- (a) the type of condition, restriction, variation or removal thereof and the duration of the time period of its applicability:

Provided that where no such time period is specified in the notice, any new condition or restriction shall be deemed to apply for the whole duration of the licence and any variation of the condition or restriction shall be deemed to apply for the duration of the previously-imposed condition or restriction, as the case may be;

- (b) the grounds on which it intends to take such action;
- (c) a reasonable time period in which the provider shall be entitled to make representations to the Commission as to why such action should not be taken; and
- (d) a reasonable time period during which the provider is required to arrange its affairs to meet the imposed condition or restriction or variation thereof.

(2) Where the Commission intends to revoke or suspend a licence in accordance with regulation 14, it shall serve written notice on the licensee of its intention, and shall specify therein the following:

- (a) the grounds on which it intends to take such action;
- (b) a reasonable time period in which the provider shall be entitled to make representations to the Commission as to why such action should not be taken; and
- (c) a reasonable time period during which the provider is required to arrange its affairs in order for the revocation or suspension not to be effected.

Effect of licence.

**16.** A licence shall cease to have effect where the licensee renounces the licence or where licensee no longer maintains provider accreditation in accordance with these regulations.

Notification to competent authorities overseas.

**17.** Upon the imposition of conditions or restrictions on a licensee, or the revocation of a licence under these regulations and when a licence ceases to have effect in accordance with these regulations, the Commission shall inform the competent authorities in any foreign states in which the provider or its subsidiaries are carrying on any activity related to the licence held or previously issued under these regulations.

### PART III

#### OBLIGATIONS OF LICENCEES

Periodic quality audits.

**18.** (1) Prior to the lapse of five years from the date of obtaining their licence, or of a change or renewal of their licence, as the case may be, licensees shall apply to the Commission for a review of their provider and programme accreditation, through periodic provider and programme quality audits, in accordance with regulations 37(1)(c) and 38.

(2) Failure to apply for such review or to maintain provider accreditation following such audits shall render void the licence previously issued under these regulations.

**19.** (1) The legal representative of a licensee, as specified on the licence, shall be responsible to ensure that all the obligations attached to that licence are observed at all times.

Legal representative of the licensee.

(2) Where the person specified in the licence as being vested with the legal representation of the licensee is divested of such capacity for any reason whatsoever, the provider shall notify the Commission of this in writing without delay and submit the particulars of the person who has assumed that office. Thereafter the licence shall specify the name of the person so indicated as legal representative of that provider.

(3) Where a licensee, or the person specified in the licence as being vested with the legal representation thereof, shall, after a provider is licensed under these regulations, become subject to any change concerning the application of regulations 11(c)(iv) or 11(d)(ii), as the case may be, the licensee shall notify the Commission forthwith of such changes in writing, without delay.

(4) The legal representative of a licensee shall be based in Malta:

Provided that, in his absence, the licensee's legal representative may make adequate arrangements to ensure that another person is designated to take over his duties temporarily.

**20.** (1) Licensees shall notify the Commission, in writing and without delay, of any changes to the information provided under these regulations.

Notification of changes by licensee.

(2) Where a licensee is a body corporate, it shall be the duty of the licensee to inform the Commission, in writing and without delay, of any change in the members of the body corporate.

(3) Licensees shall provide the Commission with the information necessary to monitor compliance with the criteria referred to in regulation 11(1) in a continuous manner.

(4) Where a licensee intends to take any action that departs from the original submissions to the Commission, or that may not be in conformity with the conditions or restrictions of the licence, the licensee shall, before taking such action, notify the Commission of this in writing. The Commission shall, within two months of receiving such notification give its consent or otherwise.

**21.** Licensees shall keep affixed the licence issued under these regulations in a clearly visible place in the premises from which the licensee operates.

Display of licence.

**22.** Licensees shall ensure that adequate resources and materials for the provision of quality further and higher education are available in accordance with guidelines made and published by the Commission for such purpose.

Educational resources and materials.

Adverts and  
student  
information.

**23.** (1) Licensees shall clearly state their licence number and the category under which they are licensed, as defined in the Second Schedule, in all media, advertising, published material or promotional material to intending students, students, parents or the public.

(2) Where the media, advertising, published material or promotional material to intending students, students, parents or the public concerns a specific programme, licensees shall also state the accredited status of such programme, as provided in the Third Schedule, and the level of qualification awarded or addressed, within the Malta Qualifications Framework, or its comparable level, as the case may be.

(3) Licensees shall ensure that all adverts and student information provided by them shall be carried out with integrity and accuracy.

Student enrolment.

**24.** (1) Licensees shall not make an offer to an intending student for enrolment in a programme if they have not given such intending student information about the programme in accordance with guidelines made and published by the Commission for such purpose:

Provided that, by means of such guidelines, the Commission may establish different types of information required to be given to local and overseas intending students and by different categories of licensees as defined in the Second Schedule.

(2) Licensees shall ensure that their recruitment of students is conducted in an ethical and responsible manner and that any offer of a place in a programme made to a student is based on an assessment, by a suitably qualified person, of the extent to which the student's qualifications and proficiencies are appropriate to the programme.

(3) Other than any reasonably justifiable payment upon application, licensees shall charge payment of any tuition fees for a programme, from a student or an intending student, only where the following conditions have been fulfilled:

- (a) such student has been notified in writing of his acceptance to the programme; and
- (b) an agreement has been drawn up with the student in accordance with regulation 26:

Provided that where a licensee is established by means of the Act or regulations made thereunder, or by any other law, restrictions therein relating to the charging of fees are observed.

(4) Licensees must obtain evidence that assessment of an intending overseas student's proficiency in the language relevant for the purpose of undertaking the envisaged programme has been carried out:

Provided that where a student does not have the requisite language skills, licensees shall offer such student learning opportunities in the relevant language, while also offering ongoing

linguistic support and advice throughout the duration of the programme.

(5) Licensees shall not enrol an intending third country student who is not in possession of a student visa. Once a third-country student has enrolled in a programme, licensees shall not allow him to defer commencement of his studies, or to suspend his studies, except on the grounds of illness, evidenced by a doctor's certificate, or other exceptional circumstances beyond the control of the student. Where a student defers or suspends his studies on any other grounds, the licensee is bound to report the non-compliance of such student with the relative visa conditions to the Principal Immigration Officer.

**25.** (1) Licensees shall keep a record of each student's academic performance and a record of students' attendance in accordance with guidelines made and published by the Commission for such purpose:

Student records.

Provided that, by means of such guidelines, the Commission may establish different types of records that shall be required to be kept by different categories of licensees as provided in the Second Schedule:

Provided further that, by means of such guidelines, the Commission may also exempt categories of providers provided in the Second Schedule from keeping a record of students' attendance.

(2) Student attendance records may be required by the Principal Immigration Officer as evidence that overseas students satisfy visa requirements relating to attendance and academic performance.

**26.** (1) Prior to the beginning of a programme, and prior to the student or other person directly or indirectly on his behalf, making any payment to the licensee, the licensee shall draw up a written agreement with the intending student in relation to such student's enrolment in that programme, hereinafter referred to "the student agreement".

Agreement with  
the student.

(2) The student agreement shall be clearly understandable by the student and specific in its requirements as to the duties of the student and the licensee.

(3) Licensees shall ensure that the student agreement referred to in sub-regulation (1) shall make provision for refund procedures and default conditions.

(4) Licensees shall not engage in conduct that is false, misleading, deceptive or otherwise inept in drawing up the provisions of the student agreement relating to student refunds.

(5) Licensees shall ensure that the provisions of the student agreement relating to student refunds meet the following minimum standards:

- (a) the student agreement shall guarantee students' rights, including the right to obtain assessment results upon

the student having completed all the necessary assessment requirements of the programme or parts thereof;

- (b) the circumstances in which the licensee will provide a refund shall be clearly stated;
- (c) the terms regarding how a student should apply for a refund shall be clearly stated;
- (d) the refund provisions to apply shall generally be compatible with consumer protection law, including a statement to the effect that the agreement shall not deny the students' right to take further action under the Consumer Affairs Act; and
- (e) the licensee's dispute resolution process shall be clearly explained, including a statement to the effect that such dispute resolution process shall not prevent students from seeking other legal remedies.

(6) In the student agreement, the licensee shall advise intending overseas students of their duty to furnish the licensee with any change in their contact details, which include their residential address and telephone number in Malta as well as a contact address overseas, following the completion of their studies.

Cap. 378.

Licensee default.

27. (1) A licensee shall be deemed to be in default of the student agreement in relation to a programme in the following circumstances:

- (a) the programme does not start on the agreed starting day;
- (b) the programme ceases to be provided at any time after it starts but before it is completed; or
- (c) the programme is not provided in full to the student due to a condition or restriction imposed on the licensee by the Commission in accordance with these regulations or due to the revocation, by the Commission, of the applicable licence or accreditation in accordance with these regulations:

Provided that where the intending student or the student has withdrawn from the programme before the day on which such circumstances arise, licensees shall not be deemed to be so in default.

(2) A licensee shall also be deemed to be in default of its agreement with the student if it fails to issue all examination and other assessment results to the student upon the student having completed all the necessary assessment requirements of the programme or parts thereof.

Student default.

28. Intending students and students shall be deemed to be in default of the student agreement in the following circumstances:

- (a) where they withdraw from the programme either before or after the agreed starting day;

- (b) where, not having previously withdrawn from the programme, they fail to start the programme on the agreed starting day;
- (c) where they fail to pay an amount they were directly or indirectly liable to pay the licensee in order to undertake the programme; or
- (d) where they breach a condition of their student visa.

29. The Commission may make and publish guidelines, as it deems necessary, in order to establish the following:

Guidelines on agreement and default.

- (a) further requirements in relation to the student agreement in addition to the provisions of regulation 26;
- (b) further instances of licensee default and student default in addition to the provisions of regulations 27 and 28;
- (c) requirements and procedures relating to refunds that may be due to the student where instances of licensee default arise; and
- (d) requirements relating to student support:

Provided that, by means of such guidelines, the Commission may establish different types of requirements with respect to local and overseas students and to different categories of licensees provided in the Second Schedule.

30. (1) It shall not be lawful for licensees in the categories "further education institution", "further education centre" or "English as a foreign language teaching centre" as defined in the Second Schedule to use the following words in any media, advertising, published material, promotional material or in any information otherwise supplied to intending students, students, parents or the public:

Obligations of further education licensees.

- (a) the word "higher" or "university" in any part of their name; and
- (b) the word "university", "degree", "masters" or "higher" in any title of, or with reference to, any programme provided or award conferred by them:

Provided that it shall be lawful for an "English as a foreign language teaching centre" to use the word "higher" with reference to a higher education programme that serves to obtain a teaching qualification in English as a foreign language and which the Commission has accredited it to provide in accordance with the Second Schedule.

(2) Without prejudice to the provisions of sub-regulation (1), licensees in the category "further education centre", as defined in the Second Schedule, shall not use the word "institution" or "institute" in any media, advertising, published material, promotional material or in any information otherwise supplied to intending students, students, parents or the public, in relation to any part of their name or in any title of, or with reference to, any



programme provided or award conferred by them.

Obligations of  
higher education  
licensees.

**31.** Licensees in the category "higher education institution" as defined in the Second Schedule shall not use the word "university" in any media, advertising, published material, promotional material or in any information otherwise supplied to intending students, students, parents or the public in relation to any part of their name or in any title of, or with reference to, any programme provided or award conferred by them:

Provided that such licensees shall not be prohibited from using the word "university" in any title of, or with reference to, any programme, or part thereof, accredited in accordance with these regulations and provided by them in agreement with a licensed university or an overseas university, whether by means of a joint programme or otherwise. This proviso shall apply only where such programme has fulfilled the requirements related to the recognition of foreign qualifications under the Act, these regulations or any other law, and where the programme serves to obtain a national qualification classified at Malta Qualifications Framework level 5 or higher and is awarded by a licensed university as defined in the Second Schedule or a foreign qualification at a comparable level which is awarded by an overseas university.

Branches and  
agency.

**32.** (1) Licensees shall inform the Commission in writing prior to opening a new branch, subsidiary, or office in Malta and shall not open a branch or office without the prior approval of the Commission.

(2) Licensees shall inform the Commission in writing prior to entering into agency arrangements with third parties and shall not enter into any such agreement without the prior approval of the Commission.

(3) A person who is appointed as the agent of a licensee shall only act as agent in respect of those activities for which the same licensee is licensed under these regulations.

(4) Licensees shall not accept or continue to accept overseas students recruited by an agent, or authorise an agent to act on their behalf, if they know, or reasonably suspect that their agent is:

- (a) engaging in dishonest practices, including suggesting to overseas students that they enter Malta on a student visa with a primary purpose other than full-time study;
- (b) facilitating the enrolment of third-country students who do not comply with the conditions of their student visas; or
- (c) engaging in false or misleading advertising and recruitment practices.

(5) The Commission shall make and publish guidelines to establish such information to be supplied by the licensee in seeking approval under this regulation:

Provided that, by means of such guidelines, the Commission may establish different requirements for different

categories of licensees provided in the Second Schedule.

(6) The Commission may grant or refuse the approval applied for under this regulation within the time prescribed in regulation 8(10).

(7) In granting the approval referred to in sub-regulation (6), the Commission may subject the licensee and the branch, subsidiary, office or agent to such conditions or restrictions as it may deem appropriate in accordance with the provisions of regulations 12 and 13, and after granting its approval, it may from time to time vary any condition or restriction so imposed or impose new conditions or restrictions in accordance with the provisions of regulations 12 and 13.

(8) The Commission may also subject the branch, subsidiary, office or agent approved in accordance with this regulation to any of the obligations imposed on the licensee under these regulations.

(9) The Commission may refuse to grant, or revoke, the approval granted as referred to under sub-regulation (6) where the circumstances provided for in regulations 11 and 16, respectively, apply *mutatis mutandis*.

(10) Without prejudice to the generality of sub-regulation (9), the Commission may also refuse to grant the approval applied for under this regulation in the following circumstances:

- (a) where it is satisfied that the activities to be performed by the agent could be performed by the provider through its head office, or a branch or subsidiary; or
- (b) where it is not satisfied that the person who shall be appointed as agent is competent to provide the activities which shall form part of the agency agreement.

(11) Where the Commission refuses to grant the approval applied for under this regulation, it shall notify the licensee in writing of the reasons for the refusal.

#### PART IV

#### ACCREDITATION AND QUALITY ASSURANCE

**33.** For the purposes of its function as the competent authority for accreditation and quality assurance of providers and programmes in accordance with these regulations, the Commission shall have such aims and objectives, powers, functions and procedures as provided in this Part.

Competent  
authority for  
accreditation and  
quality assurance.

**34.** The Commission shall have the following aims and objectives:

Aims, objectives,  
powers and  
responsibilities of  
the Commission.

- (a) to safeguard the quality of further and higher education within the economic, social and cultural context of Malta, taking into account the wider international dimension of further and higher education;
- (b) to encourage and help providers in Malta to use appropriate quality assurance measures as a means of

- improving the quality of teaching and learning in further and higher education;
- (c) to stimulate the general raising of standards in the provision of further and higher education; and
- (d) to stimulate a mutual exchange of information across borders on quality assurance and accreditation in further and higher education and to encourage cooperation between providers.
- (2) The Commission shall have the following powers and functions:
- (a) to make and publish a mission statement regarding its accreditation and quality assurance functions, which statement shall contain the following:
- (i) explicit goals and objectives of its accreditation and quality assurance processes;
  - (ii) the division of labour with relevant stakeholders in further or higher education;
  - (iii) an assertion that quality assurance and accreditation are its major activities; and
  - (iv) an assertion that there exists a systematic approach to achieving its goals and objectives;
- (b) to adopt documentation to demonstrate how its mission statement is translated into a clear policy and management plan;
- (c) to undertake accreditation and quality assurance activities on a regular basis, by granting, refusing, confirming or revoking programme or provider accreditation based on programme or provider quality audits, as the case may be, as provided in regulation 37(1);
- (d) to assign additional conditions to provider or programme accreditation, including any of the following:
- (i) granting provisional programme or provider accreditation status, subject to stipulated conditions;
  - (ii) granting accreditation for a period less than five years; or
  - (iii) assigning any other conditions as it may deem fit in fulfilling its functions under these regulations;
- (e) to make and publish guidelines on the procedures for applying for and conducting quality audits and accreditation processes, including time schedules, deadlines and other conditions;
- (f) to be rigorous, fair and consistent in decision-making;
- (g) to be transparent in its operations and publish and make officially available policies, procedures,

- processes, guidelines and criteria;
- (h) to charge fees to providers seeking any type of accreditation under these regulations, including costs related to any quality audit carried out under its responsibility;
- (i) to make and publish guidelines and criteria for the internal quality assurance system required by providers in accordance with regulation 36, applying the relevant European and international standards, guidelines and criteria and respect for international treaties and agreements relevant to further and higher education provision as ratified or endorsed by Malta;
- (j) to make, publish and consistently apply guidelines containing the criteria and procedures to be used in accreditation and external quality assurance activities undertaken by it;
- (k) to investigate, in accordance with these regulations, allegations of practices and activities, which it considers *prima facie* to be detrimental to students in further or higher education and to take measures to suppress and prevent unfair or harmful practices which it considers detrimental to such students;
- (l) in accordance with its functions and duties under articles 65 and 66 of the Act, to maintain a register of national qualifications and of officially recognised foreign qualifications provided in Malta which are obtained upon the successful completion of a programme accredited in accordance with these regulations;
- (m) to act as a knowledge and information centre on quality assurance and accreditation in further and higher education and to inform students and society at large on the quality and accredited status of providers and their programmes;
- (n) to secure adequate and proportional resources, both human and financial, to enable it to organise and run its quality audits and accreditation processes in an effective and efficient manner and to develop its processes and procedures;
- (o) to adhere to European and international standards as approved by the Minister, and seek membership in reputable international networks of quality assurance and of accreditation;
- (p) to cooperate with quality assurance and accreditation authorities in other countries with respect to providers and programmes operating across borders or operating jointly with local providers;
- (q) to collaborate with other national, international and professional accreditation organisations and develop partnerships with other official quality assurance or accreditation agencies regarding matters directly

related to quality assurance and accreditation, in order to facilitate efficient cross-border quality assurance processes and the international transfer of knowledge about such processes; and

- (r) to act independently, and for such purpose, to adhere to the following:
- (i) it shall have autonomous responsibility for its operations;
  - (ii) it shall ensure that the conclusions and recommendations made in its reports and the outcomes of quality audits and accreditation decisions shall not be influenced by any third parties;
  - (iii) it shall ensure that the definition and operation of its procedures and methods, and the nomination of its external experts shall not be influenced by any third parties; and
  - (iv) it shall ensure that while relevant stakeholders, particularly students and academic staff, are consulted in the course of quality assurance processes, the final outcome of any quality audit or accreditation decision remains its responsibility.

Accountability of  
the Commission.

**35.** The Commission shall have in place procedures for its own accountability, which shall include the following:

- (a) documentation which demonstrates that its processes and results reflect its mission and goals of quality assurance and accreditation;
- (b) a published policy for the assurance of its own quality;
- (c) its own internal quality assurance system which includes an internal feedback mechanism, an internal reflection mechanism and an external feedback mechanism in order to inform and underpin its own development and improvement;
- (d) a cyclical external review of its activities at least once every five years;
- (e) a no-conflict-of-interest mechanism in the work of its external experts; and
- (f) a reliable mechanism to ensure the quality of any activities and material produced by subcontractors, where some or all of the elements in its procedures are subcontracted to third parties.

Internal quality  
assurance.

**36.** (1) Providers shall have the primary responsibility for the quality of their provision and its quality assurance.

(2) Providers seeking any type of accreditation under these regulations shall have in place an internal quality assurance system which shall be designed specifically to ensure the fitness and properness for purpose of the providers and their programmes, to achieve the aims and objectives set for them. Such quality

assurance system shall ensure full conformity with these regulations, including assurance of compliance with the obligations of licence holders as well as any conditions or restrictions imposed by the Commission on the licensee under these regulations, as the case may be:

Provided that providers of further education operating under the licence of a school shall also comply with all the provisions in the Teachers (Code of Behaviour) Regulations and the National Minimum Conditions for all Schools Regulations.

S.L. 327.02  
S.L. 327.12

**37.** (1) External quality assurance shall take one of the following forms:

External quality  
assurance.

- (a) a provider quality audit conducted for the purpose of first-time provider accreditation of providers;
- (b) a programme quality audit conducted for the purpose of first-time accreditation of programmes; and
- (c) periodic provider and programme quality audits conducted for the purpose of confirming or revoking the accreditation previously granted under these regulations.

(2) All forms of external quality assurance referred to in sub-regulation (1) shall be carried out under the responsibility of the Commission and shall be conducted applying the relevant European and international standards, guidelines and criteria for external quality assurance and respect for international treaties and agreements relevant to further and higher education provision as ratified or endorsed by Malta.

(3) The reports from such quality audits shall form the basis for the Commission's decision to grant, refuse, confirm or revoke accreditation.

**38.** (1) Providers shall undergo periodic provider and programme quality audits, as provided in regulation 37(1)(c), every five years:

Periodic quality  
audits.

Provided that the Commission may, where it demonstrates a justified reason therefor, with respect to a particular provider or programme, prescribe shorter periods for such periodic quality audits:

Provided further that where, in the course of a provider of programme quality audit, a provider is found to have deficiencies that warrant immediate action, the Commission may grant provisional accreditation in accordance with regulation 34(2)(d), contingent upon conditions and recommendations on issues to be addressed and action to be taken by the provider.

(2) The Commission shall confirm or revoke provider or programme accreditation status, as the case may be, on the basis of periodic provider or programme quality audits.

(3) Following a periodic quality audit, the Commission may make recommendations and assign conditions to the provider in accordance with the provisions of these regulations.

(4) Periodic quality audits shall take into consideration any progress made by the provider in terms of the recommendations made during previous accreditation and quality audit processes.

Procedures and standards for quality audits and accreditation decisions.

39. (1) The Commission shall conduct quality audits and take accreditation decisions in accordance with the procedures and standards referred to in this regulation.

(2) In making arrangements for quality audits, the Commission shall adhere to the following procedures:

- (a) it shall require the provider to undertake a self-assessment, internal evaluation or comparable procedure at the provider or programme level, as the case may be;
- (b) it shall appoint external experts to carry out quality audits, including, as appropriate, one or more students, ensuring that such experts are chosen on the basis of their expertise and on the requirement that there arises no conflict of interest in undertaking the quality audit with respect to the provider undergoing such quality audit;
- (c) it shall include, as part of the quality audit, a site visit by the external experts, which shall involve the governing bodies, staff and students of the provider, as appropriate;
- (d) it shall publish the report of the quality audit, including any decisions, recommendations, conditions or other formal outcomes; and
- (e) it shall establish with the provider a follow-up procedure to review actions to be taken by the provider for the implementation of recommendations and conditions made upon the provider in accordance with the previous paragraph.

(3) In making arrangements for quality audits, the Commission shall adhere to the following standards:

- (a) quality audits shall be designed specifically to ensure the fitness and properness for purpose of providers or programmes and to assess whether they achieve the aims and objectives set for them;
- (b) quality audits shall examine the effectiveness of the internal quality assurance processes used by the provider, including an examination of the system's structure, the documentation it produces and the evaluations of quality conducted by the provider;
- (c) quality audits shall examine the compliance by providers with obligations of licence holders under these regulations, where applicable, as well as any conditions or restrictions imposed by the Commission on the licensee under these regulations;
- (d) terms of reference, aims and objectives of any quality

audit shall be determined before the undertaking of any quality audit and shall be published with a description of the procedures to be used;

- (e) providers shall be allowed to comment on the composition of the panel of external experts which shall undertake the quality audit and the Commission shall consider such comments before a final decision on the expert panel is made;
- (f) quality audits shall apply the relevant European and international standards, guidelines and criteria for external quality assurance applicable to the subject of the evaluation and shall be based on written material and discussion with proponents of the provider; and
- (g) provider quality audits shall include appropriate investigatory mechanisms to ensure financial probity, and where the provider is a body corporate, to ensure that the members of the body corporate, the legal representative and the persons occupying a headship position are fit and proper persons to establish a provider of further or higher education and deliver further or higher education programmes:

Provided that the Commission may seek additional expert advice to assess the financial capacity of the provider.

40. (1) The Commission shall ensure that reports of quality audits shall be in accordance with the following standards:

Reports of quality audits.

- (a) all reports shall be published and written in a style which is clear to the intended reader in terms of any decisions, commendations or recommendations made;
- (b) in their report, the experts shall indicate areas where the provider should further develop its system and shall advise as to whether the system as a whole is satisfactory;
- (c) reports containing recommendations for action or which require a subsequent action plan, should determine a follow-up procedure which is to be implemented consistently; and
- (d) the Commission shall send the report to the provider, which shall be allowed a time limit of six weeks to submit its views.

(2) Where, from the report of the quality audit, and after the provider has submitted its views in accordance with the previous sub-regulation, the Commission finds fundamental defects concerning the provider or the programme, the provider shall be allowed a reasonable time period, as determined by the Commission, to undertake measures to rectify such defects.

41. The Commission shall monitor, review and analyse the outcomes of periodic quality audits of providers and programmes and shall produce from time to time system-wide summary reports describing and analysing the general findings of its quality audit

System-wide analyses and summary report.



Provider  
accreditation.

and accreditation procedures.

42. (1) Provider accreditation shall be granted by the Commission in accordance with this regulation, upon an application by the provider, in one or more categories corresponding to the licence categories provided in the Second Schedule.

(2) Provider accreditation shall be based on a provider quality audit.

(3) Without prejudice to the generality of the previous sub-regulation, provider accreditation may also be based on a provider quality audit undertaken by a recognised foreign quality assurance or accreditation agency, in which case the Commission shall review the process and outcome of such provider quality audit, and shall decide, on the basis of these and the standards referred to in regulation 39, whether to grant the type of provider accreditation sought by the provider under these regulations or to submit the provider to an additional provider quality audit undertaken by the Commission in accordance with these regulations.

(4) The Commission shall grant provider accreditation status according to one or more categories corresponding to the licence categories provided in the Second Schedule, which status shall clearly state the authority of the provider to provide programmes at given or comparable levels of the Malta Qualifications Framework. Provider accreditation granted under this regulation shall be valid for a period of five years:

Provided that the Commission may, where it demonstrates a justified reason therefor, grant conditional provider accreditation and may also apply shorter periods for the validity of provider accreditation, where appropriate, as provided in these regulations.

(5) Provider accreditation obtained in accordance with this regulation shall be valid for the purpose of obtaining a licence under these regulations.

Programme  
accreditation.

43. (1) Programme accreditation shall be granted by the Commission in accordance with this regulation, upon an application by the provider, in one of the categories provided in the Third Schedule.

(2) Providers may apply for accreditation of one programme or of more than one programme to be accredited simultaneously:

Provided that where providers apply for the accreditation of more than one programme simultaneously, the provisions of regulation 8(4) shall apply.

(3) Where a provider applies for accreditation of a programme that serves to obtain a national qualification, programme accreditation:

- (a) shall be based on a programme quality audit;
- (b) may, without prejudice to the generality of the previous paragraph, be based on a programme quality audit undertaken by a recognised foreign quality

assurance or accreditation agency, in which case the Commission shall review the process and outcome of such programme quality audit, and shall decide, on the basis of these and the standards referred to in regulation 39, whether to grant the type of programme accreditation sought by the provider under these regulations or to submit the provider to an additional programme quality audit undertaken by the Commission in accordance with these regulations.

(4) Where a provider applies for accreditation of a programme that serves to obtain a foreign qualification, and where such provider has already obtained accreditation by a recognised foreign accreditation agency, such provider may request the Commission to approve such foreign accreditation. The following shall apply to this request:

- (a) where the Commission deems such foreign accreditation satisfactory, it shall assess the credentials and reputation of the recognised foreign accreditation agency and the process to which the programme accredited by it has been subjected;
- (b) where the Commission deems such foreign accreditation to be unsatisfactory, it shall request such provider to undergo the process of programme accreditation in Malta in accordance with sub-regulation (3);
- (c) the approval of foreign programme accreditation shall lapse when the period of the foreign accredited status of the programme lapses:

Provided that where the period for which the foreign accredited status of the programme is less than five years from the date of the decision on programme accreditation, the Commission may, where it deems fit, apply the same period of validity to any provider accreditation granted concomitantly with the approval of such foreign programme accreditation.

(5) Where a qualification is awarded by more than one provider, only one provider shall submit an application for programme accreditation in accordance with this regulation and such provider shall coordinate the process with all other providers involved. Such provider shall be formally responsible for the joint programme and for the compliance of all providers who form part of the joint programme arrangement to the licence and accreditation conditions or restrictions imposed in accordance with these regulations as the case may be.

(6) The Commission shall grant programme accreditation status according to one of the categories provided in the Third Schedule, which status shall clearly state the authority of the provider providing such programme at a given or comparable level of the Malta Qualifications Framework. Programme accreditation granted under this regulation shall be valid for a period of five years:

Provided that the Commission may grant conditional

programme accreditation and may also apply shorter periods for the validity of programme accreditation, where it demonstrates a justified reason therefor, as provided in these regulations.

(7) Where the accredited programme leads to a qualification on the successful completion thereof, the Commission shall:

- (a) where the qualification is a national qualification, classify the qualification at a level of the Malta Qualifications Framework and shall include such qualification in the register of national qualifications maintained by it in accordance with article 66 of the Act;
- (b) where the qualification is a foreign qualification, classify the qualification at a comparable level of the Malta Qualifications Framework and shall include such qualification in the register of officially recognised foreign qualifications provided in Malta maintained by it in accordance with its functions and duties under articles 65 and 66 of the Act.

(8) Upon accrediting a programme, or granting endorsement of foreign accreditation to a programme, the Commission shall include such programme in the register of programmes accredited by it in accordance with article 66 of the Act.

(9) Programme accreditation obtained in accordance with this regulation shall be valid for the purpose of obtaining a licence under these regulations.

Re-application,  
change or  
extension of  
accreditation.

**44.** (1) Providers shall re-apply for provider or programme accreditation when the period of validity of such accreditation status lapses in accordance with these regulations.

(2) Where provider or programme accreditation of a provider is revoked, the provider may re-apply for accreditation at any time.

(3) Where a provider seeks to change or extend its provider or programme accreditation status, the provider shall apply for accreditation for the purpose of such required change or extension.

Information to be  
provided on  
application for  
accreditation.

**45.** The Commission shall make and publish guidelines to establish such information to be supplied by providers for the purpose of an application for provider or programme accreditation under these regulations:

Provided that, by means of such guidelines, the Commission may establish different information requirements for the different categories of providers or programmes provided in the Second and Third Schedules.

Self-accrediting  
status.

**46.** (1) "Self-accrediting provider" status, as defined in the First Schedule, or extension of the scope of this type of accreditation, shall only be given by means of the Act or any regulation made thereunder, or by any other law.

(2) An application for self-accrediting status as defined in the First Schedule, or for extension of the scope of this type of

accreditation shall be subject to the following:

- (a) only universities, higher education institutions and further education institutions accredited and licensed under these regulations shall be eligible to apply for self-accrediting status or extension of self-accrediting scope;
- (b) universities or institutions applying for self-accrediting provider status or extension of the scope of this type of accreditation shall demonstrate a track record of accreditation and quality audits in at least two consecutive quality audits with respect to those types of programmes for which self-accrediting provider status is to apply:

Provided that, in exceptional circumstances, the Commission may recommend that a university or institution which has no track record of prior provision of further or higher education services in Malta, be granted self-accrediting provider status. In such case, the evaluation referred to in sub-regulation (3) shall be based on a detailed plan and the application shall be assessed on whether the plan and the human and financial resources allocated by the provider demonstrate a high probability that, on establishment, the university or institution shall operate at least at a comparable standard to existing universities or institutions with self-accrediting provider status.

(3) An application for self-accrediting status or extension of self-accrediting scope shall be subject to an evaluation by a panel of external experts and such evaluation shall comply with the following:

- (a) it may be limited to the broad fields of study and levels of the Malta Qualifications Framework for which the provider has a proven track record;
- (b) it shall include consideration of any offshore activities of the university or institution applying for self-accrediting provider status or extension of the scope of this type of accreditation, which are required to meet relevant regulatory and reporting requirements in Malta;
- (c) where the evaluation by the panel of external experts makes a proposal to the Commission for the granting of self-accrediting provider status or the extension of the scope of this type of accreditation, the report of the evaluation shall clearly state the reasons for this and shall recommend the broad fields of study and the Malta Qualifications Framework levels for which the provider has the capacity to be self-accrediting; and
- (d) where the evaluation by the panel of external experts makes a proposal to the Commission against the granting of self-accrediting provider status or the extension of the scope of this type of accreditation, the

report of the evaluation shall clearly state the reasons for this.

University status.

47. (1) Only accredited higher education institutions which comply with the following shall be eligible to apply for university status in order to be eligible to obtain a licence of a university as defined in the Second Schedule:

- (a) higher education, teaching, research and dissemination of knowledge are the primary activities of the higher education institution;
- (b) the higher education institution has academic staff, an academic library, stable research training and stable research and development activities of a high standard;
- (c) the higher education institution has representative bodies of staff and students;
- (d) the higher education institution has an organisation and infrastructure for providing higher education and undertaking research;
- (e) the higher education institution provides programmes which lead to national qualifications classified at Malta Qualifications Framework levels 5 to 7, or foreign qualifications at a comparable level, in at least six fields, and also has independent competence in setting up the components of such programmes and an independent right to award degrees with respect to such programmes;
- (f) the higher education institution provides programmes which lead to national qualifications classified at Malta Qualifications Framework level 8, or a foreign qualification at a comparable level, in at least four fields, and also has independent competence in setting up the components of such programmes and an independent right to award degrees with respect to such programmes; and
- (g) the higher education institution is affiliated with international networks in connection with higher education and research and participates in national and international cooperation in teaching and research.

(2) An application for university status shall be subject to an evaluation by a panel of external experts and such evaluation shall comply with the following:

- (a) it shall include consideration of any offshore activities of the applicant higher education institution which are required to meet relevant regulatory and reporting requirements in Malta; and
- (b) where the evaluation by the expert panel makes a proposal to the Commission for or against the granting of university status, the report of the evaluation shall clearly state the reasons for this.

48. (1) Where the Commission considers that self-accrediting status is to be granted to a provider or that the scope of this type of accreditation is to be extended in accordance with regulation 46, it shall make a recommendation to the Minister to such effect, including therein any conditions that it may deem fit in accordance with the provisions of these regulations.

Recommendations by the Commission for self-accrediting status.

(2) Following a periodic provider quality audit of an institution with self-accrediting status, the Commission may make such recommendations to the Minister as it may deem necessary in relation to such institution.

(3) The Commission shall notify the Minister in writing of its recommendations under this regulation, and the Minister shall, further to such notification, take any necessary action as appropriate.

## PART V

### MISCELLANEOUS

49. A provider may appeal from any decision or action taken by the Commission under these regulations to the Court of Appeal in its inferior jurisdiction in the manner provided in article 20(11) of the Act, and within the relevant time period prescribed therein:

Appeals.

Provided that such appeal shall not concern the merits of a decision taken by the Commission under these regulations in relation to the granting or refusal of a licence or accreditation or the revocation or suspension thereof or the imposition of restrictions or conditions on licensees.

50. (1) All licensees shall provide the Commission with such information relating to their branches, subsidiaries, agencies or offices in or outside Malta as the Commission may require by means of a notice in writing in the discharge of its duties under these regulations or any other law:

Power of the Commission to require information and to investigate.

Provided that such information may include statements and declarations by the licensee and any other official or unofficial documentation.

(2) All information required under sub-regulation (1) shall be submitted in such form and at such periods of time as the Commission may from time to time prescribe by means of guidelines issued by the Commission for such purpose under these regulations.

(3) All information provided by any licensee under sub-regulation (1) shall be regarded as secret and confidential between the licensee and the Commission:

Provided that the Commission shall provide such information to the Minister as may be required by him upon a request in writing and the Commission shall inform the Minister if it deems that there is any matter of concern regarding the state of affairs of a licensee:

Provided further that the Commission may take copies of any documents provided to it by any licensee under this regulation.

(4) The Commission may, by means of a notice in writing, require a licensee, persons occupying a headship position, members of the body corporate, as the case may be, or any of the licensee's officers to attend before it or before an officer appointed by it at such time and place as it may specify in the notice, to answer questions and provide information as it may reasonably require for the performance of its functions under these regulations:

Provided that where the Commission appoints an officer as provided under this sub-regulation, such officer shall, for the purposes of carrying out his functions under such appointment, have all the powers conferred on the Commission by this regulation and any requirement made by him shall be deemed to have the same force and effect as a requirement made by the Commission:

Provided further that the Commission may require an officer it has appointed under this sub-regulation to submit a report in such form as it may specify.

(5) Where the person required to provide information under this regulation does not have access to such information, such person shall disclose to the Commission where, to the best of his knowledge, that information or documentation can be found and the Commission may require any person who appears to be in possession of that information or documentation to provide it.

(6) Any information provided under this regulation may be used as evidence against the person providing such information as well as against any person or licensee to whom such information relates.

(7) The Commission may, where it deems fit, and by notice in writing to the licensee, appoint an officer or officers to investigate and report on the affairs of a licensee. Such officer shall have all the powers conferred on the Commission by this regulation and any requirement made by him shall be deemed to be, and shall have the same force and effect as a requirement made by the Commission:

Provided that the Commission may require any officer appointed under this subregulation to submit interim and final reports on the conclusions of the investigation in such form as it may specify:

Provided further that where an investigation under this regulation finds the investigated licensee to be in default of its obligations under these regulations the Commission shall have the power to charge such licensee with any of the expenses related to such investigation.

(8) The Commission may also exercise its powers under this regulation as follows:

- (a) in relation to a branch or subsidiary of the licensee;
- (b) in relation to any person who has, at any relevant time, been in charge of the provider or any branch or subsidiary of the licensee; and
- (c) where it has reasonable grounds for suspecting a person to be violating any provision of these

regulations or any guidelines made by the Commission accordance with these regulations:

Provided that, without prejudice to the applicability of regulation 56, upon any violation of regulation 5(1), the provider responsible for such violation shall be allowed one year from the date on which such violation is notified to it in writing by the Commission to obtain a licence under these regulations. Upon the lapse of such period, the Commission shall have the power to order such individual or body corporate to suspend all activities related to the unlicensed provision of further or higher education for such period as the Commission sees fit in order for such provider to obtain a licence:

Provided further that any such action taken by the Commission under this sub-regulation shall have due regard for the interests of the students undertaking a programme with the respective provider, ensuring that solutions are found to ensure that they are given the opportunity to complete any programme they had commenced.

**51.** (1) Where a licensee has its head office in Malta and also provides further or higher education abroad, or where a licensee operates in partnership with a foreign provider, or operates as a branch, subsidiary or agent of a foreign provider, the Commission may, on the basis of international or reciprocity agreements, do the following:

Cooperation.

- (a) share its supervisory, accreditation and quality assurance duties with other foreign competent authorities;
- (b) disclose information to foreign competent authorities, to the extent that the foreign authorities receiving the information restrict its use for supervisory, regulatory, accreditation and quality assurance purposes or for such other purposes as may be specifically agreed upon with the Commission; and
- (c) authorise foreign competent authorities to carry out themselves, or through the intermediation of competent persons appointed by them, investigations for supervisory and regulatory purposes in branches, subsidiaries or offices of the licensee.

(2) In the pursuance of its duties the Commission shall at all times afford such cooperation to the Minister as may be required in the discharge of the Minister's duties.

**52.** (1) Nothing in these regulations shall authorise the Commission to inquire, or request the provider to inquire, into the affairs of any individual student, except for the purpose of ensuring compliance with any of the provisions of these regulations, as subject to the provisions of the Data Protection Act.

Confidentiality.

Cap. 440.

(2) Past and present officers of the Commission shall not disclose information obtained from licensees or providers in carrying out their duties under these regulations. Such persons are



bound by the obligation of professional secrecy, except for the purpose of the exercise of their functions, or when lawfully required to do so by any court or under a provision of any law.

Further powers of  
the Commission.

53. The Commission shall have the power to make and publish guidelines for the protection of the use of the terms "university", "higher education", "further education", "higher education institution", "further education institution", "further education centre", and "English as a foreign language teaching centre" in accordance with these regulations.

Transitory  
provision.

54. (1) Persons or bodies corporate providing further or higher education without a licence and providers operating under an existing licence on the date of entry into force of these regulations may continue to operate up to three years from the date of entry into force of these regulations, and shall, until such time, make an application to obtain a licence under these regulations. Failure to obtain such a licence by the end of the prescribed period shall constitute a violation of these regulations by the provider and continued operation by the provider in Malta shall become subject to action by the Commission in accordance with these regulations.

(2) Pending applications for a licence for the purpose of provision of further or higher education in Malta shall cease to be valid from the date of entry into force of these regulations. In such case, the applicant provider shall make a new application in accordance with the provisions of these regulations.

#### FIRST SCHEDULE

[Regulations 8(6) and 46]

#### SELF-ACCREDITING PROVIDERS

1. A "self-accrediting provider" means a public or private university, higher education institution or further education institution established as a self-accrediting provider by the Act or by any regulation made thereunder, or by any other law, which by virtue of such status, has the capacity to self-accredit existing and new programmes and is exempt from provider and programme accreditation for the purposes of these regulations. Self-accrediting providers do not have the power to accredit other providers or their programmes.
2. A "Non self-accrediting provider" is a public or private provider which requires provider and programme accreditation from the Commission under these regulations in order to provide further or higher education in or from Malta.
3. By virtue of these regulations, the following are self-accrediting providers:
  - (a) the University of Malta, for programmes up to and including level 8 of the Malta Qualifications Framework;
  - (b) the Malta College of Arts, Science and Technology, only for programmes up to and including level 6 of the Malta Qualifications Framework; and
  - (c) the Institution of Tourism Studies, only for programmes up to and including level 5 of the Malta Qualifications Framework.

#### SECOND SCHEDULE

[Regulation 9 (1)]

#### CATEGORIES OF PROVIDERS' LICENCES

##### Category 1: "University"

A licence to operate as a 'university' permits a provider established as a 'University' under the Act or by a regulation made thereunder, or by any other law, as well as providers which are not so established, to provide accredited 'higher education programmes', as defined in the Third Schedule, including those self-awarded or otherwise.

For eligibility for a licence as university, a provider must be a body corporate and a self-awarding provider of higher education programmes.

##### Category 2: "Higher education institution"

A licence to operate as a "higher education institution" permits a provider to provide accredited "higher education programmes", as defined in the Third Schedule, whether self-awarded or otherwise. This licence includes higher education institutions established by the Act or by a regulation made thereunder or by any other law. It also includes providers which are not so established.

For eligibility for a licence as a "higher education institution", a provider shall be a body corporate.

A licence to operate as a "higher education institution" does not authorise a provider to provide "further education programmes" as defined in the Third Schedule.

Category 3: "Further education institution"

A licence to operate as a "further education institution" permits a provider to provide accredited "further education programmes" as defined in the Third Schedule, whether self-awarded or otherwise. This licence includes further education institutions established by the Act or by a regulation made thereunder or by any other law. It also includes providers which are not so established.

For eligibility for a licence as a "further education institution", a provider shall be a body corporate.

A licence to operate as a "further education institution" does not authorise a provider to provide "higher education programmes" as defined in the Third Schedule.

Category 4: "Further education centre"

A licence to operate as a "further education centre" permits a provider to provide accredited "further education programmes" as defined in the Third Schedule, which are non-self-awarded.

For eligibility for a licence as "further education centre", the provider shall be an individual and shall not be a body corporate.

A licence to operate as a "further education centre" does not authorise a provider to provide self-awarded "further education programmes" or "higher education programmes" as defined in the Third Schedule.

Category 5: "English as a foreign language teaching centre"

A licence to operate as an "English as a Foreign Language Teaching Centre" permits a provider to provide, as its main mission, non-compulsory English language teaching to non-native speakers by means of accredited "further education programmes" as defined in the Third Schedule, whether self-awarded or otherwise.

A licence to operate as an "English as a foreign language teaching centre" does not authorise a provider to provide the following:

- (a) "higher education programmes" as defined in the Third Schedule; or
- (b) "further education programmes" as defined in the Third Schedule, which are not designed for the teaching of the English language to non-native speakers:

Provided that the Commission may accredit an "English as a foreign language teaching centre" to provide "further education programmes" and "higher education programmes" that serve to obtain a qualification which enables persons to teach English as a foreign language.

---

### THIRD SCHEDULE

[Regulation 43]

#### CATEGORIES OF PROGRAMME ACCREDITATION

"Further education programme"

An academic, vocational or professional programme which is of non-compulsory formal education and is accredited by the Commission under these regulations as one which leads to a national qualification classified up to and including Malta

Qualifications Framework Level 4 or a foreign qualification at a comparable level.

"Further education module"

Part of a "further education programme" offered by a provider which simultaneously offers one or more "further education programmes", accredited by the Commission under these regulations as a module and which serves to obtain, only in part, a national qualification classified up to and including Malta Qualifications Framework Level 4 or a foreign qualification at a comparable level.

"Higher education programme"

An academic, vocational or professional programme which is of non-compulsory formal education, training or research and is accredited by the Commission under these regulations as one which leads to a national qualification with the title of Degree, Certificate, Diploma or other similar title at Malta Qualifications Framework Level 5 or higher or a foreign qualification of a similar title at a comparable level.

"Higher education module"

Part of a "higher education programme" offered by a provider which simultaneously offers one or more "higher education programmes", accredited by the Commission under these regulations as a module and which serves to obtain, only in part, a national qualification at Malta Qualifications Framework Level 5 or higher or a foreign qualification at a comparable level.

"Approved foreign further education programme"

An academic, vocational or professional programme of non-compulsory formal education which is accredited by a recognised foreign accreditation agency and leads to an award awarded by a foreign provider and a foreign qualification classified as comparable to a level up to and including Malta Qualifications Framework Level 4.

This programme does not lead to a national qualification.

"Approved foreign higher education programme"

An academic, vocational or professional programme of non-compulsory formal education, training or research which is accredited by a recognised foreign accreditation agency and leads to an award awarded by a foreign higher education provider and a foreign qualification classified at a level comparable to Malta Qualifications Framework Level 5 or higher. This programme does not lead to a national qualification.

---

## Besluit

**Besluit strekkende tot het verlenen van accreditatie aan de opleiding wo-master Internationale Betrekkingen (International Relations) en de joint degree afstudeerrichting International Humanitarian Action van de Rijksuniversiteit Groningen, Ruhr-Universität Bochum (Duitsland), Universidad de Deusto (Spanje), Université Catholique de Louvain (België), Université Paul Cézanne Aix-Marseille III (Frankrijk), University College Dublin (Ierland), en Uppsala Universitet (Zweden)**

datum

29 juli 2016

onderwerp

**Gegevens**

|   |                                 |   |
|---|---------------------------------|---|
| Besluit   | Naam instelling                 | : Rijksuniversiteit Groningen   |
| accreditatie wo-master  | Naam opleiding                  | : wo-master Internationale Betrekkingen (90 EC)                                 |
| Internationale Betrekkingen van de Rijksuniversiteit Groningen (002612) | Naam afstudeerrichting          | : International Humanitarian Action (joint degree) (90 EC)                      |
| ons kenmerk   | Datum aanvraag                  | : 17 maart 2016   |
| NVAO/20161594/LL  | Variant opleiding               | : voltijd   |
| bijlagen  | Locatie opleiding               | : Groningen, Bochum, Bilbao, Louvain-la-Neuve, Aix-en-Provence, Dublin, Uppsala |
| 2   | Datum goedkeuren panel          | : AQAS heeft het panel benoemd  |
|   | Datum locatiebezoek             | : 28 oktober 2015 (AQAS panel te Bochum)  |
|   | Datum visitatierapport          | : 22 januari 2016 (accreditatiebesluit AQAS)                                    |
|   | Instellingstoets kwaliteitszorg | : ja, positief besluit van 29 juli 2014   |

### Procedure

De NVAO en de Duitse Akkreditieringsrat hebben op 8 juli 2015 een wederzijdse erkenningsovereenkomst inzake de accreditatie van joint degrees gesloten. Op grond van deze overeenkomst neemt de NVAO accreditatiebesluiten over van door de Akkreditieringsrat gecertificeerde accreditatieorganisaties mits een beoordeling van de gerealiseerde eindkwalificaties heeft plaatsgevonden. De NVAO heeft vastgesteld dat deze beoordeling is uitgevoerd door de Duitse accreditatieorganisatie AQAS, die door de Akkreditieringsrat is gerechtigd om namens de Akkreditieringsrat accreditaties te verlenen. AQAS heeft de joint degree-opleiding zonder condities geaccrediteerd tot en met 30 september 2022. De in het "Protocol voor Nederlandse Aanvragen Accreditatie leidend tot een joint degree" vereiste samenwerkingsovereenkomst is bij de aanvraag gevoegd.

### Aanvullende informatie

De NVAO heeft bij e-mail van 13 juni 2016 van de instelling aanvullende informatie ontvangen over de samenstelling van het consortium dat de joint degree verleent. Door recente wijziging van de wetgeving in Zweden kan nu ook Uppsala Universitet (die eerder een eigen graad verleende) deelnemen aan de verlening van de joint degree. De NVAO heeft de aanvullende informatie in haar besluit betrokken.

Pagina 2 van 5 **Beoordelingskaders**

Beoordelingskader voor de beperkte opleidingsbeoordeling van de NVAO (Strct. 2014, nr 36791).

Protocol voor Nederlandse Aanvragen Accreditatie leidend tot een joint degree. Artikel 7.3.c. van de Wet op het hoger onderwijs en wetenschappelijk onderzoek.

### Bevindingen

De NVAO stelt vast dat in het visitatierapport en de aanvullende informatie deugdelijk en kenbaar is gemotiveerd op welke gronden het panel de kwaliteit van de wo-master Internationale Betrekkingen (International Relations) en de joint degree afstudeerrichting International Humanitarian Action voldoende heeft bevonden.

### Advies van het visitatiepanel

Het integrale beoordelingsrapport van het panel is als bijlage bij dit besluit gevoegd.

### Aanbevelingen

De NVAO onderschrijft de aanbevelingen van het panel.

Ingevolge het bepaalde in artikel 5a.10, derde lid, van de WHW heeft de NVAO het college van bestuur van de Rijksuniversiteit Groningen te Groningen in de gelegenheid gesteld zijn zienswijze op het voornemen tot besluit van 27 juni 2016 naar voren te brengen. Bij e-mail van 11 juli 2016 heeft het college van bestuur ingestemd met het voornemen tot besluit.

De NVAO besluit accreditatie te verlenen aan de wo-master Internationale Betrekkingen (International Relations) (90 EC) alsmede de joint degree afstudeerrichting International Humanitarian Action (90 EC; variant: voltijd; locaties: Groningen, Bochum, Bilbao, Louvain-la-Neuve, Aix-en-Provence, Dublin, Uppsala) van de Rijksuniversiteit Groningen en Ruhr-Universität Bochum (Duitsland), Universidad de Deusto (Spanje), Université Catholique de Louvain (België), Université Paul Cézanne Aix-Marseille III (Frankrijk), University College Dublin (Ierland), en Uppsala Universitet (Zweden). De NVAO beoordeelt de kwaliteit van de wo-master Internationale Betrekkingen (International Relations) en de joint degree afstudeerrichting International Humanitarian Action als voldoende.

Dit besluit treedt in werking op 29 juli 2016 en is van kracht tot en met 28 juli 2022.

Den Haag, 29 juli 2016

De NVAO  
Voor deze:

*no*  
  
**LUWEL**

Dr. A.H. Flierman  
(voorzitter)

Tegen dit besluit kan op grond van het bepaalde in de Algemene wet bestuursrecht door een belanghebbende bezwaar worden gemaakt bij de NVAO. De termijn voor het indienen van bezwaar bedraagt zes weken.

In het AQAS panelrapport is de opleiding beoordeeld op 11 criteria en de standaard Gerealiseerde eindkwalificaties, conform de overeenkomst tussen NVAO en Akkreditieringsrat. Het panel acht alle criteria vervuld. Op basis daarvan komt de NVAO tot de volgende beoordeling.

| Onderwerp                          | Standaard   | Beoordeling door het panel |
|------------------------------------|---|----------------------------|
| 1. Beoogde eindkwalificaties       | De beoogde eindkwalificaties van de opleiding zijn wat betreft inhoud, niveau en oriëntatie geconcretiseerd en voldoen aan internationale eisen.                    | Voldoende                  |
| 2. Onderwijsleeromgeving           | Het programma, het personeel en de opleidings specifieke voorzieningen maken het voor de instromende studenten mogelijk de beoogde eindkwalificaties te realiseren. | Voldoende                  |
| 3. Toetsing                        | De opleiding beschikt over een adequaat systeem van toetsing.   | Voldoende                  |
| 4. Gerealiseerde eindkwalificaties | De opleiding toont aan dat de beoogde eindkwalificaties worden gerealiseerd.  | Voldoende                  |
| Eindoordeel                        |   | Voldoende                  |

De standaarden krijgen het oordeel onvoldoende, voldoende, goed of excellent. Het eindoordeel over de opleiding als geheel wordt op dezelfde schaal gegeven.



DER REKTOR

PROF. DR. AXEL SCHÖLMERICH  
Gebäude UV 3/390  
Universitätsstraße 150, 44801 Bochum

AUSKUNFT: SUSANNE LIPPOLD  
Fon +49 (0)234 32-27719  
Fax +49 (0)234 32-14504  
Susanne.Lippold@uv.rub.de

18. Februar 2016

RUHR-UNIVERSITÄT BOCHUM | 44780 Bochum | Germany

Rijksuniversiteit Groningen  
Rector Magnificus  
Prof. Dr. Sibrand Poppema  
PO Box 72  
9700 AB Groningen  
Niederlande

|   |
|---|
| DOCUMENTAIRE INFORMATIE<br>VOORZIENING RUG<br>INGEKOMEN<br>06 APR. 2016 |
| CLASS.NR. : _____   |
| DIENST/AFD.: <i>AB12 Losk</i>   |
| CORR.NR. <i>16103726</i>  |

#### Joint Master Programme "International Humanitarian Action"

Esteemed Rector Magnificus,  
Dear Colleague,

I have the pleasure to announce that the Joint Master Programme "International Humanitarian Action" (NOHA) is successfully accredited.

The accreditation agency has sent the experts report and the accreditation certificate (attached). The accreditation is valid until 30<sup>th</sup> of September 2022 without any obligation. There are only a few minor recommendations for the further improvement of the programme. Therefore, I am sure that the acknowledgement of the NVAO is only a question of time.

I would like to thank you for the esteemed contribution of your institution. Joint accreditations are a new domain, and we were able to exchange valuable knowledge, which will help us in similar processes. I am sure that our joint efforts have further enhanced the quality of NOHA, which we consider one of our international flagship programmes. May I therefore ask you to convey my congratulations on the successful accreditation to the involved colleagues at the Rijksuniversiteit Groningen.

With respect to this successful accreditation and different joint initiatives in the past I am looking forward to future cooperation between our universities.

Yours sincerely



Axel Schölmerich

Pagina 5 van 5 Bijlage 2: panelsamenstelling

- Univ. Prof. Dr. Heinz Gartner, University of Vienna, Department of Political Science, as well as Austrian Institute for International Affairs
- Thomas Hirsch, Climate & Development Advice, Neckargemünd, as well as Bread for the World, Berlin (expert from the professional field)
- Prof. Dr. iur. Markus Kotzur, University of Hamburg, Faculty of Law, European and International Law
- Susann Schultz, University of Greifswald (student expert)

Coordinator: Dr. Katarina Löbel, AQAS e. V., Cologne, Germany.

Aufgrund der von der Stiftung zur Akkreditierung von Studiengängen  
in Deutschland am 23. Februar 2012 verliehenen Berechtigung  
akkreditiert

**AQAS** e.V.

**AQAS**

Agentur für  
Qualitätssicherung  
durch Akkreditierung  
von Studiengängen

den Studiengang

**International Humanitarian Action (Master of Arts)**  
an der **Ruhr-Universität Bochum** in Kooperation mit der  
**Rijksuniversiteit Groningen**  
und verleiht ihm das Siegel des Akkreditierungsrates.

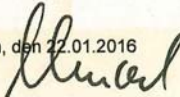
Stiftung zur Akkreditierung von Studiengängen in Deutschland

**Akkreditierungsrat** ■■

Die Akkreditierung erfolgt gemäß Beschluss der Akkreditierungskommission im  
Umlaufverfahren am 22.01.2016 ohne Auflagen und ist zeitlich befristet bis zum  
30.09.2022.

Die Akkreditierung steht unter dem Vorbehalt der Aufhebung unter den im Beschluss  
des Akkreditierungsrates „Regeln für die Akkreditierung von Studiengängen und für die  
Systemakkreditierung“ und den in dem Vertrag zwischen Agentur und Hochschule in der  
jeweils aktuellen Fassung genannten Voraussetzungen.

Köln, den 22.01.2016

  
Prof. Dr. Eberhard Menzel  
– Vorstandsvorsitzender –

  
Doris Herrmann  
– Geschäftsführerin –

**Decision of the Accreditation Commission of AQAS  
on the Master programme**

**“International Humanitarian Action” (M.A.)**

**offered by Ruhr-Universität Bochum/Germany in cooperation with the  
Rijksuniversiteit Groningen/Netherlands**

**(Joint Degree, accreditation procedure according to the MULTRA-  
agreement)**

**Based on the report of the expert panel and the discussion of the Accreditation Commis-  
sion in its 60<sup>th</sup> meeting on 30<sup>th</sup> of November/1<sup>st</sup> of December 2015 as well as in the circula-  
tion procedure on 22<sup>nd</sup> of January 2016, the Accreditation Commission decides:**

1. The Master programme **“International Humanitarian Action” (Master of Arts)** offered by the **Ruhr-Universität Bochum/Germany in cooperation with the Rijksuniversiteit Groningen/Netherlands** is according to the „Rules of the Accreditation Council for the Accreditation of Study Programmes and for System Accreditation“ adopted on 20.02.2013 accredited without conditions.

The study programme fully complies with the requirements defined by the German Accreditation Council, the structural guidelines by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (Kultusministerkonferenz – KMK), the Länder-specific requirements for the accreditation of Bachelor and Master programmes as well as the requirements of the Qualifications Framework for German Higher Education Qualifications in their current version.

1. The Master programme is a consecutive programme.
2. The Accreditation Commission declares the Master programme as application-oriented.
2. The accreditation is given for the period of **seven years** and is valid until **30<sup>th</sup> of September 2022** taking into consideration the provisional decision by the Accreditation Commission on 18<sup>th</sup>/19<sup>th</sup> of May 2015.

The following **recommendations** are given for the further improvement of the programme:

1. The network should provide clearer information about the specialisation of each university. It is advisable to develop comprehensible and comparable descriptions.
2. More students and lecturers from outside Europe should be involved in the programme.
3. A broader inclusion of different perspectives such as “detection, prevention & reduction of risk” and the donor perspective would be desirable.
4. It is suggested that the name “Geopolitics” should be replaced by “International Relation Theory” and that “International Relation Theory” should be taught in the first semester.
5. The topic “Responsibility to Protect (R2P)” should be made more visible in the module descriptions.

**AQAS**

Agentur für Quali-  
tätsicherung durch  
Akkreditierung von  
Studiengängen

6. The terminology should be streamlined.
7. The universities' cooperation with institutions and organisations being considered as strategic in the field of humanitarian action – in particular with regard to Ministries and specialised organisations – should be strengthened in order to create an even more pluralistic interaction with practitioners.

With regard to the reasons for this decision, the Accreditation Commission refers to the attached assessment report.



## Experts' Report on the Master programme

“International Humanitarian Action” (M.A.)

offered by Ruhr-Universität Bochum/Germany in cooperation with the  
Rijksuniversiteit Groningen/Netherlands

(*Joint Degree*, accreditation procedure according to the **MULTRA-**  
**agreement**)

Visit to the University: 28<sup>th</sup> of October 2015

### Panel of Experts:

|                                      |   |
|--------------------------------------|---|
| <b>Univ. Prof. Dr. Heinz Gärtner</b> | University of Vienna, Department of Political Science, as well as Austrian Institute for International Affairs (OIIP)   |
| <b>Thomas Hirsch</b>                 | Climate & Development Advice, Neckargemünd, as well as Bread for the World, Berlin (expert from the professional field) |
| <b>Prof. Dr. iur. Markus Kotzur</b>  | University of Hamburg, Faculty of Law, European and International Law   |
| <b>Susann Schultz</b>                | University of Greifswald (student expert)   |

### Coordinator:

|                    |                              |
|--------------------|------------------------------|
| Dr. Katarina Löbel | AQAS e. V., Cologne, Germany |
|--------------------|------------------------------|



## 1. Introduction

The Ruhr-Universität Bochum/Germany (RUB) and the Rijksuniversiteit Groningen/Netherlands (RUG) apply jointly for the re-accreditation of the Master programme in "International Humanitarian Action" which is embedded in the Network on Humanitarian Action (NOHA). This report results from the external review of the Master programme.

The review of the study programmes follows the „Rules of the Accreditation Council for the Accreditation of Study Programmes and for System Accreditation" adopted on 20.02.2013, the structural guidelines by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (Kultusministerkonferenz – KMK) as well as the criteria of the Dutch-Flemish Accreditation Organisation (Nederlands-Vlaamse Accreditatieorganisatie – NVAO). The accreditation in the Netherlands is carried out by NVAO. AQAS and NVAO agreed prior and during the procedure upon the procedural stages, the criteria, the expert panel and the completeness of the experts' report. Both agencies signed the MULTRA-agreement.

The Universities produced a Self Evaluation Report (SER). The accreditation procedure was officially initialised by a decision of the AQAS Accreditation Commission on 18/19.05.2015. The Accreditation Commission nominated the before mentioned expert panel and the Universities did not raise any concerns against the composition of the panel. After a review of the Self Evaluation Report, on the 28<sup>th</sup> of October 2015 a site visit took place. According to the rules on the accreditation of study programmes by NVAO, fifteen different master theses were provided to the experts prior to the site visit. On site in Bochum, the experts interviewed different stakeholders from both universities and consulted additional documentation and student works. The visit concluded with the presentation of the preliminary findings by the group of experts to the Universities' representatives.

## 2. General Information on the study programme

The Network on Humanitarian Action (NOHA) is an international association of Universities to enhance professionalism in the Humanitarian sector, by promoting Humanitarian values and providing certificated courses, as well as refreshment courses and promoting research and policy papers on key humanitarian issues.

The Master programme is a joint programme organised by Ruhr-Universität Bochum (Germany), Universidad de Deusto (Bilbao, Spain), Uppsala Universitet (Sweden), University College Dublin (Ireland), Université catholique de Louvain (Belgium), Aix-Marseille Université (France), the Rijksuniversiteit Groningen (the Netherlands), and as of the academic year 2015/2016 the Uniwersytet Warszawski (Poland). In addition to the eight universities participating in the Master programme, the consortium can according to the self-description also rely on several third-country partner universities outside Europe. These NOHA Mundus partners provide an overview of humanitarian action-related teaching, research, policies and practices in different political and cultural contexts as a foundation to guide collaborations for knowledge building and shared learning. Currently, these NOHA Mundus partners include the Monash Asia Institute at Monash University (Melbourne, Australia), the Faculty of Political Sciences and International Relations at the Pontificia Universidad Javeriana (Bogotá, Colombia), Bangalore University (India), Universitas Gadjah Mada (Yogyakarta, Indonesia), Saint-Joseph University (Beirut, Lebanon), University of Western Cape (Cape Town, South Africa) and Fordham University (New York, USA).

The basis for the cooperation within the network is a consortium agreement enclosing agreements among others on purpose, parties, the legal framework, the programme's governance, its structure, staff, quality assurance and information on the programme as well as the students' administration including student application, selection and admission, mobility, performance monitoring, joint recognition, services available for students, students' rights and responsibilities. Being

an integrated programme, the main activities are according to the SER run jointly by the universities of the consortium: building the study plan, selecting the students, building a joint quality assessment, and issuing diplomas.

The RUB is divided into 20 faculties and has around 5,500 employees and over 43,000 students from 130 countries. The guiding principle of RUB centres according to the SER on the three values of being people-centred, cosmopolitan and high-performance. At RUB, the Institute for International Law of Peace and Armed Conflict (IFHV) manages the Master programme in "International Humanitarian Action" with contributions from the Faculties of Law, Social Science, Geosciences and Medicine. The IFHV was established in 1988 as a central research unit and carries out research and teaching on the problems of peace and armed conflict from an interdisciplinary perspective. Besides the Master programme in "International Humanitarian Action", the IFHV describes that it also participates in several other international academic programmes.

The RUG has today 28,000 students, ten faculties covering a wide selection of disciplines, 5,000 of staff, of which 2,000 are academic staff. The university considers its mission to be internationally oriented and to provide high-quality education and research. At present, its research activities focus in particular on the areas such as Energy, Healthy Ageing and Sustainable Society, with humanitarian action clearly being related to this last main research theme. The Master programme in "International Humanitarian Action" is hosted by the Department of International Relations and International Organisation in the Faculty of Arts and shares quarters with the Globalisation Studies Groningen (GSG), an inter-faculty and interdisciplinary institute that spans the entire RUG connecting academic work of research groups and individuals on issues relating to globalisation, development and humanitarian studies. The Master programme is also interdisciplinary drawing on lecturers and researchers from the Faculties of Economics & Business, Behavioural & Social Sciences, Theology & Religious Studies, Medical Sciences, Law, Spatial Sciences and Mathematics & Natural Sciences.

## 3. Aims and Objectives of the programme

The Joint Master programme in "International Humanitarian Action" is defined as an inter-university, multidisciplinary postgraduate programme that is supposed to provide academic education and professional competencies for personnel working or intending to work in the area of humanitarian action. The languages of instruction are: English, French and Spanish.

Upon completion of the programme, the students should have achieved competences in the dimensions of academic research, humanitarian commitment, context analysis and reflection, coping and safety, leadership, collaborative relationships, as well as service to crisis-affected people. In these dimensions, subject and cross-subject knowledge as well as subject-related, methodological and generic skills are provided according to the SER. The universities define as specific learning outcomes:

### Academic research:

- Has specialised knowledge and a critical methodological understanding of appropriate research methods and research design for the humanitarian field and for original research in humanitarian studies.
- Has justified and applied methodology and scientific methods correctly in an original piece of humanitarian research.
- Has studied a research topic in depth, and conducted and completed a medium-length research project largely self-directed.

### Humanitarian commitment:



- Has a critical understanding of the humanitarian principles and standards and the problematic nature of the dilemmas involved.
- Has demonstrated the ability to formulate adequate and ethically sound recommendations for humanitarian action grounded in the humanitarian principles and values, translating these in innovative, practical terms to policies, strategies and programme management.
- Takes responsibility for specifying clear ethical standards informed by the humanitarian principles, values and professional codes of conduct.
- Applies innovatively and strategically correct the humanitarian principles and standards to dilemmas in complex and insecure contexts.

#### Context analysis & reflection:

- Has highly specialised knowledge and a critical understanding of humanitarian concepts and theories.
- Has innovative expertise on a particular current theme in humanitarian action with an interdisciplinary understanding in terms of its political, legal, anthropological, public health and management aspects.
- Has specialised skills to conceptualise, interpret and critically analyse complex humanitarian crises and interventions on the basis of a variety of sources, generating new interdisciplinary expertise to help solve complex humanitarian problems.
- Demonstrates the ability to position one's own research findings in the broader context of humanitarian action.
- Has developed an open attitude towards acquiring new knowledge and understanding about professional and academic developments in humanitarian action.

#### Coping & safety:

- Has a thorough understanding of personal security risks in humanitarian fieldwork and possible techniques and strategies to reduce the impact of external stressors.
- Has specialised problem-solving skills to promote the best and safest response in humanitarian emergency contexts in terms of personal and social implications and foreseeable harm by humanitarian interventions.
- Acts firmly and appropriately in insecure situations according to the security rules, taking into account advice from security sources and other stakeholders.

#### Leadership:

- Has a critical understanding of opportunities and threats of current trends in the humanitarian sector.
- Has demonstrated a range of coaching and management skills to carefully assess the relevant factors for decision making in terms of operative context, possible effects and risks and the best way for successful implementation of strategic decisions.
- Has demonstrated the ability to act on decisions made.
- Has adopted a reflective practice analysing personal learning goals and ways to achieve them.
- Stimulates the involvement and development of team members and partners to achieve a successful humanitarian project.

#### Collaborative relationships:

- Has highly specialised knowledge of the diversity of actors and stakeholders, their interaction and competition, and a thorough understanding of the importance of coordination between different levels in the humanitarian system.
- Has demonstrated the ability to listen to beneficiaries and stakeholders and taking into account their considerations, communicate humanitarian expertise and research findings in a

structured, intelligible way to specialists and non-specialists in a multi-cultural humanitarian setting.

- Has the ability to cultivate relations of sensitive respect in terms of cultural and gender diversity and to cooperate in a quest for mutual benefit or compromise.
- Involves partners and team members in different levels of decision-making and acts in a responsible and accountable manner concerning own decisions.
- Actively contributes to team building, a balanced distribution of work, and fostering a good atmosphere and cohesion in group projects in an effort to achieve the common goal.

#### Service to crisis-affected people:

- Has highly specialised knowledge and critical understanding of the impact of various humanitarian action interventions on the needs and rights of crisis-affected people and their interaction with interests of relevant actors in a certain professional regional context.
- Has specialised problem-solving skills combining interdisciplinary knowledge and understanding of the range of needs and capabilities of crisis-affected people in a certain regional context toward relevant, evidence-based solutions for effective response.
- Learns from past experiences, identifies opportunities to overcome humanitarian dilemmas and proposes new work methods for increased efficiency, effectiveness and stakeholder accountability in complex and unpredictable humanitarian environments.

The universities describe that humanitarian values and societal impact are prioritised in the programme. The programme is supposed to enable its students to grow and develop into active, contributing members of civil society at the global level. This should be achieved through its international orientation, combined with the practical experience gained during the internship and other modules, its focus on critical thinking, ethical dilemmas and the humanitarian principles and standards.

As laid down in the SER, candidates are selected on the quality of their education and professional background, their experience in, and concern for, humanitarian issues, their multicultural sensitivity, and their linguistic abilities. All applicants must follow the joint application procedure as established by the NOHA Consortium. Admission may be granted to applicants who submit complete applications and meet the following common admission criteria: Candidates must have obtained, as a minimum, a university first cycle degree (Bachelor) in a discipline of relevance to humanitarian action. Practical experience in the area of humanitarian action in governmental, inter-governmental and/or non-governmental organisations and institutions is valued. Selection criteria include motivation, type and level of academic qualifications, level of language abilities, type and level of research experience and level of professional experience. Candidates are required to have a recognised qualification in the language(s) of instruction of the university they plan to attend. All applicants must apply online via the NOHA website including provision of the required documents. The corresponding NOHA selection committee at each NOHA Master's university assesses the applications and selects the candidates for its university according to the agreed NOHA common selection criteria. The university submits its selection to the NOHA Mundus Secretariat, where a final list of admitted students is coordinated and distributed among all NOHA Master's universities.

After successfully completing all programme components, students are awarded a Joint Diploma in "International Humanitarian Action" with the degree "Master of Arts" from the home and host universities. The Diploma Supplement is given to all students.

#### Evaluation

The ambitious aims of the both demanding and well-conceptualised programme comply with the profile of the respective institutions and the NOHA-network in general. Concerning the profile, the structure and the future development of the participating universities/institutions, the programme



is of importance, enjoys a high standing and strong support by the actors in charge. Furthermore, the programme is consistent with the profile of the respective departments with regard to teaching and research. The teaching staff is composed of highly qualified and well-renowned experts (academics and practitioners alike). The intended learning outcomes of the programme are clearly defined; they are published and meet the requirements of a critical "reality-check". The participating universities gave convincing proof that the expected learning outcomes successfully have been achieved. Finally, the title of the programme precisely reflects the contents of the curriculum.

The academic level of the content corresponds with the requirements of the appropriate level of the European and the respective National Qualifications Framework. The programme displays a sound balance of theoretical teachings and approaches to practical work in the field. The aims of the programme as described above furthermore contribute to the employability of the students and – beyond the scientific and practical insights they gain – to their personal development. In particular, the programme – not the least because of its well-balanced interdisciplinary structure – enables graduates to reflect social, scientific and ethical aspects in their decisions and supports them to pursue their professional career.

The entrance requirements, transition possibilities and selection processes are clearly defined and adequate. Even though the programme already fulfils high quality standards, further improvement should be made regarding the following aspects: The network should provide clearer information about the specialisation fields of each university. So long, each university partner offers a very different description ranging from ten-page papers to short descriptions on the respective web page. The students suggested a comprehensible and comparable description in order to create a solid basis for the choice of the partner university e.g. main topics, contents, and approaches, fields of employment, certain capacities or previous knowledge that might be helpful for the successful completion of the specialisation fields (**Finding 1**). To get this information fairly in advance is very important for informed choices of the students. Since the programme relates to global issues and practical work that often needs to be done outside Europe and requires sensibility for diverse cultural contexts, more students and lecturers (in particular practitioners) from outside Europe should be involved in the programme (**Finding 2**). That would not only strengthen opportunities of inter-cultural learning but also provide important venues for networking and career building.

One key feature of the programme is the intensive cooperation on different levels (e.g. content, assessment procedures, entrance regulations, awarding of the certificate, quality assurance and programme development) between the participating universities/institutions. This cooperation is based on an effective and efficient infrastructure as well as on many years of experience. It is furthermore regulated by an agreement and the participation universities/institutions continuously work on the improvement of their cooperation.

#### 4. Curriculum

The Master programme in "International Humanitarian Action" encompasses three semesters accounting for 90 CP and it consists of a set of mandatory modules combined with specialisation options.

As laid down in the SER, the Master programme comprises four components. The first component concerns the "Intensive Programme", which is supposed to provide a first overall introduction of the humanitarian sector, its actors, issues and values at the start of the programme. The second component focuses on the main disciplines in humanitarian action: International Relations/Geopolitics, International Law, Management, Medicine and Public Health, and Anthropology. In the third component, each of the partner universities offers a specialisation according to its specific expertise to deepen and extend specialised humanitarian and academic knowledge and

skills, as well as to stimulate more autonomous conduct in research and the student's orientation on the work field. The fourth component starts after the second semester and requires the student to prove his or her academic and social competence by means of the Master thesis, an internship and/or a research stay at one of the NOHA Mundus partner universities outside Europe.

Mobility is defined as an integral part of the teaching-learning process in the Master programme. According to the SER, the course is organised in such a way as to provide mobility, both of students and of lecturers, between a minimum of two countries of the consortium during the period of study. For this purpose, the universities designate three periods of mobility: in the first semester during the Intensive Programme, during the second and during the third semester. Third semester mobility in the form of a research stay is, however, only available to a limited number of students.

The universities explain in the SER the process of updating and reassessing the profile and structure of the Master programme. The Quality Enhancement and Curriculum Development taskforce (QECD) was set up for this purpose and for the purpose of ensuring the jointness of the programme.

According to the SER, common work forms to achieve the intended learning outcomes in the modules are group and project work, lectures and seminars, student presentations, simulation exercises, individual studies, individual internships and individual thesis research.

All modules are concluded with a module examination to grade the student's achievement of the intended learning outcomes. The assessment method used for a module depends according to the universities on the knowledge, skills and competence that a module targets. The methods encompass written exams, oral exams, class participation, debating sessions, case studies, project proposals, simulations, written assignments/essays, self-evaluation reports of the internships, and the Master thesis as well as an oral defence of the thesis.

#### Evaluation

The Curriculum covers most of the main topics of a programme on "International Humanitarian Action" like International Law, Anthropology, Peace Building, Post-conflict Rehabilitation, Health issues, Disaster relief, Management and Leadership etc. The advantage of the programme is that it can draw upon various disciplines and universities. The interdisciplinarity of the programme is an excellent basis to achieve its goals. Most of the topics correspond with its profile. The modules are more systematic than at the last accreditation five years ago. The former "learning stations" have been replaced by "learning outcomes", which appears to be plausible to the experts. The design of the programme thus supports the achievement of all intended learning outcomes. They reflect both academic and labour market requirements. The learning outcomes of the individual elements contribute to the overall learning outcomes of the programme. However, the expert team wishes to mention several topics that could also be considered to be included into the modules: fragile states, human security, risk analysis, forced migration and displacement, conflict prevention and risk analyses.

It is important that students are encouraged to do internships although the contacts to the various governmental and non-governmental organizations could be improved (**Finding 7**). The MOD, the OSCE and various UN-organizations in Bonn should be added to the list. More practitioners and officials (and maybe donors) should be invited as speakers. Anyways, the teaching-, learning-, and assessment methods in general support the exchange between theory and practical application as well as between research and teaching. Where appropriate, students are involved in research activities.

Regarding the transparency of the module descriptions, the experts strongly recommend that the term "Geopolitics" in module 201 should be dropped and the term "International Relations" should be replaced with "International Relation Theory" which, in addition, should be taught in the first semester (**Finding 4**). The current module is a "catch all"-module that opens the door to cover an



arbitrary list of international relations topics. It should be mentioned that geopolitics in International Relation is a specific school of thought related to Mackinder, Haushofer, Brezezinski, maybe Huntington and some others and is not an overall concept for almost any International Relation topic. The suggested module "World Politics" would be merely a semantic change. The expert team understands, however, that the coordination among the participating universities is a cumbersome procedure.

Also, it should be taken into consideration to make more visible in the existing module descriptions or to introduce an extra module for the concept "Responsibility to Protect" (R2P) or "Protection of Civilians" (POC) (Finding 5). These concepts are parts of any human rights and human security debate. In addition, they offer an excellent possibility to apply it to the study of several cases of massive human rights violations. In addition, the students asked for a broader inclusion of different perspectives such as "detection, prevention & reduction of risk" and the donor perspective, which is also desirable from the point of view of the experts (Finding 3).

All elements of the curriculum are described in detail in a document (handbook, manual). The module descriptions are also available to the students. They contain the intended learning outcomes, methods of learning and teaching, assessment methods, and the expected workload (self-study and presence, including internships). The programme is in principle nicely arranged and systematic. The chart of the programme in the handbook is very useful. However, there is a confusion of the terms sometimes: Terms such as "modules", "core courses", "components" and "disciplines" are used interchangeably. Translation of the different terms used by the different partners might be a reason. From the experts' perspective, this terminology should be streamlined to increase the transparency of the descriptions (Finding 6).

The assessments applied in the programme reflect the knowledge, skills and competences taught in the programme. They are designed to measure the achievement of the intended learning outcomes and other programme objectives and they are appropriate for their purpose, whether diagnostic, formative or summative. The final thesis, which could be examined by the experts, prove that the intended level of qualification is achieved through the programme. It is ensured that every student has taken a variety of examination types over the course of the studies. In case of different optional examination methods there is a mechanism that coordinates the achievement of a appropriate spectrum over the course of studies.

The programme's structure allows for international mobility of students. The programme uses a defined structure to promote international mobility.

In sum, the programme is innovative and useful and the concepts are related to the practice. Some modules could to be more focused and the contact to institutions and officials should be enhanced.

#### Achievement of the intended learning outcomes

The intended learning outcomes of the programme exist and are published (see chapter 3). The universities also showed proof of the achievement of the learning outcomes through the curriculum. The intended and the achieved learning outcomes are from the experts' perspective in full accordance.

The experts examined fifteen master theses in detail before the site visit which they judged favourably. In addition, they had insight into more theses during the site visit. The application documents, the discussions during the site visit and the examined master theses showed clearly that all defined learning outcomes can be reached during the study of the Master programme "International Humanitarian Action". From the experts' perspective, the examined theses provide strong evidence that the objectives of the study programme are fully accomplished. The academic level of the theses differed, of course, which is reflected in the different marks. The marks ranged from 1,0 to 3,0 according to the German marking system.

The examined theses displayed a broad range of different topics, different disciplinary and theoretic approaches as well as methodologies within the scientific field of humanitarian action. The topics included e.g. aspects of climate change and global peace, disaster management, humanitarian aid institutions and policies in different countries, human security, wartime rape, media access in military operations, human rights and human rights violations, humanitarian interventions and health status, dead body management in disasters, ethical and cultural awareness for the preparation of aid workers, research ethics, the status of women in humanitarian assistance, sexual violence, justice in refugee camps, and trauma management.

It is also demonstrated particularly by the student works that the students have both broadened and deepened significantly their subject-specific knowledge and many of their generic competencies. They have acquired highly specialised knowledge, the critical awareness of knowledge issues in the field of humanitarian action as well as an overview over the most important theoretical approaches. In addition, the theses attested that the students have developed advanced research skills. The students showed in all theses the ability to integrate their research question into a broader research and disciplinary context and there is evidence provided that the students are capable to manage research projects independently and with the help of scientific methods. Furthermore, the communicative competencies of the students are elaborated at the end of the studies: the presentation of the research results fully complies with scientific standards.

The reported high transfer rate of the graduates in the relevant professional fields is another indicator for the experts that shows that the acquired qualifications comply with the demanded qualifications.

## **5. Student Support and Feasibility of the Programme**

### Study Organisation

The Master programme has complex management structures defined with responsibilities of decision, evaluation and execution. The NOHA Association's governance and management framework is composed of the following organs: the NOHA General Assembly as the highest authority of the Association, the NOHA Advisory Council, the NOHA Board of Directors, the Executive Committee, the NOHA General Secretariat, the NOHA Alumni Community, the NOHA Master Board of Directors, the Joint Programme Coordinator, the Programme Evaluation Committee, the Joint Programme Committee, the NOHA University Programme Committee, the NOHA Quality Enhancement and Curriculum Development Taskforce (QECD), the NOHA Coordinators, and the NOHA Faculty. These organs fulfil different tasks in order to govern and manage the Master programme.

The NOHA team in Bochum consists of three core staff members, an assistant and the secretary. The NOHA director has the overall responsibility for the programme in Bochum and represents NOHA on network level, where joint strategies are developed. The NOHA programme coordinator in Bochum is in charge of the administrative organisation of the programme including admittance, counselling, registration, mobility support and coordination within the network on coordinators and secretarial level. The programme coordinator is the main contact person for the students. The NOHA academic coordinator is mainly responsible for lecture coordination and curriculum development in Bochum in close cooperation with the internal and external lectures.

The NOHA team in Groningen consists of the NOHA director assisted by his deputy and three staff members in the secretariat, including the NOHA coordinator. The secretariat takes care of admission and registration, counselling, mobility support and coordination within the network on coordinators level.



### Information

During the Intensive Programme, students receive specific information on the academic and professional profile of the Master programme. During this event, students have the opportunity to meet their NOHA Coordinator and Director as well as lecturers and administrators from the different partner universities. The universities describe that at the home university, students are invited to a general welcoming session. Students also attend an introductory session covering academic and practical issues (calendar, lectures, elective courses, internship programme, university facilities, etc.). Detailed information concerning the programme such as course schedule, module guide and literature list should be given to the students as handbooks and it is also provided online.

Information on the modules and the study programme are according to the SER facilitated on network level through the Student Handbook. The Student Handbook contains information with regard to the network and the Master programme, the joint structures of the programme, the mobility options, joint standards and requirements with regard to internships, thesis and degree. Moreover, an overview of the core modules as well as the specialisations of the different universities in the second semester is presented. In addition, students have access to the joint online learning environment on which partner universities offer additional material for the modules and lectures of the current academic year. On university level, Bochum employs a programme coordinator for study counselling and administrative support as well as an academic coordinator, who is in charge of lecture coordination and curriculum development. RUG employs a specially appointed NOHA programme coordinator for study counselling and administrative support as well as an academic programme manager, who is in charge of lecture coordination and curriculum development.

### Support

The exchange of students in the Master programme is supported and sustained by mobility agreements and learning agreements which are maintained by the International Offices of the respective NOHA Master's universities. The universities describe that all NOHA Master's universities have hosting facilities and services to welcome and host international students and scholars in the form of an international service or office with adequate opening hours and linguistic coverage, accommodation, language courses, orientation courses, sports centres, libraries, computer facilities, etc.

In view of the different languages of instruction, the different university locations and the relevance for the humanitarian work field, partner universities offer a range of language courses open to students of the Master programme in "International Humanitarian Action" to improve their language skills.

### Assessments

The examining lecturers of the modules organise module examinations in cooperation and consultation with the NOHA coordinator to ensure the comparability of exams in terms of requirements and efforts across the different modules and the accordance with the Study & Examination Regulations. Exams take either place at the end of the module or are split-up in different predefined examination moments. Examination dates are included in the course manuals of modules, which are provided to the students at the beginning of modules.

In case a student does not pass an exam, either a re-examination or a deadline for reworking or repairing the failed assignment is set, ordinarily in consultation with the lecturers and students concerned, but normally within a period of four weeks after the examination date. If students have already changed their location of study within the four-weeks period for repeating the exam, oral re-examinations can be conducted via Skype. A rework of written assignments is submitted via the NOHA platform or email to the examiner and the NOHA coordinator.

Examinations, assessments and the grading system are regulated by the joint Study & Examination Regulations of NOHA and further explained in the NOHA Student Handbook. The Study & Examination Regulations of the network form a minimum set of regulations and can be further supplemented by local study and examination regulations at the partner universities. Many universities upload their local study & examination regulations on the NOHA platform. At the other universities, they can be viewed upon request. The local Study & Examinations Regulations in Bochum contain additional information on the various forms of grade assessment and final examination. Similarly in Groningen, the forms of examination for each module are laid down in the NOHA Assessment Plan, which is an integral part of the local Teaching and Examination Regulations (*Onderwijs & Examenregeling*) of the programme as formally adopted by RUG. The local Board of Examiners is responsible for verifying that examinations are up to standards and for confirming that the examinations produce a correct assessment of the learning outcomes in Groningen.

Students with a functional disorder are given the opportunity to take examinations in a form commensurate with their individual handicap. This is regulated in article 7.7 of the joint Study & Examination Regulations.

### Credits

As stated in article 5.2 of the Study & Examination Regulations, one CP signifies an average workload between 25 and 30 hours, including self-study, hours in class, assignments and examinations. Through the joint evaluation procedures of the network, modules are evaluated on whether the workload was set realistically. If necessary, the workload should be adjusted.

The universities confirm that their practices in recognising CP are fully compliant with the Convention on the Recognition of Qualifications concerning Higher Education in the European Region (the Lisbon Recognition Convention). This practice is regulated in article 7.1 of the NOHA Study & Examination Regulations.

As for practical elements in the curriculum, the universities describe that an internship is possible. Depending on national legislation and taking into consideration students' prior experience and their future career prospects, the weight given to the internship and Master thesis within the fourth component of the Master programme varies among the universities. According to the universities, they form a recognised part of the curriculum.

### Gender Equality and Equal Opportunity

The Ruhr-Universität Bochum states that the study programme follows the equal opportunity concept, which is a central criterion for the university's further development. As laid down in the SER, equal treatment has been implemented cross-sectionally throughout the university's organisation. Gender equality has been integrated into the university's mission statement, the contract with the Ministry of Research, Technology and Innovation NRW, the management principles and in all measures of organisational and human resources development. The Ruhr-University's diversity policy focuses on the inclusion of every individual who participates in the universities. For this purpose, RUB provides according to the SER a diverse set of service packages that are also available to all groups of people at the university. As such, students in Bochum can for example make use of the expert advice of the Student Service Organisation to support their equality efforts at the Advice Centre for Inclusion of the Disabled People. The equal treatment of every student is also taken into account in the Study & Examination Regulations of the Master programme in "International Humanitarian Action". Moreover, the special circumstances of, e.g., disabled or chronically ill people are also considered in the provision of mobility places. As for students with children, RUB has participated in the Hertie Foundation's audit "*Familiengerechte Hochschule*".



Rijksuniversiteit Groningen describes that it has developed in its strategic plan 2010–2015 mechanisms to ensure gender equality and equal opportunity. With instruments such as the Rosalind Franklin Fellowship Programme, inclusive leadership courses and a mentoring programme directed at female academics, the university aims to stimulate the recruitment and promotion of female talent. In Groningen, NOHA students can address the Student Service Centre (SSC). The university considers it important that students with physical disabilities, chronic illnesses, psychological complaints, dyslexia and other disabilities are able to study. In the joint Study & Examination Regulations it is explicitly stated that students with a functional disorder will be given the opportunity to take examinations in a form that will compensate as far as possible for their individual handicap.

#### **Evaluation**

##### Study Organisation

The NOHA team Bochum in cooperation with the NOHA Association's governance under the overall responsibility of the NOHA director. In Groningen, the programme is coordinated by the NOHA director assistant, by a deputy and the staff members. The structures in Bochum and Groningen guarantee on the substantive and organisational level that overlap in the master programme is avoided. The programme including the internships is implemented in a way that allows students both in Bochum and Groningen to complete their studies in the advertised regular course duration of three semesters.

##### Information

The assessment regulations are defined and published at all universities that are partners in the programme. The regulations are available via internet and as a printed version to all students. The institution provides up to date information on its programmes.

The only recommendation from the experts' side would refer to the students' wish for more comprehensible and comparable descriptions about the specialisation of each of the partners. This would allow the students to better choose the partner university in the second semester according to their goals (**Finding 1**, see also chapter 3).

##### Support

The universities Bochum and Groningen provide current programme information every semester and before the students enter the programme, as well as all other part taking universities.

The general university advisory service at both universities is available for the NOHA students. For special information, the students are able to consult the NOHA staff at any time through the open door policy.

There are specific advisory services on the programme level. Because of the internationality of and mobility in the programme, there are frequently incoming students, who are taken care of by the NOHA staff. Learning agreements are used to facilitate the mobility of students.

There is an obligational internship included in the programme. The NOHA coordinators help the students to get in touch with organizations that offer internships, for example via a regular job fair. The students confirmed that the network members and staff members at the universities support the students in finding practical placements.

##### Assessments

The responsibilities and structures with regard to the organisation of the exams are clearly defined. The overall responsibility for the organisation of the exams rests with the respective NOHA coordinator of the universities.

The organization of the exams is appropriate with regard to timing. The students confirmed that the examination dates are published at the start of every semester. The total number of exams per semester is appropriate.

There are transparent and published regulations to compensate for disadvantages, illness or other mitigating circumstances. Both universities have and apply regulations to compensate disadvantages.

The grades as well as the failures of all students are monitored, documented and assessed by the network and by each university. The analyses of the number of failed module examinations in the study programme have been used to enhance the programme. The distribution of grades in the grading spectrum is also documented and assessed.

##### Credits

The programme uses a credit point system to describe the student workload. The student workload is calculated for all elements of the programme. The calculation of the workload is transparent. According to the interviewed students as well as alumni, the master programme requires a lot of hard work, but is manageable in the given time.

There are regulations for the recognition of credits gained at other higher education institutions and outside of the higher education system. The Lisbon regulations are applied at both universities.

##### Gender Equality and Equal Opportunity

Concepts for Gender Equality and Equal Opportunities exist and these concepts are applied at Bochum University as well as at Groningen University in an appropriate way.

## **6. Employability**

The universities define that graduates should be capable of taking positions in the area of humanitarian action, as well as commencing an academic career through PhD positions in the field of Humanitarian Studies. With regard to the international labour market in the humanitarian sector, envisaged positions include project and programme managers, administrators, coordinators, researchers, evaluators, delegates, and consultants, both in national and international organisations, governmental and non- governmental, as well as in the field and at headquarters.

Examples of typical organisations where NOHA graduates find employment are the ICRC, UNHCR, UNICEF, WFP, OCHA, ECHO, MSF, Médecins du Monde, Save the Children, Oxfam, World Vision, Caritas, Tearfund, Aktion Deutschland Hilft, Action Against Hunger, Islamic Relief, Cafod, Care, Plan, Handicap International, International Rescue Committee, International Medical Corps, DRC, NRC, Cordaid, Stichting Vluchteling, but also in Ministries of Foreign Affairs and Development Cooperation, think tanks and academia.

To support the career orientation in the programme, the universities designate different measures: the internships, an overview of the humanitarian field and its main actors, as well as practitioners from the humanitarian work field either participate as recurring lecturers or as guest lecturers. Furthermore, RUB has established a Career Day at which stakeholders from humanitarian organisations and institutions are specially invited to provide students with information on internship opportunities and career entry requirements for the humanitarian sector. Similarly, RUG describes that the university has set up the so-called Next-programme, as well as the *MyCareer* system for its students, with workshops and seminars on applying for future jobs, making good resumes, and working on presentation and interview skills. The NOHA Alumni Community is supposed to function as a further measure to maintain connections between the programme, the graduates and current students, essentially providing a NOHA family network with which graduates and new



students can keep in touch to exchange ideas and information, such as on internship and job opportunities.

#### Evaluation

A high level of vocational field orientation of the Master programme is clearly given as both the curriculum design and the reported high transfer rate of graduates in relevant professional fields indicate.

The multi- and interdisciplinary approach of the programme chosen is appropriate to provide a good general picture on main challenges and approaches in the wide field of humanitarian action. Learners get to know and distinguish between the key institutions and deepen their knowledge and understanding including on main theories and methodologies in the specialisation chosen in the second semester. The strong international and intercultural orientation of future professional fields of action is well reflected in the very international and quite unique character of the NOHA network, which as such is a strong value added of the Master programme.

The Master programme and the defined learning outcomes build on a systematic collection and analysis of the requirements of the labour market and qualify students to either take job opportunities as practitioners in the field of humanitarian action or to continue with an academic career as PhD candidates. The diploma supplement, which is handed over to the students upon completion of the programme, properly reflects the qualifications achieved through it.

The interface between the programme and future vocational fields is well considered and approached by the inclusion of practitioners of humanitarian actors as lecturers, a regular job fair, the promotion of internships and field trips, and the support provided to students to successfully apply for internships and jobs. Apart from the respective role played by the institutes' staff in both Bochum and Groningen, it is particularly worth to mention the strong NOHA alumni network in this regard, serving as a helpful link to the labour market. Altogether, the "NOHA family network" as it is being called, seems to be a true asset.

The already existing strong basis deserves to be further developed. It is recommended to widen the universities' cooperation with institutions and organisations being considered as strategic in the field of humanitarian action (**Finding 7**, see also chapter 3). This may include – apart from the Foreign Affairs Ministries - the German and Dutch Ministries for Development Cooperation, for Defence, the Organisation for Security and Cooperation in Europe – OSCE, the Geneva, Vienna and New York based main institutions of the international human rights system and related think tanks, the German Joint Information and Situation Centre/Bundesamt für Bevölkerungsschutz und Katastrophenhilfe in Bonn, the German Committee for Disaster Reduction – DKKV, and further German and international non-governmental big players in the field of humanitarian action as the Berlin based "Bündnis Entwicklung Hilft" with its seven members, Diakonie Katastrophenhilfe, Freiburg based Caritas International, and Geneva based ACT Alliance, to mention a few of them. Cooperation could include exchange, workshops and lectures, study tours, internships and cooperation projects nationally or even abroad. It is further advised to also strengthen the international and inter-cultural dimension of this master program through seeking such a strategic cooperation. Particular scholarships may be required for – or may even result from - such partnerships.

#### 7. Resources

The planned admittance number and admittance cycle for the study programme is 120 to 140 students once a year network-wide. At RUB and RUG, 20 to 25 students are to be admitted once a year respectively.

At RUB, the programme is managed by the Institute for International Law of Peace and Armed Conflict (IFHV) with contributions from the Faculties of Law, Social Science, Geosciences and

Medicine. The teaching staff includes five professors and one postdoctoral researcher. Furthermore, the institute holds several coordinating positions. At RUG, the Master programme is hosted by the Faculty of Arts. Within the faculty, the programme belongs to the Department of International Relations and International Organisation. The teaching staff includes three professors, five assistant professors, several module lecturers and coordinators. As for staff from outside the faculty, the RUG describes that the Faculty of Arts has concluded agreements with the participating faculties (International Relations, Law, Economics & Management Sciences, Medicine, Anthropology, Psychology, Sociology as well as the Natural Sciences).

At RUB, personnel development is carried out by two central departments. The Department of Academic Education offers further academic education to external persons and works closely together with the RUB Academy. Coaching and further education for university staff is organised by the Department for Internal Further Education and Consultancy. Personnel development for the university's staff aspires according to the SER to enhance the effectiveness of the university and its aims. RUB describes as main areas of activities traditional higher education didactics and higher education personnel development. At RUG, all lecturers with a permanent position are required to obtain a University Teaching Qualification (*UTQ derwijs*). The UTQ is proof of didactic competence for lecturers in academic education and is part of the *Basiskwalificatie Onderwijs/University Teaching Qualification* agreement. Furthermore, courses related to grant application, leadership and career development are offered via the Centre of Career Development and Training. The centre also offers courses for team development, mentoring female academics and working in international settings.

The universities describe in the SER the material resources available at RUB and RUG. These include among others lecture and conference rooms, working spaces with notebooks, printers and other computer facilities, and department libraries.

The Master programme receives funding from the European Commission, the students' fees and extra funding from the universities. As for the financial sustainability in case one of the partner universities drops out of the Consortium, article 10 of the Consortium Agreement establishes the regulations and procedures that need to be applied in case of termination.

#### Evaluation

The program has the privilege that most of the teachers are on the payroll of the universities. The participating universities also provide the infrastructure (e.g. rooms) for the programme. In addition, the University Bochum offers funds for extra activities such as field trips and special training. The faculty staff members seem to manage the balance between research, publication, and teaching. All of the teachers have a very good publication record and there are procedures to ensure the appropriate didactic qualification and training of the teaching staff. Both institutions have appropriate strategies and mechanisms of performance promotion and staff motivation.

The position of a coordinator at each university for administrative and academic purposes is an excellent institution, which gives the students support and confidence. The tuition of the students is high but not unreasonable.

The programme is sustainable and sufficiently funded. A more detailed financial statement would be helpful, however. From the financial statement it was not entirely clear to the experts how the funds are distributed within the network. The experts advise that the university partners should describe most transparently for example which portion of Third Party projects (e.g. by EU Commission) can be used for the programme.

With respect to the learning resources, the experts confirm that appropriate material resources (computer workplaces, laboratories etc.) are available for carrying out the study programme both in Bochum and in Groningen. The equipment is adequate for the achievement of the intended learning outcomes. Facilities are appropriate in terms of room and space required for the number



of students enrolled. There is also an appropriate amount of literature, journals and information sources to enable the achievement of the intended learning outcomes. The education institutions also provide students' access to information by internet network.

## 8. Quality Assurance

The commitment to quality by all partners of the NOHA Consortium is laid down in the NOHA Mission, Vision and Values. Quality assessment and assurance consists thus of an external and an internal level.

For the external level, the universities present an overview of the several external evaluations and quality enhancing projects they have taken part.

On the internal level, the consortium has developed an Internal Quality Handbook comprising specific actions in the data collection system, the data analysis system and the enhancement system, which are to be implemented in a coordinated manner by the different NOHA partner universities and NOHA network organs in their respective areas of competence. The different procedures defined in the handbook are: academic performance analysis, overall satisfaction assessment, module evaluations including workload evaluation, mobility evaluations, internship evaluations, master thesis evaluations, labour market integration analysis, broadcasting the degree, suggestions and complaints, termination of the degree, meta-evaluation of the programme and quality enhancement planning. The universities see the data derived from these evaluations as proof that the study programme is mainly manageable for the students. They also explain the measures which have been installed as result of evaluations and monitorings.

In addition to the consortium-wide instrument, the Master programme in Bochum organises lecturer meetings each semester with a discussion of the reports from the joint evaluations and future topics and trends to be included.

### Evaluation

The programme is subject to policies and associated procedures for quality assurance, both from the universities' side and from the network's side. The policy for the network is laid down in NOHA's Mission, Vision and Values statement. The experts noticed a clear focus on a quality-culture which recognises the importance of quality and quality assurance. To achieve this, the network developed a strategy for the continuous enhancement of quality for all partners.

All quality-related information is thoroughly monitored by the network and by the individual partner universities including the student workload, student progression and success rates, students' satisfaction with their programmes, the profile of the student population, the employability of graduates and evaluation of the programme by graduates, the institutions' own key performance indicators, and the results of teaching-staff and course evaluation. The experts had insight into the relevant results.

The quality strategy also includes regular feedback mechanisms involving different stakeholders. The universities gave varying examples for these feedback loops. The students mentioned that they elect student representatives on a formal level but that it is also possible to find solutions for problems on an individual level.

## 9. Findings

1. The network should provide clearer information about the specialisation of each university. The students suggested a comprehensible and comparable description in order to create a solid basis for the choice of the partner university e.g. main topics and approaches, fields of employment.
2. More students and lecturers from outside Europe should be involved in the programme.
3. A broader inclusion of different perspectives such as "detection, prevention & reduction of risk" and the donor perspective would be desirable.
4. It is suggested that the name "Geopolitics" should be replaced by "International Relation Theory" and that "International Relation Theory" should be taught in the first semester.
5. The topic "Responsibility to Protect (R2P)" should be made more visible in the module descriptions.
6. The terminology should be streamlined.
7. The universities' cooperation with institutions and organisations being considered as strategic in the field of humanitarian action – in particular with regard to Ministries and specialised organisations – should be strengthened in order to create an even more pluralistic interaction with practitioners.

## II. Recommendation of the panel

### Kriterium 2.1: Qualifikationsziele des Studiengangskonzepts

Das Studiengangskonzept orientiert sich an Qualifikationszielen. Diese umfassen fachliche und überfachliche Aspekte und beziehen sich insbesondere auf die Bereiche

- wissenschaftliche oder künstlerische Befähigung,
- Befähigung, eine qualifizierte Erwerbstätigkeit aufzunehmen,
- Befähigung zum gesellschaftlichen Engagement
- und Persönlichkeitsentwicklung.

Auf Grundlage der obigen Bewertung wird das Kriterium als erfüllt angesehen.

### Kriterium 2.2: Konzeptionelle Einordnung des Studiengangs in das Studiensystem

Der Studiengang entspricht

- (1) den Anforderungen des Qualifikationsrahmens für deutsche Hochschulabschlüsse vom 21.04.2005 in der jeweils gültigen Fassung,
- (2) den Anforderungen der Ländergemeinsamen Strukturvorgaben für die Akkreditierung von Bachelor- und Masterstudiengängen vom 10.10.2003 in der jeweils gültigen Fassung,
- (3) landesspezifischen Strukturvorgaben für die Akkreditierung von Bachelor- und Masterstudiengängen,
- (4) der verbindlichen Auslegung und Zusammenfassung von (1) bis (3) durch den Akkreditierungsrat.

Auf Grundlage der obigen Bewertung wird das Kriterium als erfüllt angesehen.

### Kriterium 2.3: Studiengangskonzept

Das Studiengangskonzept umfasst die Vermittlung von Fachwissen und fachübergreifendem Wissen sowie von fachlichen, methodischen und generischen Kompetenzen.

Es ist in der Kombination der einzelnen Module stimmig im Hinblick auf formulierte Qualifikationsziele aufgebaut und sieht adäquate Lehr- und Lernformen vor. Gegebenenfalls vorgesehene Praxisanteile werden so ausgestaltet, dass Leistungspunkte (ECTS) erworben werden können.

Es legt die Zugangsvoraussetzungen und gegebenenfalls ein adäquates Auswahlverfahren fest sowie Anerkennungsregeln für an anderen Hochschulen erbrachte Leistungen gemäß der Lissabon-Konvention und außerhochschulisch erbrachte Leistungen. Dabei werden Regelungen zum Nachteilsausgleich für Studierende mit Behinderung getroffen. Gegebenenfalls vorgesehene Mobilitätsfenster werden curricular eingebunden.

Die Studienorganisation gewährleistet die Umsetzung des Studiengangskonzepts.

Auf Grundlage der obigen Bewertung wird das Kriterium als erfüllt angesehen.

### Kriterium 2.4: Studierbarkeit

Die Studierbarkeit des Studiengangs wird gewährleistet durch:

- die Berücksichtigung der erwarteten Eingangsqualifikationen,
- eine geeignete Studienplangestaltung
- die auf Plausibilität hin überprüfte (bzw. im Falle der Erstakkreditierung nach Erfahrungswerten geschätzte) Angabe der studentischen Arbeitsbelastung,
- eine adäquate und belastungsangemessene Prüfungsdichte und -organisation,
- entsprechende Betreuungsangebote sowie
- fachliche und überfachliche Studienberatung.

Die Belange von Studierenden mit Behinderung werden berücksichtigt.

Auf Grundlage der obigen Bewertung wird das Kriterium als erfüllt angesehen.

### Kriterium 2.5: Prüfungssystem

Die Prüfungen dienen der Feststellung, ob die formulierten Qualifikationsziele erreicht wurden. Sie sind modulbezogen sowie wissens- und kompetenzorientiert. Jedes Modul schließt in der Regel mit einer das gesamte Modul umfassenden Prüfung ab. Der Nachteilsausgleich für behinderte Studierende hinsichtlich zeitlicher und formaler Vorgaben im Studium sowie bei allen abschließenden oder studienbegleitenden Leistungsnachweisen ist sichergestellt. Die Prüfungsordnung wurde einer Rechtsprüfung unterzogen.

Auf Grundlage der obigen Bewertung wird das Kriterium als erfüllt angesehen.

### Kriterium 2.6: Studiengangsbezogene Kooperationen

Beteiligt oder beauftragt die Hochschule andere Organisationen mit der Durchführung von Teilen des Studiengangs, gewährleistet sie die Umsetzung und die Qualität des Studiengangskonzepts. Umfang und Art bestehender Kooperationen mit anderen Hochschulen, Unternehmen und sonstigen Einrichtungen sind beschrieben und die der Kooperation zu Grunde liegenden Vereinbarungen dokumentiert.

Auf Grundlage der obigen Bewertung wird das Kriterium als erfüllt angesehen.

### Kriterium 2.7: Ausstattung

Die adäquate Durchführung des Studiengangs ist hinsichtlich der qualitativen und quantitativen personellen, sächlichen und räumlichen Ausstattung gesichert. Dabei werden Verflechtungen mit anderen Studiengängen berücksichtigt. Maßnahmen zur Personalentwicklung und -qualifizierung sind vorhanden.

Auf Grundlage der obigen Bewertung wird das Kriterium als erfüllt angesehen.

### Kriterium 2.8: Transparenz und Dokumentation

Studiengang, Studienverlauf, Prüfungsanforderungen und Zugangsvoraussetzungen einschließlich der Nachteilsausgleichsregelungen für Studierende mit Behinderung sind dokumentiert und veröffentlicht.

Auf Grundlage der obigen Bewertung wird das Kriterium als erfüllt angesehen.

### Kriterium 2.9: Qualitätssicherung und Weiterentwicklung

Ergebnisse des hochschulinternen Qualitätsmanagements werden bei den Weiterentwicklungen des Studienganges berücksichtigt. Dabei berücksichtigt die Hochschule Evaluationsergebnisse, Untersuchungen der studentischen Arbeitsbelastung, des Studienerfolgs und des Absolventenverbleibs.

Auf Grundlage der obigen Bewertung wird das Kriterium als erfüllt angesehen.

### Kriterium 2.10: Studiengänge mit besonderem Profilianspruch

Studiengänge mit besonderem Profilianspruch entsprechen besonderen Anforderungen. Die vorgenannten Kriterien und Verfahrensregeln sind unter Berücksichtigung dieser Anforderungen anzuwenden.

Das Kriterium entfällt.

### Kriterium 2.11: Geschlechtergerechtigkeit und Chancengleichheit

Auf der Ebene des Studiengangs werden die Konzepte der Hochschule zur Geschlechtergerechtigkeit und zur Förderung der Chancengleichheit von Studierenden in besonderen Lebenslagen wie beispielsweise Studierende mit gesundheitlichen Beeinträchtigungen, Studierende mit Kindern, ausländische Studierende, Studierende mit Migrationshintergrund und/oder aus sogenannten bildungsfernen Schichten umgesetzt.

Auf Grundlage der obigen Bewertung wird das Kriterium als erfüllt angesehen.

The expert panel gives the following recommendations for the further improvement of the Master programme:

- The network should provide clearer information about the specialisation of each university. The students suggested a comprehensible and comparable description in order to create a solid basis for the choice of the partner university e.g. main topics and approaches, fields of employment.
- More students and lecturers from outside Europe should be involved in the programme.
- A broader inclusion of different perspectives such as "detection, prevention & reduction of risk" and the donor perspective would be desirable.
- It is suggested that the name "Geopolitics" should be replaced by "International Relation Theory" and that "International Relation Theory" should be taught in the first semester.
- The topic "Responsibility to Protect (R2P)" should be made more visible in the module descriptions.
- The terminology should be streamlined.
- The universities' cooperation with institutions and organisations being considered as strategic in the field of humanitarian action – in particular with regard to Ministries and specialised organisations – should be strengthened, in order to create an even more pluralistic interaction with practitioners.

The panel of experts recommends to accredit without conditions the Master programme "**International Humanitarian Action**" offered by **Ruhr-Universität Bochum/Germany in cooperation with the Rijksuniversiteit Groningen/Netherlands**.



---

*Number 24 of 1997*

---

## **UNIVERSITIES ACT, 1997**

---

### ARRANGEMENT OF SECTIONS

#### PART I

##### PRELIMINARY AND GENERAL

###### Section

1. Short title.
2. Commencement.
3. Interpretation.
4. Application.
5. Expenses.
6. Repeals and savings.

#### PART II

##### ESTABLISHMENT AND IDENTITY OF UNIVERSITIES

7. Reconstitution of constituent colleges.
8. Incorporation of educational institutions with existing universities.
9. Establishment of additional universities.
10. Change of name of university.
11. Amendment of Dublin City University Act, 1989, and University of Limerick Act, 1989.

#### PART III

##### UNIVERSITIES GENERALLY

##### CHAPTER I

###### *Objects and Functions*

12. Objects of university.
13. Functions of university.
14. Academic freedom.



[No. 24.]                      *Universities Act, 1997.*                      [1997.]

CHAPTER II  
*Governance*

Section

15. Governing authority.
16. Composition of governing authority.
17. Chairperson of governing authority.
18. Functions of governing authority.
19. Visitor.
20. Visitation.
21. Suspension of governing authority.

CHAPTER III  
*Interim Arrangements*

22. Governing bodies of existing colleges, etc., to continue in office until first governing authorities constituted.
23. Determination of composition of first governing authority.

CHAPTER IV  
*Staff of University*

24. Chief officer.
25. Staff.
26. Dispute resolution.

CHAPTER V  
*Academic Council*

27. Academic council.
28. Composition of academic council.
29. Business of academic council.
30. Continuation of existing academic councils.

CHAPTER VI  
*Charters and Statutes*

31. Charters and supplementary charters.
32. Preservation of charters.
33. Statutes.

CHAPTER VII  
*Planning and Evaluation*

34. Strategic development plan.
35. Quality assurance.
36. Equality policy.

[1997.]                      *Universities Act, 1997.*                      [No. 24.]

CHAPTER VIII  
*Finance, Property and Reporting*

Section

37. Budgets.
38. Borrowing and loan guarantees.
39. Keeping of accounts and records.
40. Fees.
41. Report and information.
42. Disposal of land, etc.

CHAPTER IX  
*The National University of Ireland, Maynooth*

43. Establishment of National University of Ireland, Maynooth.
44. Transfer of existing staff.

PART IV  
NATIONAL UNIVERSITY OF IRELAND

45. Amendment of Charter of National University of Ireland.
46. Amendment of Irish Universities Act, 1908.
47. Relationship of constituent universities to National University of Ireland.
48. Membership of constituent universities.

PART V  
AN tÚDARÁS

49. Reviews.
50. Guidelines.
51. Information on staffing.

PART VI  
MISCELLANEOUS

52. Educational institution not to be described as university.

FIRST SCHEDULE  
ENACTMENTS REPEALED

SECOND SCHEDULE  
TABLE

THIRD SCHEDULE  
GOVERNING AUTHORITY

[No. 24.] *Universities Act, 1997.* [1997.]

FOURTH SCHEDULE

CHIEF OFFICER

FIFTH SCHEDULE

SUPERANNUATION

ACTS REFERRED TO

|  |                |
|--|----------------|
| Arbitration Acts, 1954 and 1980                              |                |
| Comptroller and Auditor General (Amendment) Act, 1993        | 1993, No. 8    |
| Dublin City University Act, 1989                             | 1989, No. 15   |
| Dublin Institute of Technology Act, 1992                     | 1992, No. 15   |
| Higher Education Authority Act, 1971                         | 1971, No. 22   |
| Irish Universities Act, 1908                                 | 8 Edw.7. c. 38 |
| National Institute for Higher Education, Dublin, Act, 1980   | 1980, No. 30   |
| National Institute for Higher Education, Limerick, Act, 1980 | 1980, No. 25   |
| Regional Technical Colleges Act, 1992                        | 1992, No. 16   |
| University of Limerick Act, 1989                             | 1989, No. 14   |



Number 24 of 1997

**UNIVERSITIES ACT, 1997**

AN ACT TO CONSTITUTE OR ESTABLISH CERTAIN COLLEGES AND UNIVERSITIES AS UNIVERSITIES UNDER THIS ACT, TO ALLOW FOR THE INCORPORATION OF EDUCATIONAL INSTITUTIONS AS PARTS OF UNIVERSITIES OR AS UNIVERSITIES IN THEIR OWN RIGHT, TO PROVIDE FOR THE GOVERNANCE OF UNIVERSITIES WHICH ARE IN RECEIPT OF MONEYS PROVIDED BY AN *túdarás* BY THE CONSTITUTING OF GOVERNING AUTHORITIES AND ACADEMIC COUNCILS AND PROVIDING FOR THEIR POWERS AND FUNCTIONS, TO MAKE CERTAIN PROVISIONS RELATING TO STAFF, PLANNING AND FINANCIAL SCRUTINY AND REPORTING OF UNIVERSITIES, TO AMEND OR PROVIDE FOR THE CONTINUATION AND AMENDING OF CERTAIN UNIVERSITY CHARTERS AND THE CONTINUATION OF STATUTES, TO REPEAL THE NATIONAL INSTITUTE FOR HIGHER EDUCATION, LIMERICK, ACT, 1980, THE NATIONAL INSTITUTE FOR HIGHER EDUCATION, DUBLIN, ACT, 1980, AND CERTAIN PROVISIONS OF OTHER ACTS, TO AMEND CERTAIN OTHER ACTS, AND FOR CONNECTED PURPOSES. [14th May, 1997]

BE IT ENACTED BY THE OIREACHTAS AS FOLLOWS:

PART I

PRELIMINARY AND GENERAL

- 1.—This Act may be cited as the Universities Act, 1997. Short title.
- 2.—This Act shall come into operation on such day or days as may be fixed therefor by order or orders made by the Minister under this section, either generally or with reference to any particular purpose or provision, and different days may be so fixed for different purposes and different provisions of this Act. Commencement.
- 3.—(1) In this Act, unless the context otherwise requires— Interpretation.

“An *túdarás*” means the body established by section 2 of the Higher Education Authority Act, 1971;



Pr.I S.3

“chairperson”, in relation to a governing authority, includes the chief officer, a deputy-chairperson and a person presiding at a meeting of the authority, while he or she is acting as the chairperson or so presiding;

“chief officer” means—

- (a) a person appointed under *section 24* as the chief officer of a university, or
- (b) the chief officer of a university, constituent college, Recognised College or educational institution, by whatever name known, continued in office for the purposes of this Act,

and includes a person acting in the office or performing the duties of a chief officer;

“commission” means a commission appointed under *section 23(1)*;

“constituent college” means a university college specified in *column 1* of the *Second Schedule*;

“constituent university” means a university specified in *column 2* of the *Second Schedule* or the National University of Ireland, Maynooth;

“Dublin City University” means the university established by *section 2* of the Dublin City University Act, 1989;

“employee”, in relation to a university, means a person employed by the university in any capacity, and includes an officer of the university;

“financial year” means a period of 12 months commencing on the 1st day of January in each year;

“first governing authority” means a governing authority of a university as that governing authority is first constituted after the commencement of *Part III* or, in the case of an additional university established under *section 9*, as first constituted after that university is established;

“functions” includes powers and duties;

“governing authority” includes—

- (a) a person or body appointed under *section 21(4)* to perform the functions of a governing authority,
- (b) in relation to the appointment of a new governing authority after the suspension of a governing authority of a university under *section 21(4)*, the Visitor of that university,
- (c) in relation to the appointment of the first governing authority of a university, the commission for that university, and
- (d) except to the extent that its functions are limited under *section 22*, a governing body continued in existence by that section;

Pr.I S.3

“the Minister” means the Minister for Education;

“the National University of Ireland” means the university by that name in Dublin, constituted and founded by charter in pursuance of the Irish Universities Act, 1908;

“officer”, in relation to a university, includes—

- (a) a permanent, full-time member of the academic staff of the university,
- (b) the chief officer,
- (c) a person who immediately before the commencement of this Part is an officer of a university, constituent college or recognised college, and
- (d) such other employees as the governing authority may from time to time determine;

“Recognised College” means a recognised college of the National University of Ireland;

“the Senate” means the Senate of the National University of Ireland;

“statutes” means the statutes made under *section 33(1)* by a governing authority, and includes statutes continued in force by *section 33(3)*;

“student”, in relation to a university, means a person registered as a student by the university or a full-time officer of the Students Union or other student representative body in the university recognised by the governing authority who was first elected or appointed to his or her office while he or she was a registered student of the university;

“Student Union” means a body established to promote the general interests of students of a university and which represents students, both individually and collectively, in respect of academic, disciplinary and other matters arising within the university;

“Trinity College” means the College of the Holy and Undivided Trinity of Queen Elizabeth near Dublin established by charter dated the 3rd day of March, 1592, and shall be held to include the University of Dublin save where the context otherwise requires in accordance with the charters and letters patent relating to Trinity College;

“the University of Dublin” means the university established by the charters and letters patent incorporating Trinity College and which said university is further provided for by the letters patent of the 24th day of July, 1857;

“the University of Limerick” means the university established by *section 2* of the University of Limerick Act, 1989;

“Visitor” means the Visitor or Visitors to a university or a person appointed under *section 19* to be a Visitor for any purpose under this Act.

(2) In this Act, including a Schedule to this Act—

- (a) a reference to any other enactment shall, except where the context otherwise requires, be construed as a reference to that enactment as amended by or under any other enactment, including this Act,

Pr.I S.3 (b) a reference to a section, Chapter or Part is a reference to a section, Chapter or Part of this Act, unless it is indicated that reference to some other enactment is intended,

(c) a reference to a subsection, paragraph or subparagraph is a reference to a subsection, paragraph or subparagraph of the provision in which the reference occurs, unless it is indicated that a reference to some other provision is intended, and

(d) a reference to a Schedule is a reference to a Schedule to this Act.

(3) A reference in this Act to the performance of functions includes a reference to the exercise of powers and the performance of duties.

Application. 4.—(1) Without limiting its general application, but subject to subsection (2), this Act shall apply to—

(a) the constituent universities,

(b) Dublin City University,

(c) Trinity College,

(d) the University of Limerick, and

(e) such universities, if any, as are established under section 9,

as constituted from time to time, while they are institutions of higher education in receipt of moneys in accordance with the Higher Education Authority Act, 1971.

(2) Sections 16(1) to (7), 21(6), 22, 23, 32 and 33 shall not apply to or in relation to Trinity College unless the Minister, by order made not earlier than three years after the commencement of Part III, declares that those provisions apply, in which case they shall apply as if a reference to the commencement of Part III were a reference to the date on which the order came into operation.

(3) The Minister shall not make an order under subsection (2) if, within the period of three years referred to in that subsection a Private Act is passed by the Oireachtas amending, in a manner consistent with the purpose and substance of the sections mentioned in that subsection, the charters and letters patent under which Trinity College and the University of Dublin are incorporated.

(4) An order made under subsection (2) may amend the charters and letters patent referred to in subsection (3) in such manner consistent with the sections mentioned in subsection (2) as is provided in the order.

Expenses. 5.—The expenses incurred by the Minister in the administration of this Act shall, to such extent as may be sanctioned by the Minister for Finance, be paid out of moneys provided by the Oireachtas.

Repeals and savings. 6.—(1) The enactments mentioned in Part I of the First Schedule are hereby repealed.

(2) The enactments mentioned in column 2 of Part II of the First Schedule are hereby repealed to the extent mentioned in column 3 of that Schedule opposite to those enactments mentioned in column 1.

PART II

ESTABLISHMENT AND IDENTITY OF UNIVERSITIES

7.—(1) The constituent colleges shall, by virtue of this section, become and be universities, and each college named in column 1 of the Second Schedule shall be known by the corresponding name in the English language or in the Irish language in column 2 of that Schedule opposite to the name mentioned in column 1. Reconstitution of constituent colleges.

(2) The universities as constituted by subsection (1) shall be constituent universities of the National University of Ireland and references to “college” or “constituent college” in the Irish Universities Act, 1908 or in the charter of the National University of Ireland, or in the charters of those constituent colleges, shall be construed as references to those constituent universities as constituted from time to time.

(3) A reference to a constituent college in any other Act or in a statutory instrument made under an Act, or in the memorandum or articles of association of any company or any other legal document, shall be construed as a reference to the corresponding constituent university referred to in subsection (1) as constituted from time to time.

(4) Where immediately before the commencement of this Part any legal proceedings in relation to a constituent college were pending to which the constituent college was party, the name of the corresponding constituent university shall on that commencement be substituted in the proceedings for the name of the constituent college, and the proceedings shall not abate by reason of the substitution.

8.—(1) If An tÚdarás considers that an educational institution or part of an educational institution should form part of a university, the Minister may by order made with the consent of the Minister for Finance, the institution concerned and the governing authority of the university, provide that the institution or part shall become and form part of the university, and on the making of the order it shall be so incorporated. Incorporation of educational institutions with existing universities.

(2) The Minister shall not make an order under subsection (1) unless the Minister has first caused to be laid before each House of the Oireachtas a draft of the proposed order and a resolution approving of the draft has been passed by both Houses.

(3) Subsections (3) to (6) of section 44 shall apply to the staff of an institution who immediately before the incorporation provided for in subsection (1) were employees of the institution and who become employees of the university on such incorporation, in the same way as they apply to persons employed by St. Patrick’s College, Maynooth.

9.—(1) The Government may, at any time, appoint a body, the membership of which shall be recommended by An tÚdarás and shall include international experts and national experts, including Establishment of additional universities.

Pr.II S.9

employees of universities to which this Act applies, to advise An tÚdarás on whether, having regard to the objects and functions of a university under sections 12 and 13, an educational institution should be established as a university.

(2) On the advice of the body and the recommendation of An tÚdarás, but subject to subsection (3), the Government may, by order, provide that the institution shall be a university for the purposes of this Act and, on the making of the order, it shall be established accordingly.

(3) The Government shall not make an order under subsection (2) unless it has first caused to be laid before each House of the Oireachtas a draft of the proposed order and a resolution approving of the draft has been passed by both Houses.

(4) A university established under subsection (2) shall be a body corporate with perpetual succession and an official seal and have power to sue and may be sued in its corporate name and to acquire, hold and dispose of land or any other property.

Change of name of university.

10.—(1) The Minister may, at the request of the governing authority of a university, and in the case of a constituent university with the consent of the Senate, by order, change the name of the university.

(2) A reference in any Act, statutory instrument made under an Act or legal or other document to a university by its name applying before it was changed under subsection (1) shall be construed as a reference to that university as so renamed.

(3) Notwithstanding subsection (1) and section 7(1), a constituent university may extend its name in such manner as it considers appropriate to indicate that it is the successor to its corresponding constituent college.

Amendment of Dublin City University Act, 1989, and University of Limerick Act, 1989.

11.—(1) Section 2 of the Dublin City University Act, 1989, is hereby amended—

(a) in subsection (1), by the deletion of “and shall perform the functions assigned to it by the Act of 1980 as amended by this Act”; and

(b) by the insertion of the following after subsection (1):

“(1A) The University is and shall continue to be the body corporate of that name in existence immediately before the commencement of section 6 of the Universities Act, 1997, with the same perpetual succession, power to sue and be sued in its corporate name and to acquire, hold and dispose of land and any other property, as it then had.”.

(2) Section 2 of the University of Limerick Act, 1989, is hereby amended—

(a) in subsection (1), by the deletion of “and shall perform the functions assigned to it by the Act of 1980 as amended by this Act”, and

(b) by the insertion of the following after subsection (1):

Pr.II S.11

“(1A) The University is and shall continue to be the body corporate of that name in existence immediately before the commencement of section 6 of the Universities Act, 1997, with the same perpetual succession, power to sue and be sued in its corporate name and to acquire, hold and dispose of land and any other property, as it then had.”.

PART III

UNIVERSITIES GENERALLY

CHAPTER I

Objects and functions

12.—The objects of a university shall include—

Objects of university.

- (a) to advance knowledge through teaching, scholarly research and scientific investigation,
- (b) to promote learning in its student body and in society generally,
- (c) to promote the cultural and social life of society, while fostering and respecting the diversity of the university's traditions,
- (d) to foster a capacity for independent critical thinking amongst its students,
- (e) to promote the official languages of the State, with special regard to the preservation, promotion and use of the Irish language and the preservation and promotion of the distinctive cultures of Ireland,
- (f) to support and contribute to the realisation of national economic and social development,
- (g) to educate, train and retrain higher level professional, technical and managerial personnel,
- (h) to promote the highest standards in, and quality of, teaching and research,
- (i) to disseminate the outcomes of its research in the general community,
- (j) to facilitate lifelong learning through the provision of adult and continuing education, and
- (k) to promote gender balance and equality of opportunity among students and employees of the university.

13.—(1) The functions of a university are to do all things necessary or expedient in accordance with this Act and its charter, if any, to further the objects and development of the university.

Functions of university.

(2) Without limiting the generality of subsection (1), a university—

Pr.III S.13

- (a) shall provide courses of study, conduct examinations and award degrees and other qualifications,
- (b) shall promote and facilitate research,
- (c) may establish by incorporation in the State or elsewhere, or participate in the establishment of, such trading, research or other corporations as it thinks fit for the purpose of promoting or assisting, or in connection with the functions of, the university,
- (d) may collaborate with educational, business, professional, trade union, Irish language, cultural, artistic, community and other interests, both inside and outside the State, to further the objects of the university,
- (e) shall maintain, manage and administer, and may dispose of and invest, the property, money, assets and rights of the university,
- (f) may collaborate with graduates, convocations of graduates and with associations representing graduates of the university both inside and outside the State,
- (g) may purchase or otherwise acquire, hold and dispose of land or other property, and
- (h) may accept gifts of money, land or other property on the trusts and conditions, if any, not in conflict with this Act, specified by the donor.

Academic freedom.

- 14.—**(1) A university, in performing its functions shall—
- (a) have the right and responsibility to preserve and promote the traditional principles of academic freedom in the conduct of its internal and external affairs, and
  - (b) be entitled to regulate its affairs in accordance with its independent ethos and traditions and the traditional principles of academic freedom, and in doing so it shall have regard to—
    - (i) the promotion and preservation of equality of opportunity and access,
    - (ii) the effective and efficient use of resources, and
    - (iii) its obligations as to public accountability,

and if, in the interpretation of this Act, there is a doubt regarding the meaning of any provision, a construction that would promote that ethos and those traditions and principles shall be preferred to a construction that would not so promote.

(2) A member of the academic staff of a university shall have the freedom, within the law, in his or her teaching, research and any other activities either in or outside the university, to question and test received wisdom, to put forward new ideas and to state controversial or unpopular opinions and shall not be disadvantaged, or subject to less favourable treatment by the university, for the exercise of that freedom.

CHAPTER II

Pr.III

Governance

**15.—**(1) Subject to *section 21*, each university shall have a governing authority established in accordance with this Act which shall be known by whatever name the governing authority decides. Governing authority.

(2) Subject to this Act, the functions of a university shall be performed by or on the directions of its governing authority.

(3) All acts and things done by a governing authority, or in the name of or on behalf of the university with the express or implied authority of the governing authority, shall be deemed to have been done by the university.

(4) The *Third Schedule* shall apply to the governing authority.

**16.—**(1) Subject to this Part, a governing authority shall consist of such members, being not less than 20 or more than 40, as determined in accordance with this Chapter. Composition of governing authority.

(2) The members of the governing authority shall include—

- (a) the chief officer,
- (b) a person appointed under *section 17(3)* as the chairperson (if so appointed),
- (c) at least one but not more than two senior officers of the university having responsibility to the chief officer for academic, financial or administrative affairs, appointed by the governing authority, one of whom shall be the senior officer having responsibility for academic affairs, and
- (d) the following members elected in accordance with regulations made under *subsection (11)*:
  - (i) not less than two or more than six members of the academic staff of the university who are Professors or Associate Professors, elected by such staff;
  - (ii) not less than three or more than five permanent or full-time members of the other academic staff of the university elected by such staff;
  - (iii) at least one but not more than three permanent or full-time employees who are not members of the academic staff of the university elected by the non-academic staff;
  - (iv) not less than two or more than three students of the university who are elected officers of the Students Union or other student representative body in the university recognised by the governing authority, and
  - (v) one post-graduate student elected by the post-graduate students.

Pr.III S.16

(3) Subject to *subsection (7)*, in addition to the persons chosen and appointed pursuant to *subsection (2)*, but included in the maximum number of members specified in *subsection (1)*, there shall be—

(a) at least one but not more than four persons, chosen by a committee of the governing authority comprising the chief officer and two other members, from among nominations made by such organisations as are representative of employers, trade unions, agriculture, fisheries, community organisations, Irish language and Gaeltacht organisations, the professions, business and industry as the governing authority considers appropriate, of whom at least one shall be chosen from those nominated by organisations representative of business or industry,

(b) where by or under an Act there is established a body for a region in which the university is located a function of which is to advise the Minister in relation to the planning and co-ordination of education services at primary and post-primary levels, at least one but not more than two persons who are not members of the governing authority or employees of any other university, the Dublin Institute of Technology established by section 3 of the Dublin Institute of Technology Act, 1992, or a regional technical college established by or in accordance with section 3 of the Regional Technical Colleges Act, 1992,

chosen by a committee of the governing authority constituted as provided in *paragraph (a)*, from among persons nominated by that regional body, and

(c) subject to *subsections (8) and (9)*, the same number of persons as chosen in accordance with *paragraph (a)*, who shall be appointed by the governing authority on the nomination of the Minister, after consultation by the Minister with the chief officer.

(4) In addition to the members chosen and appointed pursuant to *subsections (2) and (3)*, but included in the maximum number of members specified in *subsection (1)*, a governing authority may have as members not more than—

(a) four persons appointed having particular regard to the extent to which artistic and cultural interests are represented among the members, and

(b) four graduates of the university, elected by such graduates and, in the case of a constituent university, graduates for the purposes of this subsection includes persons on whom a degree of the National University of Ireland was conferred as a result of their studies at the corresponding constituent college or Recognised College,

who, subject to *subsection (7)*, shall be chosen and appointed as determined by the governing authority.

(5) In addition to the members chosen and appointed pursuant to *subsections (2), (3) and (4)*, but included in the maximum number of members specified in *subsection (1)*, the governing authorities shall appoint as members—

(a) in the case of Dublin City University—

Pr.III S.16

(i) one person chosen by a committee of the governing authority comprising the chief officer and two other members, from among persons nominated for that purpose by the councils of the administrative counties of Fingal, South Dublin and Dún Laoghaire-Rathdown and the Corporation of Dublin county borough, and

(ii) at least one but not more than three persons chosen by a committee of the governing authority comprising the chief officer and two other members, from among persons nominated for that purpose by the Dublin City University Educational Trust or its successor body,

(b) in the case of the National University of Ireland, Cork—

(i) the Lord Mayor of Cork,

(ii) the Mayor of Waterford,

(iii) two persons nominated by the National University of Ireland, and

(iv) five persons elected by the councils of the administrative Counties of Cork, Waterford, Kerry, Limerick, Tipperary (North Riding) and Tipperary (South Riding),

(c) in the case of the National University of Ireland, Dublin—

(i) the Lord Mayor of Dublin,

(ii) two persons nominated by the National University of Ireland, and

(iii) eight persons elected by the members of the General Council of County Councils,

(d) in the case of the National University of Ireland, Galway—

(i) two persons nominated by the National University of Ireland, and

(ii) seven persons elected by the members of the Corporation of the County Borough of Galway and the councils of the administrative Counties of Galway, Mayo, Sligo, Clare, Leitrim and Roscommon,

(e) in the case of the National University of Ireland, Maynooth—

(i) two persons nominated by the National University of Ireland, and

(ii) three persons chosen by the chief officer from among persons nominated for that purpose by the Trustees for the time being of St. Patrick's College, Maynooth,

(f) in the case of Trinity College, not less than three or more than six fellows of Trinity College chosen as determined by the governing authority,



Pr.III S.16

(g) in the case of the University of Limerick—

- (i) the chairperson of the council of the administrative county of Limerick or a person nominated by him or her,
- (ii) the Mayor of Limerick, and
- (iii) at least one but not more than three persons chosen by a committee of the governing authority comprising the chief officer and two other members, from among persons nominated for that purpose by the University of Limerick Foundation or its successor body.

(6) Where an educational institution is associated with a university in accordance with an agreement between that institution and the university and that agreement provides that the governing authority of the university shall have as members employees or students of the institution then, in addition to the members chosen and appointed pursuant to subsections (2) to (5), but included in the maximum number of members specified in subsection (1), the governing authority shall include such members as are so provided for.

(7) Except in the case of a person appointed under subsection (4) where the governing authority has waived the restriction otherwise imposed by this subsection, a member referred to in subsection (3) or (4) shall not be an employee or a student of the university.

(8) Where immediately before the commencement of this Part a governing body (by whatever name known) of a university or constituent college contained members appointed by the Minister or the Government, the number of members of the governing authority to be appointed on the nomination of the Minister in accordance with subsection (3)(c) shall be not less than the number of persons so appointed and holding office immediately before the commencement of this Part, or three persons, whichever is the lesser number.

(9) In nominating persons for the purposes of subsection (3)(c), the Minister shall ensure that there are at least two members of the governing authority chosen or to be appointed under subsection (3) (a) or (c) who are nominated by organisations representative of business or industry or who, in the opinion of the Minister, are representative of business or industry.

(10) In performing its functions under this section a governing authority shall ensure that each sex is represented on the governing authority in accordance with such gender balance as may from time to time be determined or approved by the Minister.

(11) A governing authority may make such regulations relating to the selection, election, nomination or appointment of members of the governing authority as it thinks fit, and their selection, election, nomination or appointment shall be carried out in accordance with those regulations.

Chairperson of governing authority.

17.—(1) The first meeting of a governing authority of a university shall be chaired by the chief officer and, subject to this section, at that meeting and from time to time as the governing authority determines, the governing authority shall decide whether—

Pr.III S.17

(a) the holder of the office of chief officer should be or continue to be the chairperson, or

(b) a person other than the holder of the office of chief officer should be appointed as chairperson.

(2) Where the governing authority decides that the holder of the office of chief officer should be the chairperson then, subject to this section, the chief officer shall, *ex officio*, be the chairperson on and from the passing of the resolution to that effect.

(3) Where the governing authority decides at a meeting that a person other than the chief officer should be the chairperson, it shall, as soon as practicable at that or a subsequent meeting, by a majority vote of not less than two-thirds of its members, appoint a person who is not an employee of the university or a member of the governing authority to be the chairperson.

(4) Until a person is appointed under subsection (3), but subject to this section, the chief officer shall act as chairperson of all meetings of the governing authority.

(5) Subject to this section, a chairperson appointed under subsection (3) shall hold office on such terms and conditions as the governing authority may, at the date of his or her appointment, determine.

(6) A person holding office as chairperson of a governing authority in accordance with subsection (3) may, at any time for stated reasons, be removed from the office of chairperson by the governing authority and where a person is so removed from office, subsections (1), (2) and (3), with the necessary modifications, shall apply.

(7) In the case of the governing authority of Trinity College or a constituent university, the person holding the office of chief officer (by whatever name known) on the commencement of this Part shall be the chairperson of the governing authority of that university under this Act until his or her term of office as chief officer expires, he or she is sooner removed from the office of chairperson in accordance with subsection (6), or the office otherwise becomes vacant.

(8) Where immediately before the commencement of this Part the chief officer of a university was not the chairperson (by whatever name known) of the governing body (by whatever name known) of the university, then, except for the first meeting of a governing authority of the corresponding university under this Act or in the circumstances referred to in subsection (4), the chief officer shall not be eligible to be the chairperson of the governing authority.

(9) An appointment under subsection (3) shall not be on a full-time basis and the person appointed shall exercise no function in respect of the control and management of the university other than the functions of chairperson of the governing authority.

18.—(1) The functions of the governing authority of a university shall be, in pursuance of the objects of the university under section 12 but within the constraints of its budget under section 37—

Functions of governing authority.

(a) to control and administer the land and other property of the university,

(b) to appoint the chief officer and such other employees as it thinks necessary for the purposes of the university,

Pr.III S.18

(c) subject to this Act and its charter, if any, statutes and regulations, to determine the membership from time to time of the governing authority, and

(d) to perform such other functions as are imposed on it by or under this or any other Act or by its charter, if any, statutes and regulations.

(2) For the purposes of the performance of its functions under subsection (1)(b), the governing authority shall develop such interview and other procedures as in its opinion will best ensure participation in the selection process by high quality candidates from both within and outside of the employees of the university and specify those procedures in a statute or regulation.

(3) A governing authority has, subject to this or any other Act or its charter, if any, such powers as are necessary for the purposes of performing its functions.

(4) A governing authority may, from time to time, appoint such and as many committees, consisting either wholly or partly of members of the governing authority, as it thinks necessary to assist it in the performance of its functions and may assign to those committees such of its functions as it thinks fit.

(5) A committee appointed under subsection (4) shall operate in such manner as the governing authority may direct and its acts shall be subject to confirmation by the governing authority unless the governing authority otherwise directs.

(6) In performing its functions a governing authority, or a committee where appropriate, shall—

(a) have regard to the promotion and use of the Irish language as a language of general communication and promote the cultivation of the Irish language and its associated literary and cultural traditions;

(b) have regard to the attainment of gender balance and equality of opportunity among the students and employees of the university and shall, in particular, promote access to the university and to university education by economically or socially disadvantaged people and by people from sections of society significantly under-represented in the student body; and

(c) ensure as far as it can that the university contributes to the promotion of the economic, cultural and social development of the State and to respect for the diversity of values, beliefs and traditions in Irish society.

Visitor.

19.—(1) Where a university does not have a Visitor, the Government shall from time to time as the occasion requires, following consultation with the President of the High Court, appoint a Judge of the High Court, or a retired Judge of the High Court or the Supreme Court, to be the Visitor for the purposes of this Act.

(2) Where a Visitor appointed under subsection (1) resigns or otherwise becomes incapable of performing his or her functions the Government may appoint another such person to replace that Visitor.

Pr.III

20.—(1) Where the Minister is of the opinion that there are reasonable grounds for contending that the functions of a university are being performed in a manner which prima facie constitutes a breach of the laws, statutes or ordinances applicable to the university, the Minister may, after first advising the governing authority of his or her opinion and considering any explanation given in response, and with the concurrence of the Government, request the Visitor to the university to inquire into any matter giving rise to the Minister's opinion.

Visitation.

(2) If the Visitor is satisfied that there are reasonable grounds for the Minister's opinion, the Visitor shall inquire into the matters giving rise to that opinion and any related matter and report to the Minister on the results of the inquiry.

(3) A Visitor shall, for the purposes of this section, be entitled at all reasonable times to enter a university to inquire into the academic or other affairs of the university or to conduct an inspection of the university and its buildings, equipment and records where the inspection is, in the opinion of the Visitor, relevant to his or her inquiries.

(4) A Visitor shall be afforded all reasonable co-operation and facility by the university, its employees and its governing authority, including access to such buildings, equipment and records as the Visitor may require, to enable the Visitor to perform his or her functions under this section.

21.—(1) Where the Minister, after considering the report of an inquiry by a Visitor made in pursuance of a request under section 20(1), is of the opinion that the functions of a university or its governing authority are being performed in a manner which constitutes a breach of the laws, statutes or ordinances of or applicable to the university, the Minister shall so inform the chief officer and give to the chief officer a copy of the report of the Visitor.

Suspension of governing authority.

(2) The Minister may, after a period of 14 days commencing on the day on which he or she gave to the chief officer the report of the Visitor and after considering the observations, if any, of the governing authority or the chief officer on the report—

(a) if the Minister is still of the opinion that the functions are being performed in a manner which constitutes a breach of the laws, statutes or ordinances of or applicable to the university; and

(b) is of the opinion that, because of the report, the governing authority should be suspended and the Visitor concurs,

recommend to the Government the suspension of the governing authority and the termination of the membership of its members.

(3) On receiving the recommendation of the Minister the Government may, by order but subject to subsection (8), suspend the governing authority.

(4) Where the Government makes an order under subsection (3), the Visitor to the university shall, following consultation with the Minister and such persons within the university as the Visitor considers appropriate, appoint such person or body of persons as the Visitor thinks fit to perform the functions of the governing authority

Pr.III S.21

and that person or body shall perform those functions until the commencement of the first meeting of the governing authority after the appointment of its members in pursuance of *subsection (6)*.

(5) The remuneration, if any, of a person or member of a body appointed under *subsection (4)* shall be paid out of moneys provided by the Oireachtas.

(6) The Visitor shall, as soon as practicable, but in any case not later than 12 months, after the suspension of a governing authority, following consultation with such persons within the university as the Visitor considers appropriate, determine the composition of the new governing authority and, by notice in writing, inform the Minister of the composition as so determined.

(7) On the Minister being informed as provided in *subsection (6)*, the governing authority shall be so constituted as so determined, in accordance with *Chapter II*.

(8) Where the Government proposes to make an order under *subsection (3)*, it shall cause a draft of the proposed order to be laid before each House of the Oireachtas and the order shall not be made until a resolution approving of the draft has been passed by both Houses.

### CHAPTER III

#### *Interim Arrangements*

Governing bodies of existing colleges, etc., to continue in office until first governing authorities constituted.

**22.**—A governing body (by whatever name known) of—

- (a) a constituent college or a university to which this Act applies and holding office on the commencement of this Part, or
- (b) an educational institution established under *section 9* as an additional university and holding office immediately before its establishment as a university,

shall continue in existence after that commencement or the establishment of the institution as a university, as the case may be, notwithstanding the repeal of any provision of an enactment by or under which that governing body was constituted and, except in relation to the appointment of the first governing authority of the university, shall have the functions of a governing authority under this Act until the first governing authority is duly constituted under this Act.

Determination of composition of first governing authority.

**23.**—(1) Subject to *section 16*, the Minister shall, as soon as practicable after the commencement of this Part, in respect of each university to which this Act applies, and after the establishment under *section 9* of any additional university in respect of that university, appoint a commission for the university.

(2) The members of a commission shall, subject to *subsection (3)*, be—

- (a) in the case of a constituent university—

Pr.III S.23

- (i) the chief officer,
- (ii) the Registrar of the university,
- (iii) two members of the governing body (by whatever name known) of its corresponding constituent college holding office immediately before the commencement of this Part, at least one of whom shall be a member of the academic staff of the university, nominated by that governing body,
- (iv) the Chancellor of the National University of Ireland or a person nominated by the Chancellor, and
- (v) the Chairman of An tÚdarás or a person nominated by the Chairman,

(b) in the case of Dublin City University or the University of Limerick—

- (i) the chief officer,
- (ii) the Registrar of the university,
- (iii) two members of the Governing Body of the university holding office immediately before the commencement of this Part, at least one of whom shall be a member of the academic staff of the university, nominated by that Governing Body, and
- (iv) the Chairman of An tÚdarás or a person nominated by the Chairman,

(c) in the case of Trinity College—

- (i) the Provost and the vice-Provost,
- (ii) the Chancellor of the University of Dublin, or a nominee of the Chancellor,
- (iii) two members of the Board of the College holding office immediately before the commencement of this Part, nominated by that Board, and
- (iv) the Chairman of An tÚdarás or a person nominated by the Chairman, and

(d) in the case of an educational institution established under *section 9* as a university—

- (i) the chief officer (by whatever name known) of the institution holding office immediately before its establishment as a university,
- (ii) the senior officer of the institution having responsibility to the chief officer for academic affairs, holding office immediately before its establishment as a university,
- (iii) such members of the governing body (by whatever name known) of the institution holding office immediately before its establishment as a university as the Minister determines after consultation with that governing body, and

Pr.III S.23

(iv) the Chairman of An tÚdarás or a person nominated by the Chairman.

(3) If a person specified as a member of a commission in, or nominated as such under, subsection (2) is unable or unwilling to act as a member, the remaining members shall nominate a person to replace that person as a member, and the Minister shall appoint the nominated person accordingly.

(4) The first meeting of a commission shall be convened by the chief officer and at the meeting the members shall appoint one of their number to act as chairperson of the commission.

(5) A commission shall, as soon as practicable after the date of the appointment of its members and in any case not later than three months from that date, in accordance with section 16, determine the composition of the governing authority of its university and, by notice in writing, inform the Minister of the composition as so determined.

(6) If a commission fails to determine the composition of a governing authority as required by subsection (5), the Visitor shall appoint such person or body of persons as the Visitor thinks fit to carry out the functions of the commission.

(7) A commission, or person or body appointed under subsection (6), shall remain in office until the first meeting of the relevant governing authority constituted in accordance with this Act and at the commencement of that meeting the commission or body is, by virtue of this section, dissolved.

CHAPTER IV  
Staff of University

Chief officer.

24.—(1) A governing authority shall, in accordance with procedures specified in a statute, appoint in a whole-time capacity a person to be chief officer of its university, who shall be called the President or Provost or by such other title as the governing authority determines, and the person so appointed shall be the accounting officer for the university.

(2) For the purposes of section 19 of the Comptroller and Auditor General (Amendment) Act, 1993, the expression “accounting officer” shall include a chief officer of a university to which this Act applies.

(3) The Fourth Schedule shall apply to the chief officer.

Staff.

25.—(1) Subject to subsection (2), a university may, in accordance with procedures specified in a statute or regulation, appoint such and so many persons to be its employees as it thinks appropriate, having regard to—

(a) the efficient use of its available resources, the requirements of accountability for the use of moneys provided to it by the Oireachtas and the policy relating to pay and conditions in the Public Service as determined from time to time by the Government,

Pr.III S.25

(b) the implications of the appointments for its budget and for subsequent budgets, and

(c) the guidelines, if any, issued under section 50.

(2) A governing authority may, subject to such conditions as it thinks fit, delegate to the chief officer any of the functions of the governing authority or the university relating to the appointment of employees of the university and the determination of selection procedures.

(3) Except as otherwise provided by this section, the employees of a university shall be employed on such terms and conditions as the university from time to time determines.

(4) Subject to subsection (5), there shall be paid by a university to the employees of that university, such remuneration, fees, allowances and expenses as may be approved from time to time by the Minister with the consent of the Minister for Finance.

(5) (a) A university may depart from levels of remuneration, fees, allowances and expenses approved under subsection (4) where the governing authority is satisfied that it is necessary to meet the objects of the university, but may do so only in accordance with a framework which shall be agreed between the universities and An tÚdarás.

(b) A corporation referred to in section 13(2)(c) may pay to employees of a university remuneration, fees, allowances and expenses only in accordance with a framework which shall be agreed between the universities and An tÚdarás.

(6) A university may suspend or dismiss any employee but only in accordance with procedures, and subject to any conditions, specified in a statute made following consultation through normal industrial relations structures operating in the university with recognised staff associations or trade unions, which procedures or conditions may provide for the delegation of powers relating to suspension or dismissal to the chief officer and shall provide for the tenure of officers.

(7) A university or the National University of Ireland shall determine the terms and conditions of any superannuation scheme for its employees in accordance with the Fifth Schedule and that Schedule shall apply to an amendment to an existing scheme in the same way as it applies to a new scheme.

(8) For the removal of doubt, it is hereby declared that—

(a) the rights and entitlement in respect of tenure, remuneration, fees, allowances, expenses and superannuation enjoyed on the commencement of this section by persons who are employees, and in the case of superannuation, former employees, of a university to which this Act applies shall not, by virtue of the operation of this Act, be any less beneficial than those rights and entitlements enjoyed by those persons as employees of the university or corresponding constituent college or Recognised College immediately before that commencement, and

(b) the conditions of service, restrictions and obligations to which such persons were subject immediately before the commencement of this Act shall, unless they are varied by agreement, continue to apply to such persons and shall

Pr.III S.25 be exercised or imposed by the university or the chief officer as may be appropriate, while such persons are employed by the university.

Dispute resolution. 26.—(1) A governing authority shall establish procedures for the resolution of disputes which arise in the university, other than disputes to be dealt with through normal industrial relations structures operating in the university or appeals conducted in accordance with section 27(2)(e).

(2) Procedures established under subsection (1) shall—

- (a) be specified in a statute,
- (b) be established following consultation with trade unions and staff associations representing employees of the university and with the students union or other student representative body, and
- (c) provide for consideration of issues in dispute by an independent person or persons, as appropriate, one of whom, in the case of a constituent university, shall be a nominee of the Chancellor of the National University of Ireland.

(3) Subsections (1) and (2) shall not apply to Trinity College.

CHAPTER V

Academic Council

Academic council. 27.—(1) Each university shall have an academic council which shall, subject to the financial constraints determined by the governing authority and to review by that authority, control the academic affairs of the university, including the curriculum of, and instruction and education provided by, the university.

(2) Without limiting the generality of subsection (1), the functions of the academic council shall include, within those constraints and consistent with the functions of the university and those applying to its academic council immediately before the commencement of this Part—

- (a) to design and develop programmes of study,
- (b) to establish structures to implement those programmes,
- (c) to make recommendations on programmes for the development of research,
- (d) to make recommendations relating to the selection, admission, retention and exclusion of students generally,
- (e) to propose the form and contents of statutes to be made relating to the academic affairs of the university, including the conduct of examinations, the determination of examination results, the procedures for appeals by students relating to the results of such examinations and the evaluation of academic progress,

(f) to make recommendations for the awarding of fellowships, Pr.III S.27 scholarships, bursaries, prizes or other awards,

(g) to make general arrangements for tutorial or other academic counselling,

(h) to perform any other functions, not in conflict with this Act, which may be delegated to it by the governing authority, and

(i) to implement any statutes and regulations made by the governing authority relating to any of the matters referred to in this subsection.

28.—(1) The majority of members of the academic council shall be members of the academic staff of the university and, subject to subsection (2), the numbers, composition, selection, appointment and terms of office of members shall be provided for in a statute, which statute shall contain provisions for the inclusion on the academic council of—

- (a) the senior member of staff having responsibility to the chief officer for each academic discipline, school or department as the governing authority determines, or, in the case of Trinity College, the senior member of staff having responsibility to the chief officer for each faculty,
- (b) members from what, in the opinion of the governing authority, is an appropriate range of levels of other academic staff from an appropriate range of academic disciplines, and
- (c) an appropriate number of students.

(2) The composition and terms of office of members of an academic council to be first appointed under this Act shall be determined in consultation with the members of the academic council of the relevant university, constituent college or Recognised College holding office immediately before the commencement of this Part or, in the case of an educational institution established under section 9 as a university after that commencement, with the members of the academic council (by whatever name known) of that institution holding office immediately before the date on which the educational institution was so established as a university.

(3) The chief officer and the senior officer of the university responsible to the chief officer for academic affairs shall be, *ex officio*, members of the academic council.

29.—(1) Subject to this Act and any directions of the governing authority, an academic council shall hold such meetings as it thinks necessary to perform its functions and may regulate its own procedure.

(2) The chief officer shall be entitled to preside at all meetings of the academic council or a committee of the council at which he or she is present, but if the chief officer at any time chooses not to so preside, he or she shall nominate a person to preside in his or her place.



Pr.III S.29

(3) An academic council may establish such and so many committees as it thinks necessary to assist it in the performance of its functions.

(4) A committee may consist either wholly of members of the academic council or such combination of members and non-members as the academic council thinks fit.

Continuation of existing academic councils.

**30.**—(1) An academic council (by whatever name known) of a university, constituent college or Recognised College holding office immediately before the commencement of this Part shall, after that commencement and notwithstanding the repeal of any provision of an enactment under which it was constituted, continue to exist as if that provision had never been repealed.

(2) An academic council continued in existence under *subsection (1)* shall be the academic council for the university, with all the powers of an academic council under this Act, until an academic council for the university is established in accordance with this Chapter or the day which is one year from the date of commencement of this Part, whichever is earlier.

CHAPTER VI

*Charters and Statutes*

Charters and supplementary charters.

**31.**—(1) A university may have a charter, not in conflict with this Act, setting out all or any of the following:

- (a) its objects and functions in respect of its academic and administrative affairs;
- (b) the arrangements it has for the promotion and use of the Irish language and the promotion of Irish cultures;
- (c) the composition of the governing authority and its functions;
- (d) the rights of its employees and students and their responsibility towards the university and the responsibility of the university towards them;
- (e) the arrangements for review of, or appeals against, decisions of the governing authority or the academic council which affect employees or students;
- (f) its policy in respect of the promotion of equality of opportunity among students and employees;
- (g) its policy in respect of adult and continuing education and the arrangements in place for the provision of that education, including part-time and evening courses; and
- (h) any other matters the governing authority may consider relevant.

(2) In preparing a charter, the governing authority shall consult, in such manner as it thinks appropriate, with the academic staff and other employees of the university, any recognised trade union or staff association, any recognised student union or other student representative body, or with any other person or group, both within and outside of the university, it considers should be consulted.

Pr.III S.31

(3) A charter made under this section by a governing authority of a constituent university or Trinity College shall be supplemental to the charter of that university in force at the commencement of this Part.

(4) A draft of a proposed charter under this section may be submitted by the governing authority to the Government with a request that it be recognised, and the Government shall, by order, recognise the charter as so drafted.

(5) An order under *subsection (4)* shall be laid before each House of the Oireachtas as soon as practicable after it is made and, if a resolution annulling the order is passed by either House within the next 21 days on which that House has sat after the order is laid before it, the order shall be annulled accordingly but without prejudice to the validity of anything previously done under the order or the charter which the order recognised.

**32.**—(1) A reference to the Irish Universities Act, 1908, in Clauses I, III and VIII of the charters of the constituent colleges and in Clause I of the charter of the National University of Ireland shall be construed as a reference to that Act and the *Universities Act, 1997*. Preservation of charters.

(2) The Government may, by order made on the application of a university, amend the charter of the university in a manner agreed to by the university.

(3) Where a university considers that its charter, as amended by or under this Act, should be consolidated into a single instrument, it may submit to the Government a copy of the consolidated charter and the Government, if it agrees, may by order recognise the charter as so consolidated.

(4) An order under this section shall be laid before each House of the Oireachtas as soon as practicable after it is made and, if a resolution annulling the order is passed by either House within the next 21 days on which that House has sat after the order is laid before it, the order shall be annulled accordingly but without prejudice to the validity of anything previously done under the order or the consolidated charter which the order recognised.

**33.**—(1) Subject to this Act and to the charter, if any, of the university, a governing authority of a university or the Senate may, and where required by this Act to do so shall, make such and so many statutes and regulations as it considers appropriate to regulate the affairs of the university. Statutes.

(2) A governing authority shall, as soon as practicable after the making of a statute or a regulation under *section 17(2)* or *24(1)*, inform An tUdarás and the Minister of the making of the statute and shall arrange for its publication in the *Iris Oifigiúil*.

(3) The statutes in force immediately before the commencement of this Part in a university to which this Act applies or its corresponding constituent college or Recognised College shall, so far as they are consistent with this Act, continue in force as statutes of the university or the corresponding constituent university on and after that commencement but may be repealed or amended by a statute made under *subsection (1)*.

Pr.III S.33 (4) Section 5 of the Irish Universities Act, 1908, is hereby repealed.

CHAPTER VII

Planning and Evaluation

Strategic development plan. 34.—(1) A governing authority shall, as soon as practicable after its appointment and at such other times as it thinks fit, require the chief officer to prepare a plan which shall set out the aims of the governing authority for the operation and development of the university and its strategy for achieving those aims, and for carrying out the functions of the university, during the period, being not less than three years, to which the plan relates.

(2) A governing authority may, having regard to the resources available to the university, either approve a strategic development plan prepared under subsection (1) without modification or, after consultation with the chief officer, approve the plan with such modifications as it thinks fit.

(3) As soon as practicable after it approves the strategic development plan under subsection (2), the governing authority shall provide a copy of the plan to An tÚdarás and to the Minister.

Quality assurance. 35.—(1) A governing authority, in consultation with the academic council, shall, as soon as practicable after the governing authority is established under this Act and at such other times as it thinks fit, require the chief officer to establish procedures for quality assurance aimed at improving the quality of education and related services provided by the university.

(2) The procedures shall include—

(a) the evaluation, at regular intervals and in any case not less than once in every 10 years or such longer period as may be determined by the university in agreement with An tÚdarás, of each department and, where appropriate, faculty of the university and any service provided by the university, by employees of the university in the first instance and by persons, other than employees, who are competent to make national and international comparisons on the quality of teaching and research and the provision of other services at university level, and

(b) assessment by those, including students, availing of the teaching, research and other services provided by the university,

and shall provide for the publication in such form and manner as the governing authority thinks fit of findings arising out of the application of those procedures.

(3) A governing authority shall implement any findings arising out of an evaluation carried out in accordance with procedures established under this section unless, having regard to the resources available to the university or for any other reason, it would, in the opinion of the governing authority, be impractical or unreasonable to do so.

(4) A governing authority shall, from time to time, and in any case at least every 15 years, having regard to the resources available to

the university and having consulted with An tÚdarás, arrange for a review of the effectiveness of the procedures provided for by this section and the implementation of the findings arising out of the application of those procedures. Pr.III S.35

(5) A governing authority, in a report prepared in accordance with section 41, shall publish the results of a review conducted under subsection (4).

36.—(1) A governing authority shall, as soon as practicable but not later than 12 months after it is established under this Act and at such other times as it thinks fit, require the chief officer to prepare a statement of the policies of the university in respect of—

(a) access to the university and to university education by economically or socially disadvantaged people, by people who have a disability and by people from sections of society significantly under-represented in the student body, and

(b) equality, including gender equality, in all activities of the university,

and the chief officer, in preparing the statement, shall have regard to such policies on those matters as may from time to time be determined by the Minister.

(2) A governing authority may, having regard to the resources available to the university, either approve the statement prepared under subsection (1) without modification or, after consultation with the chief officer, approve the statement with such modifications as it thinks fit.

(3) A university shall implement the policies set out in the statement as approved under subsection (2).

CHAPTER VIII

Finance, Property and Reporting

37.—(1) A governing authority shall, on or before the 1st day of Budgets. March in each financial year or such other date as An tÚdarás may approve (which may be a date before the commencement of the financial year to which the statement relates), prepare and submit to An tÚdarás, in such form and manner as may from time to time be approved by An tÚdarás, a statement of the proposed expenditure and expected income of the university for the financial year.

(2) An tÚdarás shall, having regard to the statement and after consultation with the governing authority of a university, determine the amount of money to be allocated to the university for the financial year from moneys provided to An tÚdarás pursuant to section 12 of the Higher Education Authority Act, 1971, and the amount so allocated, together with the other expected income of the university as agreed with An tÚdarás, shall be the budget of the university for the financial year.

(3) When the budget of a university has been determined, it shall be a function of the chief officer, acting on the authority of the governing authority, to carry it into effect.

Pr.III S.37

(4) An tÚdarás may at any time, on application made to it by the governing authority of a university, increase the amount of money to be allocated to the university from moneys provided to An tÚdarás.

(5) Where the chief officer of a university is of the opinion that a proposed course of action of the governing authority will or is likely to result in expenditure in excess of the budget which has not been increased in accordance with subsection (4), (in this section referred to as a "material departure from the budget") the chief officer shall so inform the governing authority.

(6) Where a governing authority, despite being informed as required by subsection (5), decides to proceed with its course of action, the chief officer shall, unless satisfied that a material departure from the budget will not occur, as soon as practicable, inform An tÚdarás of the decision of the governing authority.

(7) Where, notwithstanding this section, a university incurs expenditure in excess of its budget which is not met from the income of the university other than the money allocated to it by An tÚdarás, that excess shall be a first charge on the budget for the next succeeding financial year.

Borrowing and loan guarantees.

38.—(1) A university may borrow money by means of bank overdraft or otherwise and may guarantee or underwrite a loan taken or borrowing undertaken by a person or a body of persons.

(2) Borrowing, guaranteeing and underwriting under subsection (1) shall be in accordance with a framework which shall be agreed from time to time between the universities and An tÚdarás, following consultation by An tÚdarás with the Minister and the Minister for Finance.

Keeping of accounts and records.

39.—(1) A university shall keep, in such form as may be approved by An tÚdarás, all proper and usual accounts and records of all income received or expenditure incurred by it.

(2) Accounts kept in pursuance of subsection (1) shall, to the extent directed by the Comptroller and Auditor General, be submitted annually by a university to the Comptroller and Auditor General, for audit, by such date as the Comptroller and Auditor General may from time to time determine and, immediately after the audit, a copy of the accounts, together with a copy of the report of the Comptroller and Auditor General on the accounts, shall be presented by the university to An tÚdarás and to the Minister.

(3) The Minister shall cause copies of the accounts presented under this section to the Minister, together with copies of the report of the Comptroller and Auditor General on those accounts, to be laid before each House of the Oireachtas.

Fees.

40.—(1) A university may determine and charge fees of such amounts for student registration, courses, lectures, examinations, exhibitions or any other event, service or publication held or provided at or by, or produced by, the university.

(2) An tÚdarás may review with the universities the fees charged or proposed to be charged by the universities for student registration and courses, and for lectures and examinations relating to those courses.

(3) Arising from a review under subsection (2), An tÚdarás may, without prejudice to subsection (1) and after consultation with the Minister, advise the universities on the fees which in its opinion should be charged.

41.—(1) The chief officer shall, with the approval of the governing authority and having regard to the strategic development plan under section 34, as soon as practicable after the end of each period, not exceeding three years commencing on the commencement of this Part or at the end of the previous such period, whichever is the later, as the governing authority thinks fit, prepare a report on the operations and the performance of the university during that period.

Report and information.

(2) The governing authority shall publish the report in such form as it thinks fit and shall provide the Minister with a copy and the Minister shall cause a copy of the report to be laid before each House of the Oireachtas as soon as practicable after it is received by him or her.

42.—(1) Subject to subsection (2), a university may sell or otherwise dispose of any land the property of the university.

Disposal of land, etc.

(2) Where the acquisition, development or refurbishment of land, the property of a university, was funded in whole or in part out of moneys provided by the Oireachtas after the date of the passing of this Act, a sale or other disposal of that land shall be subject to such terms and conditions relating to a payment to the Minister in recompense for such moneys, as may be agreed between the Minister and the governing authority.

(3) If a university ceases to be funded substantially from moneys provided by the Oireachtas, then all moneys provided to the university by the Oireachtas after the date of the passing of this Act for the acquisition, development or refurbishment of land, or for the acquisition of any other assets which are the property of the university, shall be repayable to the Minister subject to such terms and conditions, including as to the amount to be so repaid, as may be agreed between the Minister and the governing authority.

(4) Where the Minister and a governing authority cannot agree on terms and conditions referred to in this section, the issues in dispute shall be determined by an arbitrator appointed by the President of the High Court and any arbitration shall be conducted in accordance with the Arbitration Acts, 1954 and 1980.

CHAPTER IX

The National University of Ireland, Maynooth

43.—(1) The Recognised College of St. Patrick's College, Maynooth is hereby established as a constituent university of the National University of Ireland and shall bear, and be known by, the name National University of Ireland, Maynooth, or in the Irish language, Ollscoil na hÉireann, Má Nuad.

Establishment of National University of Ireland, Maynooth.

(2) The National University of Ireland, Maynooth shall be a body corporate with perpetual succession and an official seal and have power to sue and may be sued in its corporate name and to acquire, hold and dispose of land or any other property.

Pr.III  
Transfer of existing staff.

44.—(1) Every person who, immediately before the commencement of this Part, was employed by St. Patrick’s College, Maynooth and who was paid, in respect of that employment, exclusively from moneys provided by the Oireachtas shall, on the commencement of this Part, become and be an employee of the National University of Ireland, Maynooth.

(2) Every person who, immediately before the commencement of this Part, was employed by St. Patrick’s College, Maynooth and who was paid, in respect of that employment, partly by St. Patrick’s College and partly from moneys provided by the Oireachtas shall, on the commencement of this Part, remain as an employee of St. Patrick’s College on the date of commencement of this Part but may thereafter, with the agreement of St. Patrick’s College and the governing authority of the university, become and be an employee of the National University of Ireland, Maynooth.

(3) A person to whom subsection (1) applies or who by virtue of subsection (2) becomes an employee of the National University of Ireland, Maynooth shall not, while in the service of the university, receive less remuneration or be subject to less beneficial conditions of service than the remuneration at the level to which he or she was entitled, and conditions of service to which he or she was subject, immediately before the commencement of this Part.

(4) The conditions of service, restrictions, requirements and obligations to which a person to whom subsection (3) applies was subject immediately before the commencement of this Part shall, unless they are varied by agreement, continue to apply to the person, and shall be exercised or imposed by the university or the chief officer as may be appropriate, while that person is in the service of the university.

(5) The university may, following consultation through normal industrial relations structures operating in the university with any recognised staff associations or trade unions concerned, redistribute or rearrange the duties to be performed by employees to whom subsection (3) applies and those employees shall be bound to perform the duties allocated in any such redistribution or rearrangement.

(6) A redistribution or rearrangement referred to in subsection (5) shall not be taken to be removal from or abolition of office for the purpose of any scheme or enactment relating to superannuation or compensation for loss of office.

PART IV

NATIONAL UNIVERSITY OF IRELAND

Amendment of Charter of National University of Ireland.

45.—(1) Clause VI of the Charter of the National University of Ireland is hereby amended by the deletion of “the General Board of Studies,”.

(2) Clause X of the Charter of the National University of Ireland is hereby amended by—

- (a) the repeal of sub-clauses (2), (3) and (4), and
- (b) the substitution of the following for sub-clause (5):

“(5)(i) The Senate shall be constituted by—

- (a) the Chancellor and the Registrar of the University and the chief officers of the constituent universities, Pr.IV S.45
  - (b) four persons nominated by the Government, two of whom shall be women and two men,
  - (c) four persons elected by each of—
    - (i) the National University of Ireland, Dublin,
    - (ii) the National University of Ireland, Cork,
    - (iii) the National University of Ireland, Galway, and
    - (iv) the National University of Ireland, Maynooth,
  - (d) eight members of Convocation elected by Convocation of the University, four of whom shall be women and four men,
  - (e) not more than four persons co-opted to be members of the Senate by the Senate as constituted by the members appointed as referred to in paragraphs (a), (b), (c) and (d).
- (ii) The governing authorities of the constituent universities shall determine the procedures for electing persons to the Senate, as provided for in paragraph (i), and those procedures shall ensure an appropriate gender balance, as determined or approved from time to time by the Minister, among the persons so elected and shall be set out in a statute of each university.
- (iii) The members, other than *ex officio* members, shall hold office for a period not exceeding five years for which they are elected or nominated and a member whose term of office expires by effluxion of time shall be eligible to again be a member.
- (iv) The Statutes shall prescribe, so far as may be necessary, the time at which and the manner in which a person may become a member of the Senate.”.

(3) The Charter of the National University of Ireland is hereby amended by the deletion of subclauses (1) and (4) of Clause XIV.

(4) Clause XIX of the Charter of the National University of Ireland is hereby amended by the deletion of “the General Board of Studies,”.

46.—The Irish Universities Act, 1908, is hereby amended—

Amendment of Irish Universities Act, 1908.

- (a) in section 1(2), by the deletion of “, and after the expiration of that time be constituted in manner provided by the First Schedule to this Act”,
- (b) by the deletion of section 3(2) and (3),

Pr.IV S.46

- (c) in section 4(3), by the deletion of “or college”, wherever occurring,
- (d) in section 7(4), by the deletion of all words after “religious worship or observance”,
- (e) in section 7(6), by the deletion of “and the governing bodies of the constituent colleges of the new university having its seat at Dublin respectively”, and
- (f) by the deletion of the First Schedule thereto.

Relationship of constituent universities to National University of Ireland.

47.—(1) The Senate of the National University of Ireland shall determine the basic matriculation requirements for the constituent universities but each university may prescribe additional requirements generally or in respect of particular faculties of the university.

(2) Each constituent university shall inform the Senate of the courses established from time to time by that university and the Senate may establish a committee for the purpose of reviewing the content and teaching of the courses and may appoint external examiners to assist in any review.

(3) The results of a review conducted by a committee shall be communicated by the Senate to the university concerned.

(4) The Senate shall appoint such and so many external examiners to a constituent university, including examiners appointed for the purpose of subsection (2), as that university shall from time to time recommend and the functions of those external examiners shall be determined by the Senate, with the concurrence of the university.

(5) The degrees and other qualifications awarded by a constituent university shall be degrees and qualifications of the National University of Ireland and shall be so designated.

(6) Where the President or any other employee of a constituent college was appointed by the National University of Ireland, the powers and functions of that University in respect of his or her removal from office shall, notwithstanding anything in this Act, remain in force in relation to that person.

Membership of constituent universities.

48.—(1) The members of each constituent university shall be—

- (a) the members of its governing authority,
- (b) the members of its academic council,
- (c) its employees,
- (d) its students,
- (e) its graduates, and
- (f) such other persons as its governing authority may appoint to be members.

(2) All students of a constituent college or the Recognised College of St. Patrick’s College, Maynooth on whom a degree of the National University of Ireland was conferred as a result of their studies at the college before the commencement of Part III shall be regarded as

graduates of the corresponding constituent university for the purposes of subsection (1)(e). Pr.IV S.48

PART V  
AN tÚDARÁS

49.—An tÚdarás, in furtherance of its general functions under section 3 of the Higher Education Authority Act, 1971, shall assist the universities in achieving the objectives of Chapters IV, VII and VIII of Part III and may review—

- (a) strategic development plans prepared in accordance with section 34,
- (b) the procedures established in accordance with section 35,
- (c) the policies set out in the statement provided for in section 36 and their implementation, and
- (d) the matters referred to in section 50, having regard to any guidelines issued in accordance with that section and information provided in accordance with section 51,

and may, following consultation with the universities, publish a report, in such form and manner as it thinks fit, on the outcome of any such review.

50.—(1) An tÚdarás may, following consultation with all or any of the chief officers, issue guidelines on—

- (a) the numbers or grades of employees of the university, or
- (b) the proportion of the budget of the university to be applied to the different activities of the university.

(2) Guidelines issued under subsection (1) shall not be binding on a university, and if a university departs from those guidelines An tÚdarás shall not, as a result of such departure, impose restrictions or conditions on the use of moneys paid to the university by An tÚdarás or otherwise limit moneys payable to the university by An tÚdarás.

51.—A university shall provide An tÚdarás with such information as An tÚdarás may from time to time request relating to the number of employees employed by the university, their composition by grade, their terms and conditions of employment (including their remuneration, fees, allowances, expenses and superannuation) and any other related matters.

PART VI  
MISCELLANEOUS

52.—(1) Except in relation to an educational institution or facility established and described as such before the 30th day of July, 1996, (in which case it may continue to be so described), a person shall not, without the approval of the Minister, use the word “university” to describe an educational establishment or facility.

(2) The Minister may apply to the High Court for an injunction to restrain any person from using the word “university” in contravention of subsection (1).



[No. 24.] Universities Act, 1997. [1997.]

FIRST SCHEDULE

ENACTMENTS REPEALED

PART I

| No. and Year   | Short Title  |
|----------------|--|
| No. 25 of 1980 | National Institute for Higher Education, Limerick, Act, 1980 |
| No. 30 of 1980 | National Institute for Higher Education, Dublin, Act, 1980   |

PART II

| Number and Year (1) | Short Title (2)                  | Extent of Repeal (3) |
|---------------------|----------------------------------|----------------------|
| No. 14 of 1989      | University of Limerick Act, 1989 | Sections 3, 4 and 5  |
| No. 15 of 1989      | Dublin City University Act, 1989 | Sections 3, 4 and 5  |

SECOND SCHEDULE

TABLE

| Constituent College (1)    | Name of Constituent University (2)  |
|----------------------------|---|
| University College, Cork   | National University of Ireland, Cork<br>Ollscoil na hEireann, Corcaigh            |
| University College, Dublin | National University of Ireland, Dublin<br>Ollscoil na hEireann, Baile Atha Cliath |
| University College, Galway | National University of Ireland, Galway<br>Ollscoil na hEireann, Gaillimh          |

THIRD SCHEDULE

GOVERNING AUTHORITY

1. (1) As soon as practicable after its establishment, the governing authority of a university shall provide and retain in its possession a seal of the university.

(2) The seal of a university shall be authenticated by the signature of the chairperson or a member of the governing authority, and by the signature of an employee of the university, authorised by the governing authority to act in that behalf.

(3) Judicial notice shall be taken of the seal of a university, and every document purporting to be an instrument made by a university and to be sealed with the seal of the university (purporting to be authenticated in accordance with this Schedule) shall be received in evidence and shall, unless the contrary is shown, be deemed to be such instrument, without further proof.

[1997.] Universities Act, 1997. [No. 24.]

2. (1) Each governing authority shall have a chairperson, as provided for in *section 17*, who may be designated by such title as the governing authority determines.

(2) The chairperson may, at any time, resign from office as chairperson by letter addressed to the governing authority and the resignation shall take effect on the date on which the letter is received.

3. (1) A member of a governing authority may, for good and valid reason, be removed from office by resolution of the governing authority.

(2) A member of a governing authority may, at any time, resign from office as a member by letter addressed to the chairperson and the resignation shall take effect on the date on which the letter is received.

(3) A member of a governing authority who is absent from all meetings of the governing authority for a period of six consecutive months, unless the absence was due to illness or was approved by the governing authority, shall at the expiration of that period cease to be a member of the governing authority.

(4) A member of a governing authority (including a chairperson appointed under *section 17(3)*) whose term of office expires by effluxion of time shall be eligible for re-appointment.

4. (1) Subject to this Schedule and to *section 21*, the term of office of a member of each succeeding governing authority, other than an *ex officio* member, shall be not less than three years and not more than five years as determined by the governing authority holding office immediately before the appointment of that member.

(2) A member of a governing authority who is a student of the university shall hold office for such period, not exceeding one year, as the governing authority may determine but may be re-appointed for a further period or further periods, on each occasion not exceeding one year.

5. (1) If a member of a governing authority dies, resigns, is removed from office or for any other reason ceases to hold office, the governing authority shall arrange for the filling of the casual vacancy so occasioned as soon as practicable.

(2) A person who becomes a member of a governing authority to fill a casual vacancy shall, subject to this Schedule, hold office for the remainder of the term of office of the member whose death, resignation, removal from office or ceasing for other reasons to hold office occasioned the casual vacancy and shall, subject to *paragraph 3(4)*, be eligible for re-appointment.

6. (1) Each governing authority shall, from time to time as the occasion requires, appoint from amongst its members a member (other than the chief officer) to be its deputy-chairperson.

(2) The deputy-chairperson shall, unless he or she sooner resigns as deputy-chairperson, hold office until he or she ceases to be a member of the governing authority.

Section 6.

Section 7 (1).

Section 15 (4).

Sch.3

SCH.3

- 7. (1) Where a member of a governing authority—
  - (a) is adjudged bankrupt or makes, under the protection or procedure of a court, a composition or arrangement with creditors,
  - (b) is sentenced to a term of imprisonment by a court of competent jurisdiction, or
  - (c) ceases to be a member of the category of person, as provided for in *section 16*, to which he or she belonged at the time of becoming a member,

he or she shall thereupon cease to be a member of the governing authority.

(2) A person shall not be eligible to be a member of a governing authority if he or she—

- (a) is an undischarged bankrupt,
- (b) within the immediately preceding three years has, under the protection or procedure of a court, made a composition or arrangement with creditors, or
- (c) within the immediately preceding five years, has been sentenced to a term of imprisonment by a court of competent jurisdiction.

8. (1) A member of a governing authority who has an interest in—

- (a) a company (other than a public company of which he or she is not a director or otherwise involved in its management) or concern with which the university proposes to make a contract, or
- (b) a contract which the university proposes to make,

shall disclose to the governing authority the fact of the interest and its nature and shall take no part in any deliberation or decision of the governing authority relating to the contract, and the disclosure shall be recorded in the minutes of the governing authority.

(2) A member of a governing authority of a university who is related to a person who is a candidate for appointment by the governing authority as an employee of the university, shall disclose to the governing authority the fact of the relationship and its nature and shall, if the governing authority so decides, take no part in any deliberation or decision of the governing authority relating to the appointment, and the disclosure and decision shall be recorded in the minutes of the governing authority.

(3) A member of a governing authority of a university shall at all times act, as a member, in the best interests of the university and shall not act as a representative of any special interest provided that nothing in this paragraph shall restrict a member from representing at meetings of the governing authority the views of those by whom he or she has been elected or to restrict the freedom of expression of that member.

9. The chairperson and members of a governing authority, other than an *ex officio* member who is an employee of the university, shall

SCH.3

be paid out of funds at the disposal of the governing authority such allowances for expenses as the Minister, with the approval of the Minister for Finance, may decide.

10. (1) A governing authority shall hold such and so many meetings, and at such times, as the chairperson may determine.

(2) The chairperson shall convene a meeting of the governing authority whenever requested to do so by not less than the number of members which constitute a quorum.

(3) The quorum for a meeting of a governing authority shall be one third of the total number of members, rounded up to the nearest whole number, plus one.

11. At a meeting of a governing authority—

- (a) the chairperson shall, if present, be the chairperson of the meeting, or
- (b) if and so long as the chairperson is not present or the office of chairperson is vacant, the deputy-chairperson shall, if present, be the chairperson of the meeting,
- (c) if and so long as the chairperson is not present or the office of chairperson is vacant, and the deputy-chairperson is not present or the office of deputy-chairperson is vacant, the members of the governing authority who are present shall choose one of their number to preside at the meeting.

12. Every question at a meeting of a governing authority shall be determined by consensus, but where in the opinion of the chairperson or other person presiding consensus is not possible, the question shall be decided by a majority of the votes of members present and voting on the question and, in the case of an equal division of votes, the chairperson or other person presiding shall have a second or casting vote.

13. Subject to *paragraph 10(3)*, a governing authority may act notwithstanding one or more than one vacancy among its members or any deficiency in the election or appointment of a member which may subsequently be discovered.

14. Subject to this Act, a governing authority shall regulate, by standing orders or otherwise, its procedure and business.

15. Subject to this Act, the governing authority of a university may make, from time to time, such regulations as it thinks fit for the conduct of the affairs of the university.

#### FOURTH SCHEDULE

##### CHIEF OFFICER

*Section 24 (3).*

1. The chief officer of a university shall, subject to this Act, manage and direct the university in its academic, administrative, financial, personnel and other activities and for those purposes has such powers as are necessary or expedient.

2. In performing his or her functions the chief officer shall be subject to such policies as may be determined from time to time by the

[No. 24.] Universities Act, 1997. [1997.]

SCH.4

governing authority and shall be answerable to the governing authority for the efficient and effective management of the university and for the due performance of his or her functions.

3. (1) A chief officer may delegate any of his or her functions to an employee of the university, including any functions delegated to the chief officer in accordance with *section 25(2)*, unless they are so delegated to the chief officer subject to the condition that they shall not be sub-delegated, and the employee shall be answerable to the chief officer for the performance of those functions.

(2) Notwithstanding any such delegation, the chief officer shall at all times remain answerable to the governing authority in respect of the functions so delegated.

4. A chief officer shall not hold any other office or position without the consent of the governing authority.

5. A chief officer shall be entitled to be a member of and preside over any and every committee appointed by the governing authority.

6. A person who, immediately before the commencement of *Part III*, was employed as the President of a constituent college or as Master of the Recognised College of St. Patrick's College, Maynooth shall, if he or she so consents, be appointed as the chief officer of the corresponding constituent university on that commencement.

7. Unless he or she otherwise resigns, retires or is removed from office, a chief officer shall hold office for a period of 10 years and, in the case of a chief officer to whom *paragraph 6* applies, any period spent as President of a constituent college or as Master of the Recognised College of St. Patrick's College, Maynooth before the commencement of *Part III* shall be reckoned as part of that 10 year period.

## FIFTH SCHEDULE

Section 25 (7).

### SUPERANNUATION

1. As soon as practicable after the commencement of *Part III* a university shall, subject to *section 25*, prepare and submit to An tÚdarás a scheme or schemes for the granting of pensions, gratuities and other allowances to or in respect of each of its employees (including the chief officer) as it thinks fit consequent on their retirement or death as the case may be.

2. Every scheme shall fix the time and conditions of retirement of all persons to or in respect of whom pensions, gratuities or allowances are payable under the scheme and different times and conditions may be fixed in respect of different classes or persons.

3. A university may at any time prepare and submit to An tÚdarás a scheme amending a scheme previously submitted and approved under this Schedule.

4. A scheme or amended scheme submitted to An tÚdarás under this Schedule shall, if approved by An tÚdarás with the consent of the Minister and the Minister for Finance, be carried out by the university in accordance with its terms.

5. If a dispute arises as to the claim of any person to, or the amount of, any pension, gratuity or allowance payable in pursuance

[1997.] Universities Act, 1997. [No. 24.]

of a scheme under this Schedule, it shall be submitted to An tÚdarás for determination by An tÚdarás subject to the agreement of the Minister and the Minister for Finance.

6. No pension, gratuity, allowance or other payment shall be granted by a university nor shall any other arrangements be entered into by the university for the provision of a pension, gratuity, allowance or other payment to or in respect of an employee (including the chief officer) otherwise than in accordance with a scheme under this Schedule, or with the approval of An tÚdarás, given with the consent of the Minister and the Minister for Finance.

7. The Minister shall cause every scheme submitted and approved under this Schedule to be laid before each House of the Oireachtas as soon as practicable after it is so approved and if either House, within the next 21 days on which that House has sat after the scheme is laid before it, passes a resolution annulling the scheme, the scheme shall be annulled accordingly, but without prejudice to the validity of anything previously done under the scheme.



Dr Elżbieta Mikos-Skuza  
Dyrektor ds. NOHA, Uniwersytet Warszawski

e.mikos-skuza@uw.edu.pl

Wydział Prawa i Administracji

Krakowskie Przedmieście 26/28, 00-927 Warszawa, tel./fax 22 55 24 367

Warszawa, 08.02.2017

Uprzejmie informuję, że zgodnie z art. 11 ust. 1 ustawy Prawo o szkolnictwie wyższym „Podstawowa jednostka organizacyjna uczelni posiadająca uprawnienie do nadawania stopnia naukowego doktora habilitowanego i spełniająca warunki określone w przepisach wydanych na podstawie art. 9 ust. 3 pkt 1 i 2 może prowadzić studia o profilu ogólnoakademickim oraz studia o profilu praktycznym na określonym przez senat uczelni, w drodze uchwały, kierunku studiów i poziomie kształcenia, w ramach obszarów kształcenia oraz dziedzin odpowiadających uprawnieniom do nadawania stopnia naukowego doktora habilitowanego. Uchwała senatu uczelni określa efekty kształcenia, do których są dostosowane programy studiów, w tym plany studiów, odpowiednio do poziomu i profilu kształcenia. W przypadku kierunków studiów wymienionych w art. 9b uchwała senatu uwzględnia standardy kształcenia określone dla tych kierunków”. Mając powyższe na uwadze oraz w związku z tym, iż oba Wydziały prowadzące kierunek studiów Humanitarian Action posiadają stosowne uprawnienia, to Senat UW na mocy uchwały wyraził zgodę na prowadzenie ww. kierunku.

Warsaw, 08.02.2017

I hereby inform that according to art. 11 paragraph 1 of the Law on Higher Education, the basic organizational unit of a higher education institution having rights to confer a PhD with 'habilitation' degree and meeting the conditions laid down in the rules issued under art 9 paragraph 3 point 1 and 2, can carry out studies in general academic profile and practical academic profile on field and level of studies determined by a resolution from Senate of the University of Warsaw, within areas and fields of academic study, referring to eligibility to confer a PhD with 'habilitation' degree. Resolution from Senate of the University of Warsaw determines learning outcomes that the study programs are adapted to, including study plans, accordingly to level and profile of education. In case of fields of studies mentioned in art. 9b a resolution from Senate of the University of Warsaw includes standards of educations specified for those fields.

Considering the above and the fact that both Faculty of Law and Administration and Faculty of Political Science and International Studies are entrusted with the relevant authorizations Senate of the University of Warsaw, in virtue of the resolution, gave its consent to carry out studies in the field of Humanitarian Action.

## Journal of Laws of the University of Warsaw

Position 54

### RESOLUTION No 346 SENATE OF THE UNIVERSITY OF WARSAW

18 March 2015

#### on the establishment of studies in the field of Humanitarian Action

Based on art. 8 paragraph 1, art. 10a and art. 11 paragraph. 1 of 27 July 2005- the Law on Higher Education (unified text: Journal of Laws 2012 item 572 as amended) and §30 point 13 and §116 paragraph 3 and 4 of the Statute of the University of Warsaw (unified text: Journal of Laws UW of 2012 No 3A, item 76 as amended) Senate of the University of Warsaw decides, as follows:

#### §1

1. A consent is given to the Faculty of Law and Administration and the Faculty of Journalism and Political Science, on the basis of the agreement between the Faculties, to carry out studies in the field of Humanitarian Action (*humanitarian aid*) in English, interdisciplinary, second -cycle, general academic profile within the area of social science and social science discipline and discipline of law science.

2. Education within Humanitarian Action field of study will be part of the joint master studies conducted under the aegis of an international consortium Network on Humanitarian Action (NOHA), of which the University of Warsaw is a member.

3. Decision on student matters within Humanitarian Action studies, referred to in paragraph 1, will be made by the dean of the Faculty of Law and Administration in consultation with the Director of the program. Decision on the program of education, referred to in the paragraph 1, will be made by the program board appointed by the Faculty of Law and Administration and the Faculty of Journalism and Political Science.

#### §2

Resolution comes into force upon its adoption and is applicable from the academic year 2015/2016.

Signed by  
Rector UW: M. Pałys



# M O N I T O R

## UNIwersYTETU WARSZAWskiego

Poz. 54

### UCHWAŁA NR 346 SENATU UNIwersYTETU WARSZAWskiego

z dnia 18 marca 2015 r.

#### w sprawie prowadzenia studiów na kierunku studiów *Humanitarian Action*

Na podstawie art. 8 ust 1, art. 10a oraz art. 11 ust. 1 ustawy z dnia 27 lipca 2005 r. – Prawo o szkolnictwie wyższym (tekst jednolity: Dz. U. 2012 r. poz. 572 z późn. zm.) oraz § 30 pkt 13 i § 116 ust. 3 i 4 Statutu Uniwersytetu Warszawskiego (tekst jednolity: Monitor UW z 2012 r. Nr 3A, poz. 76 z późn. zm.) Senat Uniwersytetu Warszawskiego postanawia, co następuje:

#### § 1

1. Wyraża się zgodę na prowadzenie przez Wydział Prawa i Administracji oraz Wydział Dziennikarstwa i Nauk Politycznych, na podstawie zawartego między tymi Wydziałami porozumienia, kierunku studiów *Humanitarian Action (pomoc humanitarna)* – studia w języku angielskim, interdyscyplinarne, drugiego stopnia, stacjonarne o profilu ogólnoakademickim w ramach obszaru nauk społecznych oraz dziedziny nauk społecznych i dziedziny nauk prawnych.

2. Kształcenie na kierunku studiów *Humanitarian Action* stanowić będzie część wspólnych studiów magisterskich prowadzonych pod egidą międzynarodowego konsorcjum *Network on Humanitarian Action* (NOHA), którego członkiem jest Uniwersytet Warszawski.

3. Decyzje w sprawach studenckich na kierunku, o którym mowa w ust. 1, podejmować będzie dziekan Wydziału Prawa i Administracji w porozumieniu z kierownikiem programu. Uchwały w sprawie programu kształcenia kierunku, o którym mowa w ust. 1, podejmować będzie rada programowa powoływana przez Wydział Prawa i Administracji oraz Wydział Dziennikarstwa i Nauk Politycznych.

#### § 2

Uchwała wchodzi w życie z dniem podjęcia i ma zastosowanie od roku akademickiego 2015/2016.

Rektor UW: *M. Pałys*



UPPSALA  
UNIVERSITET

Administrator  
Katarina Westerlund  
Faculty Programme Director

Box 256  
SE-751 05 Uppsala  
SWEDEN

Phone:  
+46 70 425 00 19

Telefax  
+46 18 471 16 55

www.uu.se

katarina.westerlund@uadm.uu.se

1(1)

DATE 2017-02-06

UFV 2017/xx

### Proof of accreditation of the degree

There is no procedure for official recognition of programmes by any national authority in Sweden. The university is, by law, a national authority in itself, and therefore has the right to establish programmes by itself (Higher Education Act 1992:1434).

The Master programme in International Humanitarian Action, 120 ECTS, is established by Uppsala University. The programme is administrated by the Faculty of Theology. The national name of the degree is: Teologie master, huvudområde International Humanitarian Action.

The English name of the degree is: Master of Arts in Theology, main field of study International Humanitarian Action.

The diploma supplement has been implemented at the Uppsala University as of 1<sup>st</sup> of January 2003.

Mattias Martinson  
Dean  
Faculty of Theology

Katarina Westerlund  
Faculty Programme  
Director

## Kvalitetsutvärdering av länderstudier och närliggande huvudområden

### Beslut

Universitetskanslersämbetet beslutar att ge följande samlade omdöme för examina inom följande huvudområden (länderstudier).

#### Göteborgs universitet

European studies - masterexamen, hög kvalitet

International administration and global governance - masterexamen, hög kvalitet

#### Högskolan i Jönköping

Globala studier - kandidatexamen, bristande kvalitet

#### Lunds universitet

Asienstudier - masterexamen, bristande kvalitet

Europastudier - masterexamen, hög kvalitet

Mellanösternstudier - masterexamen, hög kvalitet

#### Stockholms universitet

Latinamerikastudier - kandidatexamen, hög kvalitet

#### Uppsala universitet

International humanitarian action - masterexamen, hög kvalitet

Utbildningar med de samlade omdömena *mycket hög kvalitet* eller *hög kvalitet* uppfyller kvalitetskraven för högre utbildning. Utbildningar med det samlade omdömet *bristande kvalitet* uppfyller inte kvalitetskraven för högre utbildning. För de utbildningar som fått omdömet *bristande kvalitet* innebär det att Universitetskanslersämbetet ifrågasätter tillståndet att utfärda denna examen. Dessa lärosäten (Högskolan i Jönköping/Globala studier - kandidatexamen och Lunds universitet/Asienstudier - masterexamen) ska senast den 25 februari 2015 inkomma med en redogörelse för de åtgärder som vidtagits. Därefter kommer Universitetskanslersämbetet att ta ställning till om det finns skäl att besluta att Lunds universitet inte längre får utfärda denna examen. När det gäller Högskolan i Jönköping kommer Universitetskanslersämbetet att ta ställning till om det finns anledning att föreslå regeringen att lärosätet inte längre får utfärda denna examen.

### Ärendets hantering

Universitetskanslersämbetet har i enlighet med regeringens uppdrag genomfört en nationell kvalitetsutvärdering av utbildningar som leder till kandidatexamen eller masterexamen i Asienstudier, Europastudier/European studies, Globala studier, International Administration and Global Governance, International Humanitarian Action, Latinamerikastudier och Mellanösternstudier (sammanfattningsvis länderstudier). Uppdraget innebär att Universitetskanslersämbetet ska utvärdera utbildningarnas resultat. Med resultat avses hur väl den aktuella utbildningen uppfyller kraven i högskolelagen och i examensbeskrivningarna i de förordningar som ansluter till lagen. I utvärderingarna granskas i vilken utsträckning studenternas faktiska studieresultat motsvarar de förväntade studieresultaten.

För granskningen av berörda utbildningar har Universitetskanslersämbetet efter ett nomineringsförfarande utsett en bedömargrupp bestående av ämnesexperter, student och arbetslivsföreträdare. Till grund för bedömargruppens granskning har ett urval av examensmål gjorts för aktuell examen. Urvalet har beslutats av Universitetskanslersämbetet, se bilaga 3 i bedömargruppens yttrande. De underlag som bedömningarna grundas på är studenternas självständiga arbeten (examensarbeten), lärosätets självvärdering samt studenternas uppfattning om hur väl utbildningen skapat förutsättningar för att de ska nå målen i examensbeskrivningarna (studenternas erfarenheter). Studenternas självständiga arbeten ska tillsammans med de utbildningsresultat som redovisas i självvärderingen utgöra det huvudsakliga underlaget för bedömargruppens förslag till samlat omdöme. De underlag som ligger till grund för bedömning framgår av bilaga 6 i bedömargruppens yttrande.

Bedömarna har inte deltagit i beredning eller bedömning av ärenden där man uppgett jäv. En förteckning över de ledamöter som ingått i bedömargruppen samt jävsförhållanden återfinns i bilaga 2 i bedömargruppens yttrande.

Utbildningar med färre än fem självständiga arbeten under de tre senaste åren ingår inte i utvärderingen. Vidare undantas utbildningar som är nyinrättade och därför ännu inte kan redovisa fullständig måluppfyllelse.

Bedömargruppen lämnar i sitt yttrande en bedömning av måluppfyllelsen per utvalt examensmål och ett förslag till samlat omdöme för varje utbildning.

### Universitetskanslersämbetets bedömning

Med utgångspunkt i bedömargruppens förslag ger Universitetskanslersämbetet varje utbildning något av följande samlade omdömen:

1. *Mycket hög kvalitet*
2. *Hög kvalitet*
3. *Bristande kvalitet*, vilket innebär att Universitetskanslersämbetet ifrågasätter lärosätets tillstånd att utfärda denna examen och att Universitetskanslersämbetet efter uppföljning kommer att ta ställning till om tillståndet bör dras in. (För närmare information, se *Högskoleverkets system för kvalitetsutvärdering 2011-2014*, 2012:15R)



Universitetskanslersämbetets samlade omdöme redovisas i bilaga 1 för respektive lärosäte och utbildning.

Beslut i detta ärende har fattats av universitetskanslern Lars Haikola efter föredragning av utredaren Aija Sadurskis i närvaro av seniora rådgivaren Gunilla Jacobsson, avdelningschefen Anette Gröjer och enhetschefen Karin Järplid Linde.

Lars Haikola

Aija Sadurskis

Kopia till:  
Bedömargruppen

### Bilaga 1: Samlat omdöme

#### Göteborgs universitet

| Lärosäte   | Huvudområde/Examen  | ID-nr          | Samlat omdöme |
|--|---|----------------|---------------|
| Göteborgs universitet  | European studies - master                                   | A-2013-03-2411 | Hög kvalitet  |
| Universitetskanslersämbetet instämmer i bedömargruppens ställningstagande.<br>"Sammantaget visar underlagen på hög måluppfyllelse för samtliga mål. Den samlade bedömningen är att utbildningen håller hög kvalitet."  |   |                |               |
| Göteborgs universitet  | International administration and global governance - master | A-2013-03-2412 | Hög kvalitet  |
| Universitetskanslersämbetet instämmer i bedömargruppens ställningstagande.<br>"Underlagen visar på mycket hög måluppfyllelse för målen<br>- visa kunskap och förståelse inom huvudområdet för utbildningen, inbegripet såväl brett kunnande inom området som väsentligt fördjupade kunskaper inom vissa delar av området samt fördjupad insikt i aktuellt forsknings- och utvecklingsarbete.<br>- visa fördjupad metodkunskap inom huvudområdet för utbildningen.<br>Sammantaget visar underlagen på hög måluppfyllelse för målen<br>- visa förmåga att kritiskt och systematiskt integrera kunskap och att analysera, bedöma och hantera komplexa företeelser, frågeställningar och situationer även med begränsad information.<br>- visa förmåga att kritiskt, självständigt och kreativt identifiera och formulera frågeställningar, att planera och med adekvata metoder genomföra kvalificerade uppgifter inom givna tidsramar och därigenom bidra till kunskapsutvecklingen samt att utvärdera detta arbete.<br>- visa förmåga att inom huvudområdet för utbildningen göra bedömningar med hänsyn till relevanta vetenskapliga, samhällsliga och etiska aspekter samt visa medvetenhet om etiska aspekter på forsknings- och utvecklingsarbete.<br>Den samlade bedömningen är att utbildningen håller hög kvalitet." |   |                |               |

## Högskolan i Jönköping

| Lärosäte  | Huvudområde/Examen         | ID-nr          | Samlat omdöme      |
|---|----------------------------|----------------|--------------------|
| Högskolan i Jönköping   | Globala studier - kandidat | A-2013-03-2643 | Bristande kvalitet |
| <p>Universitetskanslersämbetet instämmer i bedömargruppens ställningstagande.<br/>           "Sammantaget visar underlagen på bristande måluppfyllelse för målet<br/>           - visa kunskap och förståelse inom huvudområdet för utbildningen, inbegripet kunskap om områdets vetenskapliga grund, kunskap om tillämpliga metoder inom området, fördjupning inom någon del av området samt orientering om aktuella forskningsfrågor.<br/>           För övriga mål visar underlagen på hög måluppfyllelse. Den samlade bedömningen är att utbildningen håller bristande kvalitet."</p> |                            |                |                    |

## Lunds universitet

| Lärosäte  | Huvudområde/Examen           | ID-nr          | Samlat omdöme      |
|---|------------------------------|----------------|--------------------|
| Lunds universitet   | Asienstudier - master        | A-2013-03-2409 | Bristande kvalitet |
| <p>Universitetskanslersämbetet instämmer i bedömargruppens ställningstagande.<br/>           "Sammantaget visar underlagen på bristande måluppfyllelse för målen<br/>           - visa förmåga att kritiskt och systematiskt integrera kunskap och att analysera, bedöma och hantera komplexa företeelser, frågeställningar och situationer även med begränsad information.<br/>           - visa förmåga att kritiskt, självständigt och kreativt identifiera och formulera frågeställningar, att planera och med adekvata metoder genomföra kvalificerade uppgifter inom givna tidsramar och därigenom bidra till kunskapsutvecklingen samt att utvärdera detta arbete.<br/>           För övriga mål visar underlagen på hög måluppfyllelse. Den samlade bedömningen är att utbildningen håller bristande kvalitet."</p> |                              |                |                    |
| Lunds universitet   | Europastudier - master       | A-2013-03-2410 | Hög kvalitet       |
| <p>Universitetskanslersämbetet instämmer i bedömargruppens ställningstagande.<br/>           "Sammantaget visar underlagen på hög måluppfyllelse för samtliga mål. Den samlade bedömningen är att utbildningen håller hög kvalitet."</p>  |                              |                |                    |
| Lunds universitet   | Mellanösternstudier - master | A-2013-03-2415 | Hög kvalitet       |
| <p>Universitetskanslersämbetet instämmer i bedömargruppens ställningstagande.<br/>           "Sammantaget visar underlagen på hög måluppfyllelse för samtliga mål. Den samlade bedömningen är att utbildningen håller hög kvalitet."</p>  |                              |                |                    |

## Stockholms universitet

| Lärosäte  | Huvudområde/Examen                | ID-nr          | Samlat omdöme |
|---|-----------------------------------|----------------|---------------|
| Stockholms universitet  | Latinamerikastudier -<br>kandidat | A-2013-03-2414 | Hög kvalitet  |
| Universitetskanslersämbetet instämmer i bedömgruppens ställningstagande.<br>"Sammantaget visar underlagen på hög måluppfyllelse för samtliga mål. Den samlade bedömningen är att utbildningen håller hög kvalitet." |                                   |                |               |

## Uppsala universitet

| Lärosäte   | Huvudområde/Examen                               | ID-nr          | Samlat omdöme |
|--|--|----------------|---------------|
| Uppsala universitet  | International<br>humanitarian action -<br>master | A-2013-03-2413 | Hög kvalitet  |
| Universitetskanslersämbetet instämmer i bedömgruppens ställningstagande.<br>"Sammantaget visar underlagen på mycket hög måluppfyllelse för målet<br>- visa förmåga att kritiskt, självständigt och kreativt identifiera och formulera frågeställningar, att planera och med adekvata metoder genomföra kvalificerade uppgifter inom givna tidsramar och därigenom bidra till kunskapsutvecklingen samt att utvärdera detta arbete.<br><br>För övriga mål visar underlagen på hög måluppfyllelse. Den samlade bedömningen är att utbildningen håller hög kvalitet." |  |                |               |

## Bedömargruppens yttrande över nationell kvalitetsutvärdering 2013 av länderstudier

### Bedömargruppens uppdrag

Universitetskanslersämbetet har gett oss i uppdrag att granska utbildningar som leder till kandidat- eller masterexamen inom huvudområdena Asienstudier, Europastudier, Globala studier, Latinamerikastudier, Mellanösternstudier, International Humanitarian Action och International Administration and Global Governance (som utvärderingsprojekt kallade för länderstudier). För varje granskad utbildning redovisar vi vår bedömning av måluppfyllelsen för varje utvalt examensmål. Dessa sammanfattas i ett förslag till samlat omdöme med vidhängande motivering, se bilaga 1.

Härmed överlämnar vi vårt yttrande till Universitetskanslersämbetet.

### Bedömargruppens sammansättning

I bedömargruppen ingick följande ledamöter:

- Claes-Göran Alvstam (ordförande, ämnesexpert), Göteborgs universitet
- Maj-Lis Follér (ämnesexpert), Göteborgs universitet
- Paulina Rytönen (ämnesexpert), Södertörns högskola
- Krzysztof Stala (ämnesexpert), Köpenhamns universitet
- Michael Palomäki (studeranderepresentant), Lunds universitet
- Monika Wirkkala (arbetslivsrepresentant), Svenska institutet

Se bilaga 2 för bedömargruppens jävsförhållanden.

### Bedömargruppens arbete

Val av examensmål samt framtagande av kriterier och läsanvisningar

I valet av examensmål har vi utgått från att urvalet ska: ”beakta de krav på högre utbildning som uttrycks i 1 kap. 2, 8–9 §§ högskolelagen och vidare göras så att det säkerställs att de mål som valts ut tillsammans speglar utbildningens helhet och särart samt användbarhet på arbetsmarknaden” (*Högskoleverkets system för kvalitetsutvärdering 2011–2014*, rapport 2012:15R, Högskoleverket).

De examensmål som vi har valt ut och de kriterier som vi har tagit fram har delgivits de utbildningar som ingår i utvärderingen för synpunkter. Det slutgiltiga beslutet om vilka examensmål som utbildningarna utvärderas mot fattades av Universitetskanslersämbetet den 2013-04-24, efter samråd med bedömargruppen. Se bilaga 3.

### Bedömningsprocessen

Utvärderingen har gjorts med hjälp av följande underlag: studenternas självständiga arbeten (examensarbeten), lärosätenas självvärdering och studenternas erfarenheter (studentintervjuer). Lärosätesintervjuer har genomförts för samtliga utbildningar. Alumnenkäter ingår inte längre som ett bedömningsunderlag i utvärderingssystemet. Resultatet från granskningen av de självständiga arbetena återfinns i bilaga 5. De underlag som har funnits tillgängliga för bedömning framgår av bilaga 6.

Vid viktningen av kriterierna, bedömningsunderlagen och framtagandet av det samlade omdömet har vi utgått ifrån *Högskoleverkets system för kvalitetsutvärdering 2011–2014*, rapport 2012:15R, Högskoleverket.

Vi vill till dessa riktlinjer göra nedanstående tillägg/preciseringar.

Kurser med en regional inriktning (i fortsättningen ”länderstudier”) introducerades på svenska universitet och högskolor under 1970- och 1980-talen, och utvecklades under de kommande åren i många fall till mer sammanhängande utbildningar, ofta anknutna till särskilda institut eller centrumbildningar utanför de traditionella ämnesinstitutionerna. Ambitionen var att knyta samman olika monodisciplinära forsknings- och utbildningskompetenser genom att erbjuda en helhetsbild av en viss geografisk region. Ibland knöts dessa mångvetenskapliga kurser samman med språkutbildningar; profilen kunde därutöver vara samhällsvetenskaplig/ekonomisk och/eller mer renodlat humanistisk. Existerande lokala forskningstraditioner på den enskilda universitetsorten var ofta avgörande för hur det färdiga ”utbildningspaketet” utformades. Många av dessa kurser och utbildningar blev snabbt populära bland studenter, då de erbjöd en intressant komplettering till disciplinorienterade studier, och de blev i flertalet fall även efterfrågade på arbetsmarknaden eftersom de erbjöd en bred allmänkompetens kring en viss region. Till kategorin ”länderstudier” kan även räknas program med inriktning mot till exempel globala studier, utvecklingsstudier och internationellt biståndsarbete, då de har samma karaktär som länderstudieprogrammen och ofta i realiteten är fokuserade mot Afrika, Asien och Latinamerika.

De mest framgångsrika regionala utbildningarna bildade med tiden egna ämnen och institutioner. Det skedde en utveckling mot möjligheten att läsa en hel kandidatexamen med den valda regionen som huvudämne, senare även påbyggnad till magister. Då Bologna-systemet infördes på svenska universitet och högskolor utökades flera kandidatprogram även med en tvåårig påbyggnad till internationell masterexamen. Samtidigt skedde en allmän övergång till engelska som undervisningsspråk och rekrytering av internationella studenter. I denna process kan man också se ett ömsesidigt förstärkande samband mellan forskning och utbildning. Ökade externa anslag i form av nationella, samordnade satsningar eller individuella projekt förstärker forskningsmiljön, och därmed även grundutbildningen; en stark sammanhängande grundutbildning bildar en god bas för rekrytering till forskarutbildning och forskning. Generellt har de större universiteten givetvis större möjligheter än de små högskolorna att resursmässigt stödja speciella länderstudieprogram, både finansiellt och personmässigt.



Under hela denna process kring skapande och etablering av särskilda länderstudieprogram har den *inneboende motsättningen mellan traditionella discipliner och det mångvetenskapliga arbetssättet*, såväl i grundutbildning som i forskning, debatterats flitigt. Synen på länderstudier som komplement till den egna disciplinen har varierat mellan olika akademiska ämnen, men generellt kan sägas att det varit svårare att erbjuda extern finansiering för flervetenskapligt inriktad humanistisk och samhällsvetenskaplig forskning än för projekt som ligger inom traditionella discipliner – detta trots att det kontinuerligt skett riktade satsningar på just uppbyggnad av regionalt inriktad kompetens.

Den inneboende motsättningen mellan mono- och flervetenskaplig utbildning är uppenbar i de kandidat- och masterprogram som är föremål för denna bedömning. Den visar sig till exempel vid val av forskningsfråga, teoriansats och metodplattform för master- resp. kandidatuppsatsen. Ska den valda forskningsfrågan vara inspirerad av den ämnesmässiga bredden i programmet? Ska en uppsats i länderstudier som huvudområde syntetiskt utgå från flera av de teoritraditioner som presenterats under utbildningen, eller bör man istället välja en teoretisk referensram hämtad från endast en av de disciplinerna som ingått i programmet? *Hur långt kan man nå när det gäller "huvudämnet" i ett länderstudieprogram?* Förväntas flervetenskapligheten i programmet skapa ett mervärde som innebär att slutresultatet allmänt bör hålla högre kvalitet än i traditionella program? Eller är det så att man ställer lägre kvalitetskrav på master- (eller kandidat-) uppsatsen i huvudämnet i ett flervetenskapligt program, eftersom författaren förväntas ha en bredare bakgrund än i ett rent ämnesorienterat program? Urvalet av inlämnade självständiga arbeten inom denna utvärdering visar att man i flertalet fall valt den monovetenskapliga vägen, dvs. uppsatsen reflekterar teori- och metodtraditionen inom ett enskilt ämne. I endast ett fåtal fall kan man se att uppsatsen har en klar mångvetenskaplig eller tvärvetenskaplig ansats vad gäller val av forskningsproblem, teori, metod och genomförande. Detta behöver inte ses som ett problem, utan reflekterar endast svårigheten att åstadkomma verklig tvärvetenskap. I bedömargruppens helhetsbedömning av ett program har, bland annat av detta skäl, större vikt lagts vid programmets självvärdering, liksom vid slutsatser från intervjuer med utbildningsföreträdare och studenter än vad som normalt är fallet i Universitetskanslersämbetets kvalitetsutvärderingar; detta i syfte att säkerställa hur urvalet av självständiga arbeten förhåller sig till de flervetenskapliga ambitionerna i resp. program. Det var därför olyckligt att så många studentintervjuer fick ställas in då det saknades studenter att intervjua. I flera fall hade det säkert varit möjligt att få en mer nyanserad bild av utbildningarna om det varit möjligt att även få intervjua de studerande.

Ska ett länderstudieprogram erbjudas på en mycket *bred basis*, eller ska den *riktas och profileras*? Flera av de bedömda utbildningarna har valt en tydlig humanistisk, alternativt en tydlig samhällsvetenskaplig, inriktning. Det visar sig att de bredaste programmen, geografiskt och tematiskt, också haft svårast att uppnå kvalitetsmålen vad gäller urvalet av självständiga arbeten som bedömts. Smalare och mer nischade program tycks inte, enligt självvärderingar och intervjuer, ha haft större problem vad gäller studenternas "anställningsbarhet" än de som haft ett bredare anslag. Ingen av de bedömda utbildningarna har haft krav på specifika förkunskaper när det gäller språk; de har inte heller innehållit vidareutbildning i språk. I ett fall (kandidatprogrammet i

Latinamerikastudier på Stockholms universitet) har det varit möjligt att författa uppsatsen på spanska.

En annan generell principiell fråga som rör länderstudieutbildningar i förhållande till traditionella ämnesbaserade program är *den organisatoriska inplaceringen*. Eftersom flera fakulteter ofta är inblandade i utbildningen, reses frågan om värd fakultet och -institution. Det finns även exempel på program som organisatoriskt är placerade utanför den traditionella fakultetsorganisationen. Bland de utvärderade utbildningarna finns en rad olika individuella lösningar, vilket indikerar att det inte finns något givet svar på denna fråga. Det är dock viktigt att den organisatoriska placeringen inte blir alltför styrande för ett programs inriktning och ämnesmässiga mångfald. Likaså kan fakultetsplaceringen, och därmed examensbenämningen, ge en felaktig yttre bild av programmets identitet, till exempel då ett masterprogram med inriktning mot internationellt katastrofbiståndsarbete är placerad inom teologisk fakultet. Ett annat exempel är Latinamerikastudier som är inordnat i en miljö bestående av språkstudier.

Ett specifikt problem som rör länderstudieprogram i förhållande till traditionella ämnesbaserade program är *läroplanens sammansättning och anställningsförhållanden*. Vissa program har valt en struktur med en "kärngrupp" som är anställd inom programmet, vilket innebär bättre möjlighet till kontinuitet och sammanhängande utvecklingsarbete. En nackdel kan vara att medlemmarna i denna grupp fjärras från sina moderdiscipliner och därmed från forskningen i sina ämnen. Detta blir särskilt tydligt om man geografiskt befinner sig utanför sina resp. heminstitutioner. Andra program har byggts upp kring ett lärarlag som "kontrakterats" för undervisning i länderstudier, men som har sin huvudsakliga hemvist på en ämnesinstitution. I sådana fall kan kontinuiteten bli lidande. Medverkan i länderstudieprogrammet kan få lägre prioritet för den enskilde än "huvudverksamheten", oavsett om den består i grundutbildning eller forskning. De större universiteterna har i teorin tillgång till omfattande forsknings- och undervisningskompetens, men måste ofta i realiteten konkurrera med en rad andra aktiviteter. I praktiken innebär detta att många av de inblandade lärarna har ett fragmentariskt deltagande inom utbildningsprogrammet. Det kan uppgå till allt från 0,3 procent till ett par procent av en tjänst, vilket leder till att de saknar möjlighet att vara tillgängliga för studenternas frågor. De mindre högskolorna, å andra sidan, kan erbjuda sammansvetsade lärarlag, där medverkan i programmet är huvudaktivitet, men plågas i gengäld av svårighet för personalförändringar med kompetensluckor som följd. Flera länderstudieprogram på de större universiteterna kan därutöver höja utbildningskvaliteten genom god tillgång på kvalificerade gästföreläsare, men en alltför stor obalans mellan tillfälliga gäster och "kärngrupp" kan ge ett splittrat intryck för studenten och därmed paradoxalt sänka den samlade utbildningskvaliteten. Likaså finns det ett subtilt balansförhållande mellan satsning på teoretiska kurser och olika typer av verksamhetsförlagd praktik, liksom mellan kurser på moderuniversitetet och utbytesverksamhet med partneruniversitet. Rätt utnyttjade kan praktikperioder och vistelser på andra universitet i något av de länder som ingår i den studerade regionen höja den samlade utbildningskvaliteten, men just på mångvetenskapliga länderstudieprogram där det redan råder ett underskott på ämnesspecifika teoretiska kurser finns också en uppenbar risk för att det samlade resultatet blir alltför tunt. Det är emellertid viktigt att understryka att praktikinlagen, liksom de omfattande fältarbets- och utbytesperioderna i

de program som här bedömts, generellt har varit kvalitetshöjande och därutöver också stärkt studenternas attraktivitet på en framtida arbetsmarknad.

Det mångvetenskapliga inslaget i länderstudieprogrammen ställer höga krav på utformningen av förkunskapskrav, liksom på "kalibreringen" av olika bakgrundserfarenheter under den första studietermen. Det är en stor utmaning att sammanföra *studenter med mycket olika utbildnings- och studietraditioner*. Detta kräver ett engagemang utöver det vanliga i den ansvariga programgruppen, liksom i rekryteringsprocessen. I ett antal utbildningar har uppfyllandet av flera examensmål haft brister trots att utbildningsplanen och det allmänna genomförandet av programmet givit ett gediget intryck. Detta kvalitetsgap kan bero på bristande förkunskaper bland de antagna studenterna, oklarheter vad gäller hur olika förkunskaper ska bedömas och/eller på att den antagna studentgruppen, särskilt då andelen internationella studenter är hög, är alltför heterogen för att en meningsfull progression i programmet ska kunna åstadkommas. Detta gäller inte minst programmets metodkomponenter. Ett mycket omsorgsfullt antagningsarbete, tydliga och jämförbara förkunskapskrav i förhållande till utbildningsmålen, och en genomtänkt process för inskolning i det svenska utbildningssystemet under den första terminen är sannolikt nyckeln till senare framgångar när det gäller uppfyllande av de uppställda examensmålen.

Sammanfattningsvis vill bedömargruppen betona att ämnesövergripande länderstudieprogram av den typ som här utvärderats har en viktig roll att fylla inom det samlade utbildningsutbudet på svenska universitet och högskolor, och att det därför är av stor vikt att kontinuerligt följa upp hur denna typ av program ska förhålla sig till mer traditionella ämnesstudier, både innehållsmässigt och organisatoriskt.

För bedömargruppen

Claes-Göran Alvstam  
Ordförande

## Bilaga 1 Bedömargruppens motiveringar

Göteborgs universitet

|  |  |                                |
|--|--|--------------------------------|
| <b>Lärosäte</b><br>Göteborgs universitet | <b>Huvudområde/examen</b><br>European studies - master | <b>ID-nr</b><br>A-2013-03-2411 |
|--|--|--------------------------------|

### Bedömning av utvalda examensmål

**Mål:** För masterexamen ska studenten visa kunskap och förståelse inom huvudområdet för utbildningen, inbegripet såväl brett kunnande inom området som väsentligt fördjupade kunskaper inom vissa delar av området samt fördjupad insikt i aktuellt forsknings- och utvecklingsarbete.

**Måluppfyllelse:** Hög.

**Motivering:** Urvalet av självständiga arbeten visar att studenterna på programmet uppnår hög eller mycket hög måluppfyllelse när det gäller kunskap inom huvudområdet. Detsamma gäller för väsentligt fördjupade kunskaper inom delar av huvudområdet. När det gäller fördjupad insikt i aktuell forskning och utveckling visar de självständiga arbetena, med något enda undantag, på hög eller mycket hög måluppfyllelse.

Enligt självvärderingen definieras profilen på utbildningen som flerdisciplinär med särskild vikt på samhällvetenskapliga, ekonomiska och juridiska perspektiv. Utbildningens täta samarbete med CES och CERGU (forskningscentra vid GU) garanterar forskningsbaserad undervisning på en hög nivå, med ett brett utbud av olika forskningsdiscipliner. Det internationella samarbetet med andra europeiska universitet (Prag och Konstanz med flera) och med diverse europeiska institutioner tillförsäkrar tillgång till gästforskare, gemensamma program, forskarutbyte och studentutbyte. Självvärderingen visar att de inledande kurserna, *European Integration: Current Research and Theory* och *Integrating European Market* introducerar huvudområdets kärnbegrepp och definierar utbildningens ämnesmässiga identitet (politisk och ekonomisk integration). Däremot märks det ett bristande helhetsperspektiv i kurserna under termin 3. Det är dock sannolikt att studenterna uppnår hög måluppfyllelse i alla delar av målet, vilket också speglas i urvalet av de självständiga arbetena. Intervjuerna bekräftar denna bild.

Sammantaget bedöms måluppfyllelsen vara hög.

**Mål:** För masterexamen ska studenten visa fördjupad metodkunskap inom huvudområdet för utbildningen.

**Måluppfyllelse:** Hög.

**Motivering:** Urvalet av självständiga arbeten visar att studenterna inom programmet, med något undantag, uppnår hög eller mycket hög måluppfyllelse när det gäller metodkunskap inom huvudområdet. Merparten av de självständiga arbetena visar på en mycket hög grad av metod- och teorimedvetande hos studenterna, även om det i den analytiska delen förekommer en del brister.

I självvärderingen och under intervjun uttryckte programansvariga att teori- och metodmedvetandet är ett centralt tema genom hela utbildningen och att det pågår en kontinuerlig diskussion omkring metod och implementering, särskilt med tanke på de utländska studenterna och deras olika bakgrund. Kursen om metodkunskap i slutet av termin 3 ger möjligheter till att fördjupa kunskaperna inom kvalitativa och kvantitativa metoder. Det framgår att kursen ger möjligheter att implementera både

|  |
|--|
| <p>kvantitativa och kvalitativa metoder trots att man väljer ett spår under kursen. Detta gör det sannolikt att studenterna uppnår hög måluppfyllelse.</p> <p>Sammantaget bedöms måluppfyllelsen vara hög.</p>   |
| <p><b>Mål:</b> För masterexamen ska studenten visa förmåga att kritiskt och systematiskt integrera kunskap och att analysera, bedöma och hantera komplexa företeelser, frågeställningar och situationer även med begränsad information.</p> <p><b>Måluppfyllelse:</b> Hög.</p> <p><b>Motivering:</b> Urvalet av självständiga arbeten visar att flertalet studenter uppnår hög eller mycket hög måluppfyllelse när det gäller att kritiskt och systematiskt integrera kunskap. Detsamma gäller förmågan att bedöma och hantera komplexa företeelser, endast ett arbete uppvisar brister. I de flesta arbetena integrerar studenterna empiri och teoretiska kunskaper på ett föredömligt sätt, de olika perspektiven (politik, ekonomi, sociala och historiska perspektiv) finns närvarande. Merparten av arbetena visar att den interdisciplinära ramen utgör en väsentlig bas för analyserna. I de enstaka arbeten som visar på brister märks svag sammankoppling mellan empiri och metod eller bristande källinsamling.</p> <p>Europastudier, med sin utpräglat tvärvetenskapliga karaktär, står inför en stor utmaning när det gäller att integrera kunskaper. Utbildningen kombinerar samhällsvetenskapliga, ekonomiska och delvis kulturteoretiska synsätt, med den europeiska integrationen som huvudfokus. I självvärderingen pekar utbildningsansvariga på att förmågan att integrera de skilda perspektiven tränas vid en rad kurser, särskilt <i>European Integration: Current Research and Theory and Integrating European Market</i>, båda på termin 1. I kurserna introduceras de teoretiska grunderna med ett interdisciplinärt synsätt på europeisk integration.</p> <p>I intervjun med företrädare för utbildningen framkommer att det läggs stor vikt på integrering och balansgång mellan olika discipliner. Den breda lärarresursen (alla discipliner representeras av lärare med hög forskarkompetens) garanterar brett utbud av perspektiv; helhetsbilden arbetas fram av de kursansvariga och programnämnden som består av representanter från olika fakulteter och studentrepresentanter. Tillsammans med självvärderingen gör detta det sannolikt att studenterna uppnår hög måluppfyllelse.</p> <p>Sammantaget bedöms måluppfyllelsen vara hög.</p> |
| <p><b>Mål:</b> För masterexamen ska studenten visa förmåga att kritiskt, självständigt och kreativt identifiera och formulera frågeställningar, att planera och med adekvata metoder genomföra kvalificerade uppgifter inom givna tidsramar och därigenom bidra till kunskapsutvecklingen samt att utvärdera detta arbete.</p> <p><b>Måluppfyllelse:</b> Hög.</p> <p><b>Motivering:</b> Urvalet av självständiga arbeten visar att studenterna, med få undantag, uppnår hög eller mycket hög måluppfyllelse när det gäller förmågan att kritiskt, självständigt och kreativt identifiera och formulera frågeställningar. Flertalet arbeten visar på hög grad av kritiskt och kreativt tänkande, och studenterna presenterar sina resultat med klart och tydligt språk. När det gäller förmågan att planera och med adekvata metoder genomföra kvalificerade uppgifter visar de självständiga arbetena på en mer splittrad måluppfyllelse. Arbeten som visar på mycket hög måluppfyllelse behandlar dels ämnen där ytterligare kunskap är angelägen, dels visar de en medvetenhet om begränsningar i källor</p>   |

|   |
|---|
| <p>och metoder. Några arbeten visar dock på brister när det gäller material/faktainsamling samt formuleringsförmåga.</p> <p>Både självvärderingen och intervjuerna indikerar att det läggs stor vikt vid undervisning i kritiskt och självständigt tänkande. Kurserna på terminerna 1, 2 och 3 samt kursen inför och vägledningen vid det självständiga arbetet fokuserar på självständiga problemformuleringar. Studenterna uppmnas till egna fältstudier och presenterar sedan sina projekt (kursen <i>Integrating European Market</i>). Underlaget bekräftar att det finns tillräckligt med träning i muntlig och skriftlig formuleringsförmåga under hela undervisningsförloppet.</p> <p>När det gäller målet att genomföra uppgiften inom givna tidsramar bekräftar intervjuerna att disciplinen i att skriva och överlämna arbetena i tid är mycket hög. Det finns ett rad konkreta tillvägagångssätt för att säkra uppfyllelsen av detta delmål.</p> <p>Sammantaget bedöms måluppfyllelsen vara hög.</p>   |
| <p><b>Mål:</b> För masterexamen ska studenten visa förmåga att inom huvudområdet för utbildningen göra bedömningar med hänsyn till relevanta vetenskapliga, samhälleliga och etiska aspekter samt visa medvetenhet om etiska aspekter på forsknings- och utvecklingsarbete.</p> <p><b>Måluppfyllelse:</b> Hög.</p> <p><b>Motivering:</b> Urvalet av självständiga arbeten visar att studenterna uppnår hög, och i några fall mycket hög, måluppfyllelse när det gäller att göra bedömningar med hänsyn till relevanta vetenskapliga aspekter. Studenterna visar också förmåga att ta hänsyn till samhälleliga och etiska aspekter. Medvetenhet om etiska aspekter på forsknings- och utvecklingsarbete kan i de flesta fall inte utläsas ur urvalet av självständiga arbeten.</p> <p>I självvärderingen påpekas det att arbete med relevanta bedömningar utförs under hela utbildningen. Genom ett tätt samarbete med CERGU och dess forskare garanteras tillgången till de nyaste, mest relevanta, vetenskapliga rönen inom området Europaforskning. De teman som behandlas inom de kurser som ingår i utbildningen lämpar sig väl för etiska diskussioner och sådana förs kontinuerligt. Det gör det sannolikt att studenterna uppnår hög måluppfyllelse avseende etiska aspekter på forsknings- och utvecklingsarbete.</p> <p>Förmågan att göra bedömningar, särskilt med hänsyn till relevanta samhälleliga och etiska aspekter, har stor relevans när det gäller anställningsbarhet. Vägen dit leder via satsningen på praktikarbete under termin 3. Självvärderingen och intervjuerna visar att det läggs mycket arbete och energi, inte minst under praktikterminen, på att skapa ett nätverk för framtida arbetsmarknadskontakter. Rådet för Europastudier (REGU) fungerar som plattform för detta mål. Samarbetet med europeiska institutioner (flera av REGU-medlemmarna har en sådan anknytning) och andra universitet utökar studenternas möjligheter till framtida professionella kontakter.</p> <p>Sammantaget bedöms måluppfyllelsen vara hög, på gränsen till mycket hög.</p> |

**Bedömargruppens förslag till samlat omdöme**
**Hög kvalitet:**

Sammantaget visar underlagen på hög måluppfyllelse för samtliga mål. Den samlade bedömningen är att utbildningen håller hög kvalitet.

| Lärosäte              | Huvudområde/examen  | ID-nr          |
|-----------------------|---|----------------|
| Göteborgs universitet | International administration and global governance - master | A-2013-03-2412 |

**Bedömning av utvalda examensmål**

**Mål:** För masterexamen ska studenten visa kunskap och förståelse inom huvudområdet för utbildningen, inbegripet såväl brett kunnande inom området som väsentligt fördjupade kunskaper inom vissa delar av området samt fördjupad insikt i aktuellt forsknings- och utvecklingsarbete.

**Måluppfyllelse:** Mycket hög.

**Motivering:** Mer än hälften av de självständiga arbetena i urvalet visar på mycket hög måluppfyllelse när det gäller kunskap inom huvudområdet. Detsamma gäller för väsentligt fördjupade kunskaper inom delar av huvudområdet. När det gäller fördjupad insikt i aktuell forskning och utveckling uppnår studenterna dock endast hög måluppfyllelse.

Självvärderingen visar att först och främst kursen *Theoretical and Historical Perspectives on Global Governance* är tänkt att stärka studenternas kunskaper inom huvudområdet. Kurserna under terminerna 2 och 3 (särskilt valbara kurser) ger möjlighet att fördjupa kunskaperna inom delar av huvudområdet, det vill säga utveckling och bistånd, konflikt och konfliktlösning, management och innovation. Aktuell forskning presenteras under de flesta kurserna men särskilt inom kursen *International Administration*. Självvärderingen visar att programansvariga är i högsta grad medvetna om behovet att skapa en gemensam identitetsplattform för studenter som kommer från olika utbildningsmiljöer. Självvärderingen och intervjuerna indikerar att kursansvariga har lyckats med denna uppgift. Det framkommer också att den först nämnda kursen skapar gedigna identitetsramar för en grundförståelse av utbildningens kärnproblematik.

Sammantaget bedöms måluppfyllelsen vara mycket hög.

**Mål:** För masterexamen ska studenten visa fördjupad metodkunskap inom huvudområdet för utbildningen.

**Måluppfyllelse:** Mycket hög.

**Motivering:** Urvalet av självständiga arbeten visar att studenterna på programmet uppnår mycket hög eller hög måluppfyllelse när det gäller fördjupad metodkunskap inom huvudområdet. Exempel på sådan mycket hög måluppfyllelse är att metoder används på ett innovativt sätt, eller att de ges en fördjupad presentation.

I självvärderingen pekar de utbildningsansvariga på svårigheter och utmaningar som dyker upp när man vill skapa ett gemensamt metodmedvetande vid så spridda förkunskaper och vetenskapliga discipliner som hos den internationella studentskaran. Därför lägger man extra stor vikt vid att arbeta med en gemensam och klar metodplattform. Kursen i metodkunskap i slutet av termin 3 ger möjlighet till fördjupade kunskaper inom kvalitativa/kvantitativa metoder. Självvärdering och intervjuer tyder på att studenterna uppnår hög till mycket hög måluppfyllelse.

Sammantaget bedöms måluppfyllelsen vara mycket hög.

**Mål:** För masterexamen ska studenten visa förmåga att kritiskt och systematiskt integrera kunskap



och att analysera, bedöma och hantera komplexa företeelser, frågeställningar och situationer även med begränsad information.

**Måluppfyllelse:** Hög.

**Motivering:** Urvalet av självständiga arbeten visar med enstaka undantag att studenterna uppnår hög eller mycket hög måluppfyllelse när det gäller att kritiskt och systematiskt integrera kunskap. Detsamma gäller förmågan att analysera, bedöma och hantera komplexa företeelser; dock finns några arbeten som visar på bristande måluppfyllelse. I de flesta arbeten integreras empiri och teoretiska kunskaper på ett föredömligt sätt. I arbeten som visar på bristande måluppfyllelse lyckas studenterna däremot inte kombinera empiri med teori eller så är kontextförankringen svag.

I självvärderingen pekar utbildningsansvariga på att dessa förmågor tränas i en rad kurser och särskilt vid arbetet med forskningsrapporter, vilket gör det sannolikt att studenterna uppnår hög måluppfyllelse. Studenterna skriver en detaljerad forskningsplan som syftar till att säkra förmågan att integrera information, fakta, metod och eventuella brister i underlaget. Intervjuerna bekräftar bilden.

Sammantaget bedöms måluppfyllelsen vara hög.

**Mål:** För masterexamen ska studenten visa förmåga att kritiskt, självständigt och kreativt identifiera och formulera frågeställningar, att planera och med adekvata metoder genomföra kvalificerade uppgifter inom givna tidsramar och därigenom bidra till kunskapsutvecklingen samt att utvärdera detta arbete.

**Måluppfyllelse:** Hög.

**Motivering:** Urvalet av självständiga arbeten visar att studenterna med enstaka undantag uppnår hög eller i några fall mycket hög måluppfyllelse när det gäller förmågan att kritiskt, självständigt och kreativt identifiera och formulera frågeställningar, samt att planera och med adekvata metoder genomföra kvalificerade uppgifter. Flertalet av arbetena visar på hög grad av kritiskt och kreativt tänkande, och resultatet presenteras med ett klart och tydligt språk. I några arbeten brister dock redovisningen av forskningen och i tillämpningen av teori. Arbetena visar också att studenterna har förutsättningar att bidra till kunskapsutvecklingen och att kunna utvärdera sitt eget arbete.

Både självvärderingen och intervjuerna indikerar att det i undervisningen läggs stor vikt vid kritiskt och självständigt tänkande, vilket gör det sannolikt att studenterna uppnår hög måluppfyllelse. Kursen inför och vägledningen vid det självständiga arbetet fokuserar på självständiga problemformuleringar. Man kan dock av underlaget utläsa att utbildningen lägger tonvikten vid Afrika på bekostnad av andra världsdelar.

När det gäller målet att genomföra uppgiften inom givna tidsramar bekräftar intervjuerna att disciplinen i att skriva och överlämna arbetena i tid är mycket hög. Utbildningen har en rad tillvägagångssätt för att uppnå detta delmål.

Sammantaget bedöms måluppfyllelsen vara hög.

**Mål:** För masterexamen ska studenten visa förmåga att inom huvudområdet för utbildningen göra bedömningar med hänsyn till relevanta vetenskapliga, samhälleliga och etiska aspekter samt visa medvetenhet om etiska aspekter på forsknings- och utvecklingsarbete.

**Måluppfyllelse:** Hög.

**Motivering:** Urvalet av självständiga arbeten visar att studenterna uppnår hög eller i flera fall mycket hög måluppfyllelse när det gäller att göra bedömningar med hänsyn till relevanta vetenskapliga, samhälleliga och etiska aspekter. Exempel på mycket hög måluppfyllelse är att det valda ämnet har hög samhällelig relevans. Medvetenhet om etiska aspekter på forsknings- och utvecklingsarbete kan i flera fall inte utläsas av urvalet av självständiga arbeten, men där det går att utläsa är måluppfyllelsen hög.

I självvärderingen påpekas det att arbetet med relevanta bedömningar, inklusive samhälleliga och etiska, utförs under hela utbildningen. Särskild vikt vid detta läggs under seminarieundervisning då studenterna uppmanas att göra självständiga bedömningar av artiklar som läses, samt av sina medstudenter presentationer. Etiska konsekvenser av forskning diskuteras bland annat inom metodkursen, och ska behandlas i forskningsplaner. Det gör det sannolikt att studenterna uppnår hög måluppfyllelse.

Förmågan att göra bedömningar av olika slag hänger ihop med studenternas anställningsbarhet. Praktik ger studenterna möjlighet att sätta sina kunskaper i ett samhälleligt perspektiv och tillämpa etiska perspektiv, vilket troligen främjar måluppfyllelsen. Under termin 3 finns det en satsning på praktik vilket kan öka anställningsbarheten. Det finns en medvetenhet bland företrädarna för utbildningen att det är en brist att inte alla studenter utnyttjar denna möjlighet.

Sammantaget bedöms måluppfyllelsen vara hög.

### Bedömargruppens förslag till samlat omdöme

#### Hög kvalitet:

Underlagen visar på mycket hög måluppfyllelse för målen

- visa kunskap och förståelse inom huvudområdet för utbildningen, inbegripet såväl brett kunnande inom området som väsentligt fördjupade kunskaper inom vissa delar av området samt fördjupad insikt i aktuellt forsknings- och utvecklingsarbete.

- visa fördjupad metodkunskap inom huvudområdet för utbildningen.

Sammantaget visar underlagen på hög måluppfyllelse för målen

- visa förmåga att kritiskt och systematiskt integrera kunskap och att analysera, bedöma och hantera komplexa företeelser, frågeställningar och situationer även med begränsad information.

- visa förmåga att kritiskt, självständigt och kreativt identifiera och formulera frågeställningar, att planera och med adekvata metoder genomföra kvalificerade uppgifter inom givna tidsramar och därigenom bidra till kunskapsutvecklingen samt att utvärdera detta arbete.

- visa förmåga att inom huvudområdet för utbildningen göra bedömningar med hänsyn till relevanta vetenskapliga, samhälleliga och etiska aspekter samt visa medvetenhet om etiska aspekter på forsknings- och utvecklingsarbete.

Den samlade bedömningen är att utbildningen håller hög kvalitet.

## Högskolan i Jönköping

| Lärosäte              | Huvudområde/examen         | ID-nr          |
|-----------------------|----------------------------|----------------|
| Högskolan i Jönköping | Globala studier - kandidat | A-2013-03-2643 |

**Bedömning av utvalda examensmål**

**Mål:** För kandidatexamen ska studenten visa kunskap och förståelse inom huvudområdet för utbildningen, inbegripet kunskap om områdets vetenskapliga grund, kunskap om tillämpliga metoder inom området, fördjupning inom någon del av området samt orientering om aktuella forskningsfrågor.

**Måluppfyllelse:** Bristande.

**Motivering:** Urvalet av självständiga arbeten visar sammantaget på brister i måluppfyllelsen. Flera arbeten tyder på att studenterna har uppnått hög måluppfyllelse inom ramen för sina specifika uppgifter och frågeställningar, men spåren av syntetiserade kunskaper i enlighet med utbildningsplanen är i stort sett obefintliga. Några arbeten brister dessutom gravt vad gäller den valda teoretiska ramen. Flera arbeten saknar helt diskussioner om vilka metoder som skulle kunna användas inom det ämnesfält som utgör arbetets kärna. Orienteringen om allmänna forskningsfrågor, liksom metodkritiken, är också generell svag. Av arbetena i urvalet behandlar en övervägande del rent svenska förhållanden eller globala förhållanden sedda från ett svenskt perspektiv. Samtidigt är de ekologiska aspekterna underrepresenterade, trots att de ska präglade en stor del av utbildningen. Det föreligger således ett gap mellan utbildningens målsättningar och urvalet arbeten.

Det framgår av självvärderingen att Globala studier är huvudområdet i programmet *Internationellt arbete*, och att 97.5 hp av sammanlagt 180 hp utgörs av detta huvudområde. Vidare ingår en praktikperiod (VFU) omfattande sammanlagt 15 veckor, dels i Sverige, dels utomlands. Utbildningsplanen karakteriseras av extremt stor ämnesbredd. Man har förutom ambitionen att täcka flertalet samhällsvetenskapliga ämnen, med tonvikt vid sociologi, statsvetenskap och kulturgeografi, även en hel termin fokuserad på ekologi med hållbar utveckling som tema, huvudsakligen ledd av biologer. Att ha en kärngrupp om nio disputerade med endast en (nyanställd) person med professorskompetens, en docent, och där samtliga utom en medverkar i programmet i intervallet 3-15% av sina tjänster (sammanlagt ca 1-1,5 heltidslektorat) innebär en uppenbar svaghet när det gäller kontinuitet och forskningsanknytning. Företrädarna för utbildningen framhåller i sin självvärdering, och bekräftade i den genomförda intervjun, att programmet är under fortsatt uppbyggnad, där ambitionen är att successivt utvidga innehållet till ytterligare kurser som ska ingå i huvudområdet Globala Studier. Särskilt nämns kommande inriktningar mot migration och integration, resp. hållbar stadsutveckling. Vidare påpekades att VFU-verksamheten nu i allt större utsträckning förläggas utomlands. Eftersom många självständiga arbeten tidigare varit förankrade i VFU som varit förlagd i Sverige har också många arbeten handlat om svenska förhållanden, om än i globalt perspektiv. Bedömningen av hur väl examensmålet är uppfyllt bygger på hur man bedömer trovärdigheten i att kunna ge en utbildning med så stor bredd på grundnivå och samtidigt uppnå kunskap om ett stort antal ämnens vetenskapliga grund, liksom kunskap om vilka vetenskapliga metoder som tillämpas inom åtminstone ett antal discipliner – detta under i realiteten endast ca 1 ½ terminers studier, eftersom man har en omfattande praktikperiod och studier utanför huvudområdet. Bedömargruppen övertygades inte om att det är möjligt och det framgår också av utfallet av bedömningen av de självständiga arbetena i urvalet.

Sammantaget bedöms måluppfyllelsen vara bristande.

**Mål:** För kandidatexamen ska studenten visa förmåga att söka, samla, värdera och kritiskt tolka relevant information i en problemställning samt att kritiskt diskutera företeelser, frågeställningar och situationer.

**Måluppfyllelse:** Hög.

**Motivering:** Urvalet av självständiga arbeten visar att studenterna med några undantag uppnår hög måluppfyllelse. Genomförandemässigt finns dock mycket övrigt att önska; flertalet arbeten bygger på tämligen enkla undersökningar som skulle kunnat genomföras betydligt mer konsekvent och med högre ambitioner. I några fall bygger hela arbetet på alldeles för små urval (till exempel tre respondenter på mail och telefon). I något fall har intervjuerna genomförts i princip korrekt, men man har missat grovt i valet av urvalsram. Med tanke på att samtliga arbeten genomförts på svensk hemmaplan, uppenbarligen i anslutning till VFU-placeringen, och således inte innefattat komplicerade metodproblem i icke-europeiska miljöer borde betydligt större ansträngning lagts ned på träningen av hur man söker, värderar och tolkar sin empiriska information. Helhetsintrycket vad gäller förmågan att kritiskt tolka och diskutera relevant information och givna frågeställningar påverkas även av dålig språkbehandling i flera arbeten.

Övriga underlag bekräftar bilden.

Sammantaget bedöms måluppfyllelsen vara hög, men på gränsen till bristande.

**Mål:** För kandidatexamen ska studenten visa förmåga att självständigt identifiera, formulera och lösa problem samt att genomföra uppgifter inom givna tidsramar.

**Måluppfyllelse:** Hög.

**Motivering:** Urvalet av självständiga arbeten visar att studenterna med något undantag uppnår hög måluppfyllelse avseende förmågan att självständigt identifiera, formulera och lösa problem. Huvuddelen av arbetena har genomförts i anslutning till praktik, något som möjligen kan ha styrt valet av undersökningsproblem. Flera av de ämnen som behandlas är i sig originella och intressanta, och klart relevanta. Däremot saknas "lyftningen" av frågorna till de större och bredare perspektiv som utbildningsplanen har till ambition att uppnå – inte minst i den alltid viktiga syntetiseringen av globala samhällsförhållanden i ett ekologiskt perspektiv. Eftersom arbetena genomförts i Sverige och behandlat relativt enkla forskningsfrågor har det inte inneburit några större utmaningar att genomföra arbetena inom ramen för en halv termins studier.

Övriga underlag bekräftar bilden.

Sammantaget bedöms måluppfyllelsen vara hög.

**Mål:** För kandidatexamen ska studenten visa förmåga att inom huvudområdet för utbildningen göra bedömningar med hänsyn till relevanta vetenskapliga, samhälleliga och etiska aspekter.

**Måluppfyllelse:** Hög.

**Motivering:** Urvalet av självständiga arbeten visar att studenterna uppnår hög måluppfyllelse, även om det är diskutabelt om arbetena kan sägas påvisa några större insikter hos studenterna avseende de allmänna vetenskapliga bedömningar som bör utgöra grunden för förmågan att dra slutsatser av en undersökning. Programmets stora bredd, och därmed naturliga begränsning i tiden för fördjupade studier inom det ämne som valts för det självständiga arbetet, gör att just detta delmål blir svåruppfyllt. Det är dock ingen tvekan om att det är högst samhällsrelevanta frågor som behandlas, såväl i huvudområdet som sådant som i urvalet av självständiga arbeten. Etiska frågor lyfts även fram

på ett rimligt sätt i flertalet arbeten.

Övriga underlag bekräftar bilden.

Sammantaget bedöms måluppfyllelsen vara hög.

**Bedömargruppens förslag till samlat omdöme**

**Bristande kvalitet:** Sammantaget visar underlagen på bristande måluppfyllelse för målet

- visa kunskap och förståelse inom huvudområdet för utbildningen, inbegripet kunskap om områdets vetenskapliga grund, kunskap om tillämpliga metoder inom området, fördjupning inom någon del av området samt orientering om aktuella forskningsfrågor.

För övriga mål visar underlagen på hög måluppfyllelse. Den samlade bedömningen är att utbildningen håller bristande kvalitet.

## Lunds universitet

| Lärosäte          | Huvudområde/examen    | ID-nr          |
|-------------------|-----------------------|----------------|
| Lunds universitet | Asienstudier - master | A-2013-03-2409 |

**Bedömning av utvalda examensmål**

**Mål:** För masterexamen ska studenten visa kunskap och förståelse inom huvudområdet för utbildningen, inbegripet såväl brett kunnande inom området som väsentligt fördjupade kunskaper inom vissa delar av området samt fördjupad insikt i aktuellt forsknings- och utvecklingsarbete.

**Måluppfyllelse:** Hög.

**Motivering:** Urvalet av självständiga arbeten visar att studenterna uppnår hög måluppfyllelse avseende kunskap och förståelse inom huvudområdet, med såväl brett kunnande inom området som väsentligt fördjupade kunskaper inom vissa delar av området. Detsamma gäller fördjupad insikt i aktuellt forsknings- och utvecklingsarbete. Spridningen är dock stor. Flera arbeten visar på bristande måluppfyllelse genom att antingen den teoretiska grunden eller det empiriska genomförandet är svagt. Ett mindre antal arbeten visar, å andra sidan, på mycket hög måluppfyllelse. Det är särskilt stora brister inom de arbeten som specialiserats på Japan, medan arbeten som behandlar övriga regioner uppvisar ett mer varierande mönster. Vidare har arbeten inom ekonomi, särskilt företags ekonomi, i högre grad visat på brister än de som representerar bred samhällsvetenskap. Även om man kan försöka fånga begreppet "asiestudier" inom en samlad teoriram blir mångfalden av teoretiska ansatser så stor att det blir svårt för den enskilde studenten att "kraftsamla" inom det område där vederbörande förväntas fördjupa sig. Många arbeten karakteriseras därför av en ganska svag teoribas.

Självvärderingen och intervjuerna visar tydligt att ambitionsnivån är hög, och att tillgången till god akademisk kompetens i närmiljön är mycket god. Masterprogrammet i Asienstudier har utvecklats inom ett nationellt "Centre of Excellence" i Asienstudier. Programmet är således tungt förankrat i en bred och mycket kvalificerad forskningsmiljö rörande samhällsvetenskapliga asiestudier. Därutöver finns inom Lunds universitet tillgång till andra särskilda nätverk, till exempel SASNET för Sydostasien, samt geografisk närhet till Köpenhamns universitet och Nordiska Institutet för Asienstudier, Copenhagen Business School m.fl. Programplanen uppfyller också med god marginal de kvalitetskrav man kan ställa på utbildningen vad avser gedigen teoretisk plattform inom bred samhällsvetenskap. Programledningen tog tidigt det strategiska beslutet att inte satsa på språkinslag eller på humaniora, utan istället inrikta sig på bred samhällsvetenskap och nutida förhållanden. I detta avseende är programmet tämligen unikt i Europa, där flertalet asiensutbildningar i första hand bygger på språk och humaniora. Den varierande kvaliteten i de självständiga arbeten som bedömts kan vara en indikation på att programmet inte når ända fram när det gäller djup kunskap och förståelse inom utbildningens huvudområden. Utmaningen består således i att minska gapet mellan ambition och redovisade resultat.

Sammantaget bedöms måluppfyllelsen vara hög, men på gränsen till bristande.

**Mål:** För masterexamen ska studenten visa fördjupad metodkunskap inom huvudområdet för utbildningen.

**Måluppfyllelse:** Hög.

**Motivering:** Urvalet av självständiga arbeten visar att studenterna med några undantag uppnår hög måluppfyllelse avseende fördjupad metodkunskap inom huvudområdet för utbildningen. De arbeten

som brister visar att det är svårt att uppnå en fördjupad metodkunskap inom alla de områden som utbildningen omfattar. Det finns en stor spännvidd mellan ren kvantitativ metod inom ekonomiska/merkantila fält, sekundärdata, paneldata, olika typer av kvalitativt orienterade metoder i form av intervjuer, fallstudier, deltagande observation, diskursanalys etc. Det är också rimligt att olika typer av metodproblem uppstår i studier kring japanskt näringsliv, kinesisk utrikespolitik i Mellanöstern och burmesiska migrantbarn i norra Thailand. Flera arbeten visar även på bristande insikter i kvaliteten på primär- och sekundärkällor i olika asiatiska länder, inte minst där man bedriver sin undersökning.

Enligt självvärderingen och intervjuerna ger den erbjudna metodologikursen under termin 2 mycket goda förutsättningar för ett framgångsrikt självständigt arbete. De *Guidelines for the Master's Thesis* som utarbetats, liksom PM:et om *Academic Writing* är båda utmärkta förberedelsematerial. Ändå syns brister i de självständiga arbetena.

Sammantaget bedöms måluppfyllelsen vara hög, men på gränsen till bristande.

**Mål:** För masterexamen ska studenten visa förmåga att kritiskt och systematiskt integrera kunskap och att analysera, bedöma och hantera komplexa företeelser, frågeställningar och situationer även med begränsad information.

**Måluppfyllelse:** Bristande.

**Motivering:** Urvalet av självständiga arbeten visar att måluppfyllelsen är bristande. Arbetena indikerar svåra problem avseende förmågan att kritiskt och systematiskt integrera kunskap, även om förmågan att identifiera, formulera, analysera, bedöma och hantera komplexa frågeställningar och situationer med begränsad information tycks vara något bättre. Detta är allvarligt, eftersom de specifika teori- och metodfärdigheterna rimligen borde ligga på en högre nivå, även mot bakgrund av det faktum att olika ämnesdiscipliner betonar olika typer av färdigheter och formulerar sina forskningsfrågor på olika sätt. Inte heller finns det några tydliga tecken på att arbetena innesluter flera olika teoritraditioner från olika delar av utbildningen, vilket åtminstone delvis skulle ha kunnat kompensera bristen på djup. Flera självständiga arbeten visar på att de forskningsfrågor som formulerats inte var realistiska att genomföra i en empirisk undersökning i fält. Konklusionen är att det inte varit möjligt att hålla samman så komplexa och breda teoretiska ramverk och att integrera dessa i en fungerande empirisk undersökning med en rimlig metod.

Övriga underlag bekräftar denna bild.

Sammantaget bedöms måluppfyllelsen vara bristande.

**Mål:** För masterexamen ska studenten visa förmåga att kritiskt, självständigt och kreativt identifiera och formulera frågeställningar, att planera och med adekvata metoder genomföra kvalificerade uppgifter inom givna tidsramar och därigenom bidra till kunskapsutvecklingen samt att utvärdera detta arbete.

**Måluppfyllelse:** Bristande.

**Motivering:** Urvalet av självständiga arbeten visar att måluppfyllelsen är bristande avseende förmågan att kritiskt, självständigt och kreativt identifiera och formulera frågeställningar, samt att planera och med adekvata metoder genomföra kvalificerade uppgifter. Det finns goda intentioner i flera arbeten att identifiera nya och intressanta frågeställningar där det finns kunskapsluckor eller allmänt bristande empiri. I det avseendet har utbildningen lyckats. Däremot har den teoretiska och

metodiska basen inte alltid räckt till för att genomföra uppgiften. I de fall där man lyckats bäst har forskningsfrågan varit extremt tillämpad, på gränsen mot ett rent utredningsuppdrag.

Flera ämnen har haft sådan karaktär att de egentligen inte kunnat genomföras inom de tidsramar som gäller för ett självständigt arbete på masternivå. Av självvärderingen framgår dock att vikten av att följa angivna tider betonas under hela programmet. Inför uppsatsarbetet fastställs ett handledningsschema som anger när olika delar av uppsatsen ska lämnas in, och studenterna följer i de flesta fall schemat.

Intervjuerna bekräftar denna bild.

Sammantaget bedöms måluppfyllelsen vara bristande.

**Mål:** För masterexamen ska studenten visa förmåga att inom huvudområdet för utbildningen göra bedömningar med hänsyn till relevanta vetenskapliga, samhällsliga och etiska aspekter samt visa medvetenhet om etiska aspekter på forsknings- och utvecklingsarbete.

**Måluppfyllelse:** Hög.

**Motivering:** Urvalet av självständiga arbeten visar att måluppfyllelsen är bristande avseende förmågan att se ämnet i relevant vetenskaplig kontext. Måluppfyllelsen är däremot hög när det gäller förmågan att göra bedömningar med hänsyn till samhällsliga och etiska aspekter, liksom medvetenheten om etiska aspekter på forsknings- och utvecklingsarbete. Studenterna demonstrerar generellt god förmåga att sätta in de valda forskningsfrågorna i ett större samhällligt sammanhang och har stor lyhörhet för etiska aspekter.

Såväl självvärderingen som intervjuerna bekräftar att de utexaminerade från denna utbildning är attraktiva på arbetsmarknaden och att de fått relevanta anställningar inom en rad olika sektorer, både privata företag, organisationer och myndigheter, och både i Sverige och internationellt. I detta hänseende har programmet uppenbarligen varit mycket framgångsrikt.

Sammantaget bedöms måluppfyllelsen vara hög, trots att vissa brister märks vad gäller förmågan att göra vetenskapliga bedömningar.

#### Bedömargruppens förslag till samlat omdöme

**Bristande kvalitet:** Sammantaget visar underlagen på bristande måluppfyllelse för målen

- visa förmåga att kritiskt och systematiskt integrera kunskap och att analysera, bedöma och hantera komplexa företeelser, frågeställningar och situationer även med begränsad information.
- visa förmåga att kritiskt, självständigt och kreativt identifiera och formulera frågeställningar, att planera och med adekvata metoder genomföra kvalificerade uppgifter inom givna tidsramar och därigenom bidra till kunskapsutvecklingen samt att utvärdera detta arbete.

För övriga mål visar underlagen på hög måluppfyllelse. Den samlade bedömningen är att utbildningen håller bristande kvalitet.



| Lärosäte  | Huvudområde/examen     | ID-nr          |
|---|------------------------|----------------|
| Lunds universitet   | Europastudier - master | A-2013-03-2410 |
| <p><b>Bedömning av utvalda examensmål</b></p> <p><b>Mål:</b> För masterexamen ska studenten visa kunskap och förståelse inom huvudområdet för utbildningen, inbegripet såväl brett kunnande inom området som väsentligt fördjupade kunskaper inom vissa delar av området samt fördjupad insikt i aktuellt forsknings- och utvecklingsarbete.</p> <p><b>Måluppfyllelse:</b> Hög.</p> <p><b>Motivering:</b> Urvalet av självständiga arbeten visar att studenterna på programmet generellt uppnår hög, på gränsen till mycket hög, måluppfyllelse när det gäller deras respektive huvudsakliga discipliner, men det är uppenbart att valet av dominerande disciplin för arbetet tycks vara bredare än utbildningens mer nischade profil. Teoriramen i några arbeten är smal, och den tvärvetenskapliga ambitionen i programmet som helhet är inte särskilt synlig, vilket är en indikation på att det varit svårt att finna balans mellan olika disciplinära traditioner. En mycket hög måluppfyllelse förutsätter en tydlig definition och identifikation av utbildningens kärnområde(n).</p> <p>Självvärderingen och intervjun med företrädare för utbildningen visar att det finns en sammanhängande medveten pedagogisk ideologi för programmet, vilket innebär att utbildningsplanen som sådan är konsistent och att anknytningen till det praktiska genomförandet också blir lättare. MAPES (Masterprogram i Europastudier) har redan varit framgångsrikt när det gäller söktryck, och attraherar en god mix av svenska och utländska, inkl. icke-europeiska, studenter, vilket innebär att potentialen för framgångsrik fortsatt kvalitetsutveckling är mycket god. Lärosätet visar dock redan i dag att man säkrar en hög måluppfyllelse. Programmet har vuxit fram ur en forskningsmiljö där Central- och Östeuropa, snarare än Väst- eller Sydeuropa, stått i fokus och där huvuddelen av kärngruppen bland utbildningens företrädare kommer från ämnet historia, men också från statsvetenskap. Utbildningsplanen karakteriseras av ambitionen att ge ett idéhistoriskt/kulturellt perspektiv på dagens Europa, där ett statsvetenskapligt ramverk i form av gemensamma institutioner och politisk styrning används för att bedriva kulturpolitik på lokal, nationell och övernationell nivå. Man har i gengäld avsiktligt tonat ned ekonomisk/kommersiella aspekter på europeiskt samarbete. I detta avseende är programmet starkt nischat, och kan sägas vara unikt, åtminstone bland universitet och högskolor i de nordiska länderna, att erbjuda denna profil. Det nära samarbetet mellan programmet och Centrum för Europastudier (CFE) innebär att man kan åstadkomma en naturlig forskningsanknytning inom sina specialområden, samtidigt som man kan få tillgång till ett nätverk av gästforskare och lämpliga partneruniversitet. Programmet är tillämpligen nytt, och har ännu inte funnit sin slutgiltiga form, vilket innebär att det nu finns goda möjligheter att hitta en tydligare balans mellan traditionella ämnesstudier och den bredare flervetenskapliga ansats med humanistisk profil som detta program erbjuder, i den mån man skulle vilja gå den vägen.</p> <p>Sammantaget bedöms måluppfyllelsen vara hög, på gränsen till mycket hög.</p> <p><b>Mål:</b> För masterexamen ska studenten visa fördjupad metodkunskap inom huvudområdet för utbildningen.</p> <p><b>Måluppfyllelse:</b> Hög.</p> <p><b>Motivering:</b> Urvalet av självständiga arbeten visar på hög måluppfyllelse. Det indikerar att den grundläggande metodträningen fungerat väl. I några arbeten kunde dock alternativa metodansatser ha diskuterats och värderats. Det ska dock poängteras att det är svårare att uppnå hög måluppfyllelse</p> |                        |                |

|   |
|---|
| <p>vad avser metodologiska färdigheter i ett flervetenskapligt sammanhang än i rena ämnesstudier, eftersom det här förväntas att man mer explicit ska behärska och tillämpa flera olika metodtraditioner i ett och samma arbete och samtidigt demonstrera hur dessa kan kombineras för att skapa ett mervärde i förhållande till ett arbete inom ett enskilt ämne.</p> <p>Enligt självvärderingen är en viktig metodkomponent i programmet att träna förmågan att arbeta och leda ett konkret projekt. Detta sker under den andra halvan av termin 2 i nära anslutning till en föregående teori- och metodologikurs. Målsättningen i projektkursen är att deltagarna ska förbereda en finansieringsansökan till EU:s kulturprogram. Här kombineras teoretiska och praktiska ansatser i ett verklighetsnära sammanhang, vilket innebär att det ges en omedelbar träning i hur relevant information samlas in, värderas och tolkas kritiskt. Detta gör det sannolikt att studenterna uppnår hög måluppfyllelse.</p> <p>Intervjun bekräftar denna bedömning.</p> <p>Sammantaget bedöms måluppfyllelsen vara hög.</p>   |
| <p><b>Mål:</b> För masterexamen ska studenten visa förmåga att kritiskt och systematiskt integrera kunskap och att analysera, bedöma och hantera komplexa företeelser, frågeställningar och situationer även med begränsad information.</p> <p><b>Måluppfyllelse:</b> Hög.</p> <p><b>Motivering:</b> Urvalet av självständiga arbeten visar att studenterna uppnår hög, och i flera fall mycket hög, måluppfyllelse när det gäller att visa förmåga att bland annat kritiskt integrera kunskap och analysera komplexa företeelser. Arbetena visar generellt på god förmåga att hålla ihop ett större projekt. I ett antal fall har det emellertid visat sig vara svårt att genomföra en empirisk undersökning efter de ursprungliga intentionerna, vilket indikerar att förmågan att ställa upp realistiska mål för hur en forskningsfråga ska omsättas i en konkret studie kan behöva tränas mer. Detta gäller särskilt för utbildningar där det självständiga arbetet innefattar ett större fältarbete utanför Sverige.</p> <p>Programmet erbjuder ett stort antal relevanta praktikplatser inom ett brett spektrum av olika verksamheter och samhällssektorer, både på nationell och på internationell nivå. Självvärdering och intervju förstärker intrycket att detta är en prioriterad komponent i programmet. Många studenter väljer därefter att författa sitt masterarbete inom det område där de genomfört praktik. Det ger god träning i att bland annat integrera kunskap vilket gör det sannolikt att studenterna uppnår hög måluppfyllelse.</p> <p>Sammantaget bedöms måluppfyllelsen vara hög.</p> |
| <p><b>Mål:</b> För masterexamen ska studenten visa förmåga att kritiskt, självständigt och kreativt identifiera och formulera frågeställningar, att planera och med adekvata metoder genomföra kvalificerade uppgifter inom givna tidsramar och därigenom bidra till kunskapsutvecklingen samt att utvärdera detta arbete.</p> <p><b>Måluppfyllelse:</b> Hög.</p> <p><b>Motivering:</b> Urvalet av självständiga arbeten visar att studenterna uppnår hög måluppfyllelse avseende förmågan att kritiskt, självständigt och kreativt identifiera och formulera frågeställningar samt att planera och med adekvata metoder genomföra kvalificerade uppgifter. I flera arbeten i urvalet har författaren utgått från existerande kunskapsluckor och valt frågeställningar som är ofullständigt täckta i existerande teoribildning, vilket visar stor mognad och god förmåga att ta sig an</p>  |

komplexa problem, samtidigt som själva arbetet genomförts på ett förtjänstfullt sätt. I några arbeten har de högt ställda ambitionerna inte helt uppfyllts, inte minst vad avser tidsaspekten, vilket visar att detta är en svår målsättning.

Självvärderingen och intervjuen bekräftar denna bild. Det framgår också av självvärderingen att arbetet med masteruppsatsen är reglerat i en särskild handbok. Den stadgar att ett arbetsschema ska etableras mellan studenten och handledaren där det är studentens ansvar att ställa upp mål och föra arbetet framåt. Det är ett arbetsätt som ger goda förutsättningar för uppfyllelse av målet att kunna genomföra arbete inom givna tidsramar.

Sammantaget bedöms måluppfyllelsen vara hög.

**Mål:** För masterexamen ska studenten visa förmåga att inom huvudområdet för utbildningen göra bedömningar med hänsyn till relevanta vetenskapliga, samhälleliga och etiska aspekter samt visa medvetenhet om etiska aspekter på forsknings- och utvecklingsarbete.

**Måluppfyllelse:** Hög.

**Motivering:** Urvalet av självständiga arbeten visar att studenterna uppnår hög måluppfyllelse. Graden av måluppfyllelse varierar dock. Brister som identifierats inkluderar att etiska aspekter diskuterats mindre utförligt än ämnet motiverat. I de fall arbetet visat på mycket hög måluppfyllelse har det till exempel berott på att ett ämne av hög samhällsrelevans valts.

Vid intervjuen betonade företrädarna för utbildningen mycket starkt anställningsbarheten. Av självvärderingen och intervjuen är det uppenbart att här har man hittills lyckats uppnå en hög måluppfyllelse, trots att programmet funnits under en alltför kort tid för att man ska kunna verifiera att detta är en utbildning som med den profil man har valt är samhälleligt relevant och efterfrågad på arbetsmarknaden, såväl i Sverige som på europeisk nivå. Det starka praktikinslaget, samt en rad sammanhållande aktiviteter utanför de teoretiska studierna under hela utbildningsperioden, bekräftar ytterligare att utbildningen bör vara gångbar på arbetsmarknaden. Eftersom det tycks som att flera studenter har sökt sig utanför den rena kultursektorn, både när det gäller praktikantplatser och val av ämne för det självständiga arbetet, finns det en risk att en alltför profilerad inriktning, såväl geografisk som tematiskt, kan upplevas som "smal".

Sammantaget bedöms måluppfyllelsen vara hög.

#### Bedömargruppens förslag till samlat omdöme

##### Hög kvalitet:

Sammantaget visar underlagen på hög måluppfyllelse för samtliga mål. Den samlade bedömningen är att utbildningen håller hög kvalitet.

| Lärosäte          | Huvudområde/examen           | ID-nr          |
|-------------------|------------------------------|----------------|
| Lunds universitet | Mellanösternstudier - master | A-2013-03-2415 |

#### Bedömning av utvalda examensmål

**Mål:** För masterexamen ska studenten visa kunskap och förståelse inom huvudområdet för utbildningen, inbegripet såväl brett kunnande inom området som väsentligt fördjupade kunskaper inom vissa delar av området samt fördjupad insikt i aktuellt forsknings- och utvecklingsarbete.

**Måluppfyllelse:** Hög.

**Motivering:** Urvalet av självständiga arbeten visar på att studenterna uppnår hög, och i flera fall mycket hög, måluppfyllelse. Arbetena har en solid teoretisk referensram, bra förankring i övriga teoretiska underlag och studenterna visar en djup förståelse över det breda området Mellanösternstudier.

Självvärderingen visar att måluppfyllelsen säkras genom vissa kurser. Introduktionsterminen omfattar tre kurser som ger en både bred och djup bas för huvudområdet, dess teoretiska grund samt metodkurser i olika led. Lärosätet har valt att profilera programmet för att bli en ledande internationell utbildning inom området. Den främsta styrkan är att man lyckats med uppgiften över förväntan. Detta har varit en utmaning eftersom en stor del av studenterna kommer från studietraditioner som skiljer sig från den svenska, där studenten ges ett stort mått av självständighet. Självvärderingen visar hur man arbetar med att integrera och slussa in studenterna i utbildningen och sammantaget visar underlagen att lärarna på ett engagerat sätt hjälper studenterna redan före utbildningens början, vilket bekräftades under intervjuerna. Självvärderingen är reflektiv; den visar att utbildningen ännu inte är färdigutvecklad och att man fortfarande arbetar med kvalitetssäkrande åtgärder och med utveckling av innehållet.

Samtliga underlag visar att en mycket stark koppling finns mellan forskning och undervisning. Vid rekrytering av lärare läggs stor vikt vid deras forskningsmeriter och samtliga som undervisar är forskare på Centrum för Mellanösternstudier. Studenterna antas delvis på grundval av ett personligt brev och ett forskningsförslag. Detta kan sammantaget ha bidragit till det mycket goda resultatet.

Sammantaget bedöms måluppfyllelsen vara hög, på gränsen till mycket hög.

**Mål:** För masterexamen ska studenten visa fördjupad metodkunskap inom huvudområdet för utbildningen.

**Måluppfyllelse:** Hög.

**Motivering:** Urvalet av självständiga arbeten visar att studenterna uppnår hög måluppfyllelse avseende fördjupad metodkunskap inom huvudområdet för utbildningen. Något enstaka arbete uppvisar brister men några arbeten visar å andra sidan på mycket hög måluppfyllelse. Det senare visar sig i diskussioner om den valda metoden.

Självvärderingen tyder på att studenterna uppnår hög måluppfyllelse genom att utbildningen har två metodkurser under termin två som kompletterar övriga kurser.

Av självvärderingen och intervjuer framkommer att utbildningen förbereder för forskarutbildning då

flera studenter antagits för vidare forskning. Det indikerar att metodkunskapen är högprioriterad och får genomslag i studenternas resultat.

Sammantaget bedöms måluppfyllelsen vara hög.

**Mål:** För masterexamen ska studenten visa förmåga att kritiskt och systematiskt integrera kunskap och att analysera, bedöma och hantera komplexa företeelser, frågeställningar och situationer även med begränsad information.

**Måluppfyllelse:** Hög.

**Motivering:** Urvalet av självständiga arbeten visar att studenterna uppnår hög, och i några fall mycket hög, måluppfyllelse. Det gäller särskilt förmågan att kritiskt och systematiskt integrera kunskap. En mindre del uppnår till och med mycket hög måluppfyllelse. Det visar sig exempelvis genom att den teoretiska ansatsen är väl integrerad igenom hela arbetet.

Självvärderingen beskriver hur studenterna tränas i att kritiskt och systematiskt integrera kunskap, samt hur teori och metodträning vävs ihop under olika delar av utbildningen. Exempel ges från andra terminen, men denna dimension omfattas i ett flertal av programmets kursplaner. Detta bekräftas också av intervjuerna. Det gör det sannolikt att studenterna uppnår hög måluppfyllelse.

Sammantaget bedöms måluppfyllelsen vara hög.

**Mål:** För masterexamen ska studenten visa förmåga att kritiskt, självständigt och kreativt identifiera och formulera frågeställningar, att planera och med adekvata metoder genomföra kvalificerade uppgifter inom givna tidsramar och därigenom bidra till kunskapsutvecklingen samt att utvärdera detta arbete.

**Måluppfyllelse:** Hög.

**Motivering:** Urvalet av självständiga arbeten visar att studenterna uppnår hög måluppfyllelse avseende förmågan att kritiskt, självständigt och kreativt identifiera och formulera frågeställningar. När det gäller att planera och med adekvata metoder genomföra kvalificerade uppgifter har flera studenter till och med uppnått mycket hög måluppfyllelse. Exempel på mycket hög måluppfyllelse är att arbetet är väl genomfört trots att uppgiften varit svår. När det gäller förmågan att bidra till kunskapsutvecklingen och att utvärdera det egna arbetet uppnår studenterna också hög måluppfyllelse, men spridningen i graden av måluppfyllelse är stor. Exempel på bristande måluppfyllelse är att resultaten i något arbete är alltför förutsägbara.

Självvärderingen och intervjuerna indikerar en hög måluppfyllelse avseende studenternas muntliga förmåga då studenterna genomgående förväntas aktivt diskutera och presentera sina resultat. Resultatet dokumenteras genom lärarnas anteckningar. Den muntliga träningen omfattar även diskussioner och interaktion med andra studenter och lärare. Många av studenterna är inte vana vid att självständigt och kritiskt analysera och arbeta med olika texter och teman, vilket är en utmaning för lärarna. Det framkommer också att stora ansträngningar görs från lärarhåll att slussa studenterna in i den svenska studietraditionen.

Sammantaget bedöms måluppfyllelsen vara hög.

**Mål:** För masterexamen ska studenten visa förmåga att inom huvudområdet för utbildningen göra

bedömningar med hänsyn till relevanta vetenskapliga, samhälleliga och etiska aspekter samt visa medvetenhet om etiska aspekter på forsknings- och utvecklingsarbete.

**Måluppfyllelse:** Hög.

**Motivering:** Urvalet av självständiga arbeten visar att studenterna uppnår hög måluppfyllelse avseende förmågan att göra bedömningar med hänsyn till vetenskapliga, samhälleliga och etiska aspekter. Några studenter uppnår mycket hög måluppfyllelse genom att till exempel inkludera en diskussion kring etiska och samhälleliga aspekter i sina självständiga arbeten. Arbetena visar också på hög, och i några fall mycket hög, måluppfyllelse när det gäller studenternas medvetenhet om etiska aspekter på forsknings- och utvecklingsarbete.

Självvärderingen och intervjuerna indikerar mycket hög måluppfyllelse avseende alla delar av detta mål. Det framgår att studenterna under en kurs kartlägger kvinnorrättsorganisationer i Malmö-Lundregionen och de studenter som önskar kan göra en fältkurs vid en utvecklingsorganisation i Mellanöstern. Av handledningen för masteruppsatser framgår dessutom att kraven på de självständiga arbetena inte bara är vetenskapliga, utan också att det ställs höga krav på forskningsetisk insikt.

Inte minst förmågan att göra samhälleliga och etiska bedömningar är kopplad till anställningsbarheten. De som är ansvariga för utbildningen anstränger sig att underlätta anställningsbarhet genom att tillhandahålla många relevanta internationella kontakter för praktikplatser. Självvärderingen bekräftar att studenterna får relevanta anställningar i välrenommerade internationella miljöer efter avslutad utbildning. Utbildningen är också forskningsförberedande.

Sammantaget bedöms måluppfyllelsen vara hög, på gränsen till mycket hög.

#### Bedömargruppens förslag till samlat omdöme

##### Hög kvalitet:

Sammantaget visar underlagen på hög måluppfyllelse för samtliga mål. Den samlade bedömningen är att utbildningen håller hög kvalitet.

## Stockholms universitet

| Lärosäte  | Huvudområde/examen             | ID-nr          |
|---|--------------------------------|----------------|
| Stockholms universitet  | Latinamerikastudier - kandidat | A-2013-03-2414 |
| <b>Bedömning av utvalda examensmål</b>  |                                |                |
| <p><b>Mål:</b> För kandidatexamen ska studenten visa kunskap och förståelse inom huvudområdet för utbildningen, inbegripet kunskap om områdets vetenskapliga grund, kunskap om tillämpliga metoder inom området, fördjupning inom någon del av området samt orientering om aktuella forskningsfrågor.</p> <p><b>Måluppfyllelse:</b> Hög.</p> <p><b>Motivering:</b> Urvalet av självständiga arbeten indikerar med enstaka undantag att studenterna har kunskap om huvudområdets vetenskapliga grund, medan den fördjupade kunskapen är bristfällig i några arbeten. Teoriutvecklingen är överlag samhällsvetenskaplig i arbetena, med sämre integration av humanistiska perspektiv. Arbetena visar däremot på bristande metodkunskaper och har ofta dålig struktur. Flertalet arbeten har en relevant teoriansats med väl anpassad litteratur, men det finns luckor i förmågan att integrera kunskap från olika ämnesområden.</p> <p>Av självvärderingen framgår inte klart hur man säkrar en hög måluppfyllelse i dag. Detta beror bland annat på att man haft en hög personalomsättning och att kompetensområdena som täckts in varierat över tid, även om personalsituationen har stabiliserats. Av intervjuerna framgick dock att man fortfarande har vissa kompetensluckor, bland annat inom miljö/hållbar utveckling. Självvärderingen visar på hög ambitionsnivå att förbättra och utveckla kursplanerna för några av kurserna. LAIS har några partneruniversitet, men inga delar av utbildningen kan förläggas till dessa och det är få studenter som gör fältarbete. Men en ansökan om minor field study, MFS, har initierats. Trots att lärosätet inte visar hur man säkrar måluppfyllelsen vare sig i självvärdering eller i intervjuer går det inte att bortse ifrån att de självständiga arbetena sammantaget visar på hög måluppfyllelse.</p> <p>Sammantaget bedöms måluppfyllelsen vara hög.</p> <p><b>Mål:</b> För kandidatexamen ska studenten visa förmåga att söka, samla, värdera och kritiskt tolka relevant information i en problemställning samt att kritiskt diskutera företeelser, frågeställningar och situationer.</p> <p><b>Måluppfyllelse:</b> Hög.</p> <p><b>Motivering:</b> Urvalet av självständiga arbeten visar på svagheter vad gäller förmågan att kritiskt tolka relevant information i en problemställning. Problemen kan bestå i att det undersökta området är för stort, men en balans mellan djup och bredd måste alltid finnas inom tvärvetenskapliga ämnen. Studenternas förmåga att kritiskt diskutera företeelser är bättre, även om ett kritiskt förhållningssätt saknas i några arbeten, och här når de hög måluppfyllelse.</p> <p>Självvärderingen och intervjun med företrädare för utbildningen tyder på att det finns en medvetenhet om att regionen Latinamerika är stor och svår att täcka med de lärare som finns vid LAIS. Förutom geografiska, kulturella och språkliga skillnader, så finns en mångfald teman/ämnen som ska inkluderas för att ge studenterna ett helhetsperspektiv. Detta ska därefter värderas och kunna tolkas kritiskt. Trots personalförändringar så finns det en sammansvetsad grupp av lärare. Lärarnas kompetens är god, men täcker ej alla områden. Genom samarbete med ämnesdiscipliner försöker man komma över dessa problem. Enligt självvärderingen tränas studenterna i förmågan att kritiskt diskutera frågeställningar genom hela utbildningen. På de flesta delkurserna examineras studenterna</p> |                                |                |

genom skriftliga inlämningsuppgifter och diskussionsseminarier där den kritiska diskussionen är särskilt viktig. Det tyder på att studenterna når hög måluppfyllelse vad avser förmågan att kritiskt tolka relevant information. Intervjun med företrädare för utbildningen bekräftar detta intryck.

Sammantaget bedöms måluppfyllelsen vara hög.

**Mål:** För kandidatexamen ska studenten visa förmåga att självständigt identifiera, formulera och lösa problem samt att genomföra uppgifter inom givna tidsramar.

**Måluppfyllelse:** Hög.

**Motivering:** Urvalet av självständiga arbeten visar med enstaka undantag att studenterna uppnår hög måluppfyllelse avseende förmågan att självständigt identifiera, formulera och lösa problem.

Frågeställningarna är i flertalet arbeten väl formulerade och det finns en medvetenhet om behovet av att begränsa frågeställningen. Svagheter i metod och eventuell brist på handledning kan emellertid märkas. Flertalet studenter skriver sina arbeten i Sverige, utan att göra något fältarbete, och viss avsaknad av empiri kan märkas.

Av självvärderingen framgår att lärarlaget arbetar med seminarier och med att knyta ihop delkurserna för att studenterna ska få ett helhetsintryck av ämnet. Självvärderingen och intervjuerna tyder på att studenterna uppnår hög måluppfyllelse.

Genomströmningen är dålig, och studenterna kan alltså inte sägas genomföra uppgifterna inom givna tidsramar. Vid intervjun med företrädare för utbildningen framgick dock att lärarlaget arbetar med problemet på olika sätt.

Sammantaget bedöms måluppfyllelsen vara hög, trots vissa svagheter.

**Mål:** För kandidatexamen ska studenten visa förmåga att inom huvudområdet för utbildningen göra bedömningar med hänsyn till relevanta vetenskapliga, samhälleliga och etiska aspekter.

**Måluppfyllelse:** Hög.

**Motivering:** Urvalet av självständiga arbeten visar på bristande vetenskaplighet i flera fall. Den tidigare nämnda bristande metodkunskapen gör att den vetenskapliga förmågan blir bristfällig.

Samhälleliga och etiska aspekter tas däremot upp i sådan utsträckning att det tyder på att studenterna uppnår hög måluppfyllelse.

Detta mål är relevant för studenternas anställningsbarhet. Av självvärderingen och intervjun med företrädare för utbildningen framgår att det inte finns någon alumniverksamhet, men däremot ett kontaktnät mot arbetsmarknaden inom lärarlaget. De intervjuade kände till att studenter fått arbete i NGOs, inom biståndssektorn samt vid svenska företag. Självvärderingen och intervjun tyder på att studenterna uppnår hög måluppfyllelse, särskilt vad gäller förmågan att göra samhälleliga och etiska bedömningar.

Sammantaget bedöms måluppfyllelsen vara hög, trots vissa svagheter vad gäller förmågan till vetenskapliga bedömningar.



**Bedömargruppens förslag till samlat omdöme****Hög kvalitet:**

Sammantaget visar underlagen på hög måluppfyllelse för samtliga mål. Den samlade bedömningen är att utbildningen håller hög kvalitet.

## Uppsala universitet

| Lärosäte            | Huvudområde/examen                         | ID-nr          |
|---------------------|--|----------------|
| Uppsala universitet | International humanitarian action - master | A-2013-03-2413 |

**Bedömning av utvalda examensmål**

**Mål:** För masterexamen ska studenten visa kunskap och förståelse inom huvudområdet för utbildningen, inbegripet såväl brett kunnande inom området som väsentligt fördjupade kunskaper inom vissa delar av området samt fördjupad insikt i aktuellt forsknings- och utvecklingsarbete.

**Måluppfyllelse:** Hög.

**Motivering:** De utvalda självständiga arbetena är gedigna och ofta välskrivna, med goda genomgångar av forskning. De visar på mycket hög måluppfyllelse vad avser väsentligt fördjupade kunskaper inom vissa delar av området.

Av självvärderingen och intervjuerna framgår att utbildningen delvis är uppbyggd utifrån egen kompetens, men också inom ramen för ett Erasmus Mundus samarbete. Studenterna förväntas läsa stora delar av sin utbildning på plats i Uppsala, med undantag för förekommande utbyten samt praktikkurs. Utbildningen är rubricerad som en masterutbildning inom huvudområdet Humanitært arbete, ett brett och komplicerat fält, där fältets verklighet är högst tillämpad. Programmet är uppbyggt kring olika teman, som man identifierat som nyckelområden och där man har kompetens. De sistnämnda omfattar antropologi, juridik, bistånd, hälsa och geopolitik, samt freds- och konfliktforskning och religion. Trots att samtliga perspektiv är relevanta i sammanhanget, ger underlaget intryck av att de olika delarna inte är väl integrerade. Lärolaget bedriver forskning som är relevant för utbildningen inom områdena freds- och konfliktforskning, public health, international law och religionskunskap, medan kopplingen till antropologi är svagare, då lärarna endast anses ha allmän kunskap om antropologi. Det framgår också att det antropologiska inslaget har en svagare koppling till utbildningens innehåll och syfte. Vad gäller att förstärka utbildningen genom förmedling av egen forskning framstår forskare inom hälsokunskap och även de utländska gästlärarna som mycket aktiva, medan de andra disciplinernas inslag framstår som mycket mer knapphändig.

Sammantaget bedöms måluppfyllelsen vara hög.

**Mål:** För masterexamen ska studenten visa fördjupad metodkunskap inom huvudområdet för utbildningen.

**Måluppfyllelse:** Hög.

**Motivering:** Urvalet av självständiga arbeten visar, med något undantag, att studenterna uppnår hög eller mycket hög måluppfyllelse avseende fördjupad metodkunskap inom huvudområdet för utbildningen.

Enligt självvärderingen omfattar utbildningen i teori en palett av olika teoribildningar och därmed också av metodtraditioner. Detta är en utmaning som denna utbildning delar med övriga utbildningar inom denna utvärdering ("länderstudier"). Det enda rena inslaget av metodstudier omfattar 5 högskolepoäng, vilket för denna nivå är anmärkningsvärt lite, särskilt med tanke på att självvärderingen och intervjun med företrädare för utbildningen antyder att det är en utmaning att få studenterna att se skillnad mellan en vanlig och en vetenskaplig rapport. I stället finns metodutbildningen enligt självvärderingen integrerad i övrig undervisning. Underlaget talar dock emot detta påstående. Totalt finns enligt självvärderingen en viss övervikt mot etnografisk metod, men det

är inte vad man som student kan förvänta sig när man tar del av hur lärosätet beskriver utbildningen. Övervikten mot etnografi skapar en skillnad mellan vad utbildningen lovar och vad man faktiskt tillhandahåller. Underlaget tyder också på bristande samstämmighet mellan handledare och examinator avseende vilka krav som ska ställas för att studenten ska bli godkänd på det självständiga arbetet. Trots att denna brist sannolikt försvårar för studenterna att få fördjupade metodkunskaper uppvisar urvalet av självständiga arbeten minst hög måluppfyllelse.

Sammantaget bedöms måluppfyllelsen vara hög.

**Mål:** För masterexamen ska studenten visa förmåga att kritiskt och systematiskt integrera kunskap och att analysera, bedöma och hantera komplexa företeelser, frågeställningar och situationer även med begränsad information.

**Måluppfyllelse:** Hög.

**Motivering:** Urvalet av självständiga arbeten visar på mycket hög måluppfyllelse när det gäller att analysera, bedöma och hantera komplexa företeelser, frågeställningar och situationer även med begränsad information. Flera arbeten är väl genomarbetade och reflekterande, och innehåller också i viss mån en kritisk och systematisk integration av kunskap.

Enligt beskrivningen av utbildningen i självvärderingen har detta mål två delar som ska vara uppfyllda. Dels kritisk och systematisk integration av teori och empiri, vilket ingår i målet för alla utbildningar. Dels kritisk och systematisk integration av de olika teoretiska och praktiska fältspecifika ansatser som ska utgöra den tvärvetenskapliga grunden för utbildningen. Av självvärderingen framgår avseende den första delen att studenterna tränas i att reflektera självständigt och att integrera teori och praktik redan under utbildningens början och även genomgående då kurserna examineras genom självständiga PM och ett kritiskt förhållningssätt uppmuntras. En stor andel av studenterna har med sig praktiska erfarenheter från fältet, vilka enligt underlagen inte verkar integreras i utbildningen. Avseende den kritiska och systematiska integrationen av olika teoretiska och praktiska ansatser visar självvärdering och intervju att innehållet i utbildningen saknar integration. Det går således inte att tala om tvärvetenskap, utan snarare om många olika discipliner som arbetar på sina egna sätt inom programmet. Lärarlaget verkar inte ha integrerat sina kunskaper i större utsträckning vilket gör det svårt för studenterna att göra det. Ändå saknas självkritik eller reflektion över detta både i självvärderingen och i intervjun med utbildningens företrädare. Självvärderingen koncentrerar sig i stället på de aktiviteter som genomförs i det utländska nätverket. De problem som finns med att integrera olika ansatser märks också i bedömningen av de självständiga arbetena. Även om studenterna i sina självständiga arbeten lyckas integrera teori och empiri, saknas tvärvetenskapligheten även där.

Sammantaget bedöms måluppfyllelsen vara hög.

**Mål:** För masterexamen ska studenten visa förmåga att kritiskt, självständigt och kreativt identifiera och formulera frågeställningar, att planera och med adekvata metoder genomföra kvalificerade uppgifter inom givna tidsramar och därigenom bidra till kunskapsutvecklingen samt att utvärdera detta arbete.

**Måluppfyllelse:** Mycket hög.

**Motivering:** Urvalet av självständiga arbeten visar på mycket hög måluppfyllelse avseende förmågan att kritiskt, självständigt och kreativt identifiera och formulera frågeställningar samt att planera och med adekvata metoder genomföra kvalificerade uppgifter. Det är däremot oklart om arbetena bidrar

till kunskapsutvecklingen. Flera av arbetena visar på stor självständighet i problemformulering. Studenternas självständighet och förmåga att utvärdera det egna arbetet är god, att döma av urvalet av arbeten.

Enligt självvärderingen innehåller kurserna genomgående inslag av reflektion och studenterna förväntas ställa frågor i sina inlämningsuppgifter. Självvärderingen ger goda exempel på hur detta hanteras. Studenternas muntliga förmåga dokumenteras genom lärarens noteringar vid seminarier. Det är dock svårt att se om denna information används och i så fall på vilket sätt. I en delkurs inom termin 3 (kursen *Conflict, Peace-building and Religion*), då studenterna förväntas vara aktiva i undervisningen genom att intervjua föreläsarna, ges ett exempel på att muntlig träning faktiskt genomförs. Vidare har ett flertal kurser inslag av problemlösning och gruppdiskussioner samt samarbete inom studentgruppen. Praktik kursen och den del av undervisningen som är förlagd till partneruniversitetet ger en grund för utvärdering av det egna arbetet då studenterna förväntas leverera en självvärdering av praktiken/utlandsvistelsen. Intervjuerna bekräftar denna bild.

Det framgår av självvärdering och intervjuer att slutförandet av det självständiga arbetet många gånger tar mycket längre tid än vad som avsetts.

Sammantaget bedöms måluppfyllelsen vara mycket hög.

**Mål:** För masterexamen ska studenten visa förmåga att inom huvudområdet för utbildningen göra bedömningar med hänsyn till relevanta vetenskapliga, samhälls- och etiska aspekter samt visa medvetenhet om etiska aspekter på forsknings- och utvecklingsarbete.

**Måluppfyllelse:** Hög.

**Motivering:** Urvalet av självständiga arbeten visar att studenterna i huvudsak uppnår hög, eller mycket hög, måluppfyllelse avseende förmågan att göra bedömningar med hänsyn till relevanta vetenskapliga, samhälls- och etiska aspekter. Detsamma gäller studenternas medvetenhet om etiska aspekter på forsknings- och utvecklingsarbete. Studenterna är till övervägande del från utlandet. Detta kan vara en utmaning, med tanke på att de kan komma från helt skilda studiemiljöer. Men just i detta fall verkar studenterna besitta ett stort mått av socialt kapital och vara mycket självständiga, vilket tydligt syns i arbetena.

Det framgår av underlaget att det finns många kontakter med utlandet, vilka inramas av samarbetet inom Erasmus Mundus. Detta är en styrka för utbildningen som säkert kan komma studenterna till del och bidra till att de uppfyller målen. Men det är också delvis problematiskt då självvärderingen och intervjun med företrädare för utbildningen inte skiljer på det arbete som utförs i utlandet av andra lärosäten och det egna arbetet (i ett flertal fall). Det gör det svårt att utvärdera kvaliteten på utbildningen i Uppsala.

Detta mål är starkt kopplat till studenternas anställningsbarhet. Anställningsbarheten borde vara mycket hög, särskilt med tanke på ovanstående, samt att utbildningen erbjuder relevant praktik och har kontakter med många organisationer som också kan vara potentiella framtida arbetsgivare. Utbildningen i Uppsala saknar dock en organiserad alumnverksamhet. Självvärderingen anger hur medvetenhet om etiska aspekter tränas vid metodkursen och även i det självständiga arbetet.

Sammantaget bedöms måluppfyllelsen vara hög.

**Bedömargruppens förslag till samlat omdöme**
**Hög kvalitet:**

Sammantaget visar underlagen på mycket hög måluppfyllelse för målet  
 - visa förmåga att kritiskt, självständigt och kreativt identifiera och formulera frågeställningar, att planera och med adekvata metoder genomföra kvalificerade uppgifter inom givna tidsramar och därigenom bidra till kunskapsutvecklingen samt att utvärdera detta arbete.

För övriga mål visar underlagen på hög måluppfyllelse. Den samlade bedömningen är att utbildningen håller hög kvalitet.

**Bilaga 2**

| 411-00338-13 Länderstudier                                |                       |                       |                   |                        |                     |
|---|-----------------------|-----------------------|-------------------|------------------------|---------------------|
|   | Göteborgs universitet | Högskolan i Jönköping | Lunds universitet | Stockholms universitet | Uppsala universitet |
| Bedömare/Lärosäte   |                       |                       |                   |                        |                     |
| Professor Claes-Göran Alvstam, Göteborgs universitet      | x                     |                       |                   |                        |                     |
| Docent Maj-Lis Follér, Göteborgs universitet              | x                     |                       |                   |                        |                     |
| Student Michael Palomäki, Lunds universitet               |                       |                       | x                 |                        |                     |
| Docent Paulina Rytkönen, Södertörns högskola              |                       |                       |                   |                        |                     |
| Docent Krzysztof Stala, Köpenhamns universitet            |                       |                       |                   |                        |                     |
| Arbetslivsföreträdare Monika Wirkkala, Svenska institutet |                       |                       |                   |                        |                     |

**Bilaga 3**

Valda examensmål och kriterier (beslut reg.nr 411-338-13)

**Beslut om mål och kriterier för Universitetskanslersämbetets utvärdering 2013-2014 av kandidatexamen i Globala studier respektive Latinamerikastudier, liksom masterexamen i International administration and global governance, European studies, Europastudier, Asienstudier, Mellanösternstudier respektive International Humanitarian Action.**

Universitetskanslersämbetets bedömargrupp för utvärderingen har tagit fram ett förslag till vilka mål som utbildningarna ska utvärderas mot samt kriterier för bedömning av dessa. Detta förslag har diskuterats vid ett upptaktsmöte den 15 april 2013 med företrädare för de utbildningar som utvärderas. Före och efter detta möte har lärosätena givits möjlighet att lämna skriftliga synpunkter.

Universitetskanslersämbetet beslutar att föreslagna mål ska ingå i utvärderingen och att föreslagna kriterier ska gälla för bedömningen. De mål som valts för utvärderingen och de kriterier som formulerats bifogas beslutet i en bilaga.

Beslut i ärendet har fattats den 24 april 2013 av tf. avdelningschefen Per Westman efter föredragning av utredare Aija Sadurskis och i närvaro av enhetschef Karin Järplid Linde.

Per Westman

Aija Sadurskis

**Mål och kriterier för utvärderingen av länderstudier**

Bedömargruppen har föreslagit att nedanstående examensmål ska användas för utvärderingen av länderstudier. Utvärderingen omfattar följande huvudområden:

- Asienstudier
- Europastudier/European studies
- Globala studier
- International Administration and Global Governance
- International Humanitarian Action
- Latinamerikastudier
- Mellanösternstudier

Bedömargruppen har i sitt arbete utgått från den generella kriteriematris som tagits fram av Universitetskanslersämbetet.

De föreslagna målen och kriterierna diskuterades vid ett upptaktsmöte den 15 april 2013, och berörda lärosäten gavs också möjlighet att lämna skriftliga synpunkter. Inga synpunkter om revideringar inkom till Universitetskanslersämbetet.



|  |   |  |   |
|--|---|--|---|
| genomföra uppgifter inom givna tidsramar | problem<br>- betydande förmåga att genomföra uppgifter inom givna tidsramar | - förmåga att genomföra uppgifter inom givna tidsramar | problem<br>- bristande förmåga att genomföra uppgifter inom givna tidsramar |
|--|---|--|---|

## Kandidatexamen

| Kunskapsform: Kunskap och förståelse   | Kriterier för mycket hög måluppfyllelse  | Kriterier för hög måluppfyllelse  | Kriterier för bristande måluppfyllelse   |
|--|--|---|--|
| Mål 1: För kandidatexamen ska studenten visa kunskap och förståelse inom huvudområdet för utbildningen, inbegripet kunskap om områdets vetenskapliga grund, kunskap om tillämpliga metoder inom området, fördjupning inom någon del av området samt orientering om aktuella forskningsfrågor | Underlagen i utvärderingen indikerar att studenterna visar<br>- betydande kunskap om huvudområdets vetenskapliga grund,<br>- betydande kunskap om tillämpliga metoder<br>- väsentligt fördjupad kunskap om någon del av huvudområdet<br>- betydande orientering om aktuella forskningsfrågor | Underlagen i utvärderingen indikerar att studenterna visar<br>- kunskap om huvudområdets vetenskapliga grund<br>- kunskap om tillämpliga metoder,<br>- fördjupad kunskap om någon del av huvudområdet<br>- orientering om aktuella forskningsfrågor | Underlagen i utvärderingen indikerar att studenterna visar<br>- bristande kunskap om huvudområdets vetenskapliga grund<br>- bristande kunskap om tillämpliga metoder<br>- bristande fördjupad kunskap om någon del av huvudområdet<br>- bristande orientering om aktuella forskningsfrågor |

| Kunskapsform: Värderingsförmåga och förhållningssätt   | Kriterier för mycket hög måluppfyllelse  | Kriterier för hög måluppfyllelse   | Kriterier för bristande måluppfyllelse  |
|--|--|--|---|
| Mål 6: För kandidatexamen ska studenten visa förmåga att inom huvudområdet för utbildningen göra bedömningar med hänsyn till relevanta vetenskapliga, samhälleliga och etiska aspekter | Underlagen i utvärderingen indikerar att studenterna visar<br>- betydande förmåga att inom huvudområdet göra bedömningar med hänsyn till relevanta vetenskapliga aspekter<br>- betydande förmåga att inom huvudområdet göra bedömningar med hänsyn till relevanta samhälleliga och etiska aspekter | Underlagen i utvärderingen indikerar att studenterna visar<br>- förmåga att inom huvudområdet göra bedömningar med hänsyn till relevanta vetenskapliga aspekter<br>- förmåga att inom huvudområdet göra bedömningar med hänsyn till relevanta samhälleliga och etiska aspekter | Underlagen i utvärderingen indikerar att studenterna visar<br>- bristande förmåga att inom huvudområdet göra bedömningar med hänsyn till relevanta samhälleliga och etiska aspekter |

| Kunskapsform: Färdighet och förmåga   | Kriterier för mycket hög måluppfyllelse  | Kriterier för hög måluppfyllelse   | Kriterier för bristande måluppfyllelse   |
|---|--|--|--|
| Mål 2: För kandidatexamen ska studenten visa förmåga att söka, samla, värdera och kritiskt tolka relevant information i en problemställning samt att kritiskt diskutera företeelser, frågeställningar och situationer | Underlagen i utvärderingen indikerar att studenterna visar<br>- betydande förmåga att söka, samla, värdera och kritiskt tolka relevant information i en problemställning<br>- betydande förmåga att kritiskt diskutera företeelser, frågeställningar och situationer | Underlagen i utvärderingen indikerar att studenterna visar<br>- förmåga att söka, samla, värdera och kritiskt tolka relevant information i en problemställning<br>- förmåga att kritiskt diskutera företeelser, frågeställningar och situationer | Underlagen i utvärderingen indikerar att studenterna visar<br>- bristande förmåga att söka, samla, värdera och kritiskt tolka relevant information i en problemställning<br>- bristande förmåga att kritiskt diskutera företeelser, frågeställningar och situationer |
| Mål 3: För kandidatexamen ska studenten visa förmåga att självständigt identifiera, formulera och lösa problem samt att   | Underlagen i utvärderingen indikerar att studenterna visar<br>- betydande förmåga att självständigt identifiera, formulera och lösa  | Underlagen i utvärderingen indikerar att studenterna visar<br>- förmåga att självständigt identifiera, formulera och lösa problem  | Underlagen i utvärderingen indikerar att studenterna visar<br>- bristande förmåga att självständigt identifiera, formulera och lösa  |

**Masterexamen**

| Kunskapsform:<br>Kunskap och<br>förståelse  | Kriterier för<br>mycket hög<br>måluppfyllelse   | Kriterier för hög<br>måluppfyllelse  | Kriterier för<br>bristande<br>måluppfyllelse  |
|---|---|--|---|
| Mål 1: För masterexamen ska studenten visa kunskap och förståelse inom huvudområdet för utbildningen, inbegripet såväl brett kunnande inom området som väsentligt fördjupade kunskaper inom vissa delar av området samt fördjupad insikt i aktuellt forsknings- och utvecklingsarbete | Underlagen i utvärderingen indikerar att studenterna visar<br>- mycket brett kunnande inom huvudområdet för utbildningen<br>- väsentligt fördjupade kunskaper inom vissa delar av huvudområdet<br>- fördjupad insikt i aktuellt forsknings- och utvecklingsarbete | Underlagen i utvärderingen indikerar att studenterna visar<br>- brett kunnande inom huvudområdet för utbildningen<br>- väsentligt fördjupade kunskaper inom vissa delar av huvudområdet<br>- fördjupad insikt i aktuellt forsknings- och utvecklingsarbete | Underlagen i utvärderingen indikerar att studenterna visar<br>- brister i det breda kunnandet inom huvudområdet för utbildningen<br>- brister i de fördjupade kunskaperna inom vissa delar av huvudområdet<br>- brister i insikt i aktuellt forsknings- och utvecklingsarbete |
| Mål 1b: För masterexamen ska studenten visa fördjupad metodkunskap inom huvudområdet för utbildningen   | Underlagen i utvärderingen indikerar att studenterna visar<br>- väsentligt fördjupad metodkunskap inom huvudområdet   | Underlagen i utvärderingen indikerar att studenterna visar<br>- fördjupad metodkunskap inom huvudområdet   | Underlagen i utvärderingen indikerar att studenterna visar<br>- brister i den fördjupade metodkunskapen inom huvudområdet   |

| Kunskapsform:<br>Färdighet och<br>förmåga  | Kriterier för<br>mycket hög<br>måluppfyllelse  | Kriterier för hög<br>måluppfyllelse   | Kriterier för<br>bristande<br>måluppfyllelse  |
|--|--|---|---|
| Mål 2: För masterexamen ska studenten visa förmåga att kritiskt och systematiskt integrera kunskap och att analysera, bedöma och hantera komplexa företeelser, frågeställningar och situationer även med begränsad information | Underlagen i utvärderingen indikerar att studenterna visar<br>- betydande förmåga att kritiskt och systematiskt integrera kunskap<br>- betydande förmåga att analysera, bedöma och hantera komplexa företeelser, frågeställningar och situationer även med begränsad information | Underlagen i utvärderingen indikerar att studenterna visar<br>- förmåga att kritiskt och systematiskt integrera kunskap<br>- förmåga att analysera, bedöma och hantera komplexa företeelser, situationer även med begränsad information | Underlagen i utvärderingen indikerar att studenterna visar<br>- bristande förmåga att kritiskt och systematiskt integrera kunskap<br>- bristande förmåga att analysera, bedöma och hantera komplexa företeelser, situationer även med begränsad information |
| Mål 3: För masterexamen ska studenten visa förmåga att kritiskt, självständigt och kreativt identifiera och formulera frågeställningar,  | Underlagen i utvärderingen indikerar att studenterna visar<br>- betydande förmåga att kritiskt, självständigt och  | Underlagen i utvärderingen indikerar att studenterna visar<br>- förmåga att kritiskt, självständigt och kreativt  | Underlagen i utvärderingen indikerar att studenterna visar<br>- bristande förmåga att kritiskt, självständigt och   |

|   |   |  |   |
|---|---|--|---|
| att planera och med adekvata metoder genomföra kvalificerade uppgifter inom givna tidsramar och därigenom bidra till kunskapsutvecklingen samt att utvärdera detta arbete | kreativt identifiera och formulera frågeställningar<br>- betydande förmåga att planera och med adekvata metoder genomföra kvalificerade uppgifter<br>- förmåga att genomföra ovanstående inom givna tidsramar<br>- betydande förmåga att bidra till kunskapsutvecklingen<br>- betydande förmåga att utvärdera sitt arbete | identifiera och formulera frågeställningar<br>- förmåga att planera och med adekvata metoder genomföra kvalificerade uppgifter<br>- förmåga att genomföra ovanstående inom givna tidsramar<br>- förmåga att bidra till kunskapsutvecklingen<br>- förmåga att utvärdera sitt arbete | kreativt identifiera och formulera frågeställningar<br>- bristande förmåga att planera och med adekvata metoder genomföra kvalificerade uppgifter<br>- bristande förmåga att genomföra ovanstående inom givna tidsramar<br>- bristande förmåga att bidra till kunskapsutvecklingen inom huvudområdet<br>- bristande förmåga att utvärdera sitt arbete |
|---|---|--|---|

| Kunskapsform:<br>Värderings-<br>förmåga och<br>förhållningssätt  | Kriterier för<br>mycket hög<br>måluppfyllelse   | Kriterier för hög<br>måluppfyllelse   | Kriterier för<br>bristande<br>måluppfyllelse  |
|--|---|---|---|
| Mål 6: För masterexamen ska studenten visa förmåga att inom huvudområdet för utbildningen göra bedömningar med hänsyn till relevanta vetenskapliga, samhälleliga och etiska aspekter samt visa medvetenhet om etiska aspekter på forsknings- och utvecklingsarbete | Underlagen i utvärderingen indikerar att studenterna visar<br>- betydande förmåga att inom huvudområdet göra bedömningar med hänsyn till relevanta vetenskapliga aspekter<br>- betydande förmåga att inom huvudområdet göra bedömningar med hänsyn till relevanta samhälleliga och etiska aspekter<br>- betydande medvetenhet om etiska aspekter på forsknings- och utvecklingsarbete | Underlagen i utvärderingen indikerar att studenterna visar<br>- förmåga att inom huvudområdet göra bedömningar med hänsyn till relevanta vetenskapliga aspekter<br>- förmåga att inom huvudområdet göra bedömningar med hänsyn till relevanta samhälleliga och etiska aspekter<br>- medvetenhet om etiska aspekter på forsknings- och utvecklingsarbete | Underlagen i utvärderingen indikerar att studenterna visar<br>- bristande förmåga att inom huvudområdet göra bedömningar med hänsyn till relevanta vetenskapliga aspekter<br>- bristande förmåga att inom huvudområdet göra bedömningar med hänsyn till relevanta samhälleliga och etiska aspekter<br>- bristande medvetenhet om etiska aspekter på forsknings- och utvecklingsarbete |

**Bilaga 4**

Inga särskilda läsanvisningar utöver mål- och kriteriedokumentet i bilaga 2 har utarbetas i denna utvärdering.

**Bilaga 5**

Resultat från granskningen av de självständiga arbetena

## Göteborgs universitet

| European studies - master | För masterexamen ska studenten visa kunskap och förståelse inom huvudområdet för utbildningen, inbegripet såväl brett kunnande inom området som väsentligt fördjupade kunskaper inom vissa delar av området samt fördjupad insikt i aktuellt forsknings- och utvecklingsarbete. | För masterexamen ska studenten visa fördjupad metodkunskap inom huvudområdet för utbildningen. | För masterexamen ska studenten visa förmåga att kritiskt och systematiskt integrera kunskap och att analysera, bedöma och hantera komplexa företeelser, frågeställningar och situationer även med begränsad information. | För masterexamen ska studenten visa förmåga att kritiskt, självständigt och kreativt identifiera och formulera frågeställningar, att planera och med adekvata metoder genomföra kvalificerade uppgifter inom givna tidsramar och därigenom bidra till kunskapsutvecklingen samt att utvärdera detta arbete. | För masterexamen ska studenten visa förmåga att inom huvudområdet för utbildningen göra bedömningar med hänsyn till relevanta vetenskapliga, samhälleliga och etiska aspekter samt visa medvetenhet om etiska aspekter på forsknings- och utvecklingsarbete. |
|---------------------------|---|--|--|---|--|
| 1                         | Mycket hög  | Mycket hög   | Mycket hög   | Mycket hög  | Hög  |
| 2                         | Hög   | Mycket hög   | Hög  | Hög   | Hög  |
| 3                         | Hög   | Hög  | Hög  | Hög   | Hög  |
| 4                         | Hög   | Hög  | Hög  | Hög   | Hög  |
| 5                         | Mycket hög  | Mycket hög   | Mycket hög   | Mycket hög  | Mycket hög   |
| 6                         | Hög   | Hög  | Hög  | Hög   | Hög  |
| 7                         | Mycket hög  | Mycket hög   | Mycket hög   | Mycket hög  | Mycket hög   |
| 8                         | Hög   | Bristande  | Bristande  | Bristande   | Hög  |
| 9                         | Hög   | Hög  | Bristande  | Bristande   | Bristande  |

## Göteborgs universitet

| International administration and global governance - | För masterexamen ska studenten visa kunskap och förståelse inom | För masterexamen ska studenten visa fördjupad | För masterexamen ska studenten visa förmåga att kritiskt och | För masterexamen ska studenten visa förmåga att kritiskt, självständigt och | För masterexamen ska studenten visa förmåga att inom huvudområdet för |
|--|---|---|--|---|---|
|  |   |   |  |   |   |

| master | huvudområdet för utbildningen, inbegripet såväl brett kunnande inom området som väsentligt fördjupade kunskaper inom vissa delar av området samt fördjupad insikt i aktuellt forsknings- och utvecklingsarbete. | metodkunskap inom huvudområdet för utbildningen. | systematiskt integrera kunskap och att analysera, bedöma och hantera komplexa företeelser, frågeställningar och situationer även med begränsad information. | kreativt identifiera och formulera frågeställningar, att planera och med adekvata metoder genomföra kvalificerade uppgifter inom givna tidsramar och därigenom bidra till kunskapsutvecklingen samt att utvärdera detta arbete. | utbildningen göra bedömningar med hänsyn till relevanta vetenskapliga, samhälleliga och etiska aspekter samt visa medvetenhet om etiska aspekter på forsknings- och utvecklingsarbete. |
|--------|---|--|---|---|--|
| 1      | Hög   | Hög  | Hög   | Hög   | Hög  |
| 2      | Mycket hög  | Mycket hög                                       | Mycket hög  | Mycket hög  | Hög  |
| 3      | Hög   | Hög  | Hög   | Hög   | Hög  |
| 4      | Mycket hög  | Mycket hög                                       | Hög   | Mycket hög  | Mycket hög   |
| 5      | Mycket hög  | Mycket hög                                       | Mycket hög  | Mycket hög  | Mycket hög   |
| 6      | Hög   | Hög  | Hög   | Hög   | Hög  |
| 7      | Mycket hög  | Mycket hög                                       | Mycket hög  | Hög   | Mycket hög   |
| 8      | Mycket hög  | Hög  | Hög   | Hög   | Hög  |
| 9      | Mycket hög  | Mycket hög                                       | Hög   | Hög   | Mycket hög   |
| 10     | Hög   | Hög  | Bristande   | Hög   | Hög  |
| 11     | Mycket hög  | Mycket hög                                       | Mycket hög  | Mycket hög  | Mycket hög   |
| 12     | Hög   | Hög  | Hög   | Hög   | Hög  |

|   | området, fördjupning inom någon del av området samt orientering om aktuella forskningsfrågor. |            |            |            |
|---|---|------------|------------|------------|
| 1 | Hög   | Bristande  | Hög        | Hög        |
| 2 | Hög   | Hög        | Hög        | Hög        |
| 3 | Hög   | Hög        | Hög        | Hög        |
| 4 | Hög   | Mycket hög | Mycket hög | Mycket hög |
| 5 | Bristande   | Hög        | Hög        | Hög        |
| 6 | Hög   | Hög        | Hög        | Hög        |
| 7 | Bristande   | Bristande  | Bristande  | Hög        |
| 8 | Hög   | Hög        | Hög        | Hög        |

**Lunds universitet**

| Asienstudier - master | För masterexamen ska studenten visa kunskap och förståelse inom huvudområdet för utbildningen, inbegripet såväl brett kunnande inom vissa delar av området samt fördjupad insikt i aktuellt forsknings- och utvecklingsarbete. | För masterexamen ska studenten visa fördjupad metodkunskap inom huvudområdet för utbildningen. | För masterexamen ska studenten visa förmåga att kritiskt och systematiskt integrera kunskap och att analysera, bedöma och hantera komplexa företeelser, frågeställningar och situationer även med begränsad information. | För masterexamen ska studenten visa förmåga att kritiskt, självständigt och kreativt identifiera och formulera frågeställningar, att planera och med adekvata metoder genomföra kvalificerade uppgifter inom givna tidsramar och därigenom bidra till kunskapsutvecklingen samt att utvärdera detta arbete. | För masterexamen ska studenten visa förmåga att inom huvudområdet göra bedömningar med hänsyn till relevanta vetenskapliga, samhälleliga och etiska aspekter samt visa medvetenhet om etiska aspekter på forsknings- och utvecklingsarbete. |
|-----------------------|--|--|--|---|---|
| 1                     | Hög  | Hög  | Hög  | Hög   | Hög   |
| 2                     | Bristande  | Bristande  | Bristande  | Bristande   | Bristande   |
| 3                     | Hög  | Hög  | Hög  | Hög   | Hög   |
| 4                     | Hög  | Hög  | Hög  | Hög   | Hög   |
| 5                     | Mycket hög   | Mycket hög   | Mycket hög   | Mycket hög  | Mycket hög  |

**Högskolan i Jönköping**

| Globala studier - kandidat | För kandidatexamen ska studenten visa kunskap och förståelse inom huvudområdet för utbildningen, inbegripet kunskap om områdets vetenskapliga grund, kunskap om tillämpliga metoder inom | För kandidatexamen ska studenten visa förmåga att söka, samla, värdera och kritiskt tolka relevant information i en problemställning samt att diskutera företeelser, frågeställningar och situationer. | För kandidatexamen ska studenten visa förmåga att självständigt identifiera, formulera och lösa problem samt att genomföra uppgifter inom givna tidsramar. | För kandidatexamen ska studenten visa förmåga att inom huvudområdet för utbildningen göra bedömningar med hänsyn till relevanta vetenskapliga, samhälleliga och etiska aspekter. |
|----------------------------|--|--|--|--|
|                            |  |  |  |  |



|    |            |            |            |            |            |
|----|------------|------------|------------|------------|------------|
| 6  | Hög        | Hög        | Hög        | Bristande  | Hög        |
| 7  | Mycket hög | Mycket hög | Mycket hög | Mycket hög | Mycket hög |
| 8  | Bristande  | Bristande  | Bristande  | Bristande  | Hög        |
| 9  | Hög        | Hög        | Hög        | Bristande  | Bristande  |
| 10 | Hög        | Mycket hög | Hög        | Mycket hög | Mycket hög |
| 11 | Hög        | Hög        | Hög        | Hög        | Hög        |
| 12 | Bristande  | Bristande  | Bristande  | Bristande  | Hög        |
| 13 | Hög        | Hög        | Hög        | Hög        | Hög        |
| 14 | Bristande  | Bristande  | Bristande  | Bristande  | Bristande  |
| 15 | Hög        | Hög        | Hög        | Bristande  | Hög        |
| 16 | Bristande  | Bristande  | Bristande  | Bristande  | Bristande  |

**Lunds universitet**

|                               |   |  |  |   |  |
|-------------------------------|---|--|--|---|--|
| <b>Europastudier - master</b> | För masterexamen ska studenten visa kunskap och förståelse inom huvudområdet för utbildningen, inbegripet såväl brett kunnande inom området som väsentligt fördjupade kunskaper inom vissa delar av området samt fördjupad insikt i aktuellt forsknings- och utvecklingsarbete. | För masterexamen ska studenten visa fördjupad metodkunskap inom huvudområdet för utbildningen. | För masterexamen ska studenten visa förmåga att kritiskt och systematiskt integrera kunskap och att analysera, bedöma och hantera komplexa företeelser, frågeställningar och situationer även med begränsad information. | För masterexamen ska studenten visa förmåga att kritiskt, självständigt och kreativt identifiera och formulera frågeställningar, att planera och med adekvata metoder genomföra kvalificerade uppgifter inom givna tidsramar och därigenom bidra till kunskapsutvecklingen samt att utvärdera detta arbete. | För masterexamen ska studenten visa förmåga att inom huvudområdet för utbildningen göra bedömningar med hänsyn till relevanta vetenskapliga, samhälleliga och etiska aspekter samt visa medvetenhet om etiska aspekter på forsknings- och utvecklingsarbete. |
| 1                             | Mycket hög  | Hög  | Hög  | Hög   | Mycket hög   |
| 2                             | Hög   | Hög  | Hög  | Hög   | Hög  |
| 3                             | Bristande   | Bristande  | Bristande  | Bristande   | Bristande  |
| 4                             | Mycket hög  | Mycket hög   | Mycket hög   | Mycket hög  | Hög  |
| 5                             | Hög   | Bristande  | Bristande  | Hög   | Hög  |

|    |            |            |            |            |            |
|----|------------|------------|------------|------------|------------|
| 6  | Hög        | Hög        | Hög        | Hög        | Hög        |
| 7  | Mycket hög | Mycket hög | Mycket hög | Mycket hög | Mycket hög |
| 8  | Hög        | Hög        | Hög        | Mycket hög | Hög        |
| 9  | Mycket hög | Mycket hög | Mycket hög | Mycket hög | Mycket hög |
| 10 | Hög        | Hög        | Hög        | Hög        | Hög        |
| 11 | Mycket hög | Hög        | Mycket hög | Hög        | Hög        |
| 12 | Hög        | Hög        | Hög        | Hög        | Hög        |
| 13 | Hög        | Hög        | Hög        | Hög        | Hög        |

**Lunds universitet**

|                                     |   |  |  |   |  |
|-------------------------------------|---|--|--|---|--|
| <b>Mellanösternstudier - master</b> | För masterexamen ska studenten visa kunskap och förståelse inom huvudområdet för utbildningen, inbegripet såväl brett kunnande inom området som väsentligt fördjupade kunskaper inom vissa delar av området samt fördjupad insikt i aktuellt forsknings- och utvecklingsarbete. | För masterexamen ska studenten visa fördjupad metodkunskap inom huvudområdet för utbildningen. | För masterexamen ska studenten visa förmåga att kritiskt och systematiskt integrera kunskap och att analysera, bedöma och hantera komplexa företeelser, frågeställningar och situationer även med begränsad information. | För masterexamen ska studenten visa förmåga att kritiskt, självständigt och kreativt identifiera och formulera frågeställningar, att planera och med adekvata metoder genomföra kvalificerade uppgifter inom givna tidsramar och därigenom bidra till kunskapsutvecklingen samt att utvärdera detta arbete. | För masterexamen ska studenten visa förmåga att inom huvudområdet för utbildningen göra bedömningar med hänsyn till relevanta vetenskapliga, samhälleliga och etiska aspekter samt visa medvetenhet om etiska aspekter på forsknings- och utvecklingsarbete. |
| 1                                   | Hög   | Hög  | Hög  | Hög   | Hög  |
| 2                                   | Hög   | Hög  | Hög  | Hög   | Hög  |
| 3                                   | Hög   | Bristande  | Bristande  | Bristande   | Hög  |
| 4                                   | Hög   | Hög  | Hög  | Bristande   | Hög  |
| 5                                   | Mycket hög  | Mycket hög   | Mycket hög   | Mycket hög  | Mycket hög   |
| 6                                   | Mycket hög  | Mycket hög   | Mycket hög   | Mycket hög  | Mycket hög   |
| 7                                   | Hög   | Hög  | Hög  | Hög   | Hög  |

|   |            |     |            |     |     |
|---|------------|-----|------------|-----|-----|
| 8 | Mycket hög | Hög | Hög        | Hög | Hög |
| 9 | Mycket hög | Hög | Mycket hög | Hög | Hög |

## Stockholms universitet

| Latinamerikastudier - kandidat | För kandidatexamen ska studenten visa kunskap och förståelse inom huvudområdet för utbildningen, inbegripet kunskap om områdets vetenskapliga grund, kunskap om tillämpliga metoder inom området, fördjupning inom någon del av området samt orientering om aktuella forskningsfrågor. | För kandidatexamen ska studenten visa förmåga att söka, samla, värdera och kritiskt tolka relevant information i en problemställning samt att kritiskt diskutera företeelser, frågeställningar och situationer. | För kandidatexamen ska studenten visa förmåga att självständigt identifiera, formulera och lösa problem samt att genomföra uppgifter inom givna tidsramar. | För kandidatexamen ska studenten visa förmåga att inom huvudområdet för utbildningen göra bedömningar med hänsyn till relevanta vetenskapliga, samhällsliga och etiska aspekter. |
|--------------------------------|--|---|--|--|
| 1                              | Bristande  | Hög   | Hög  | Hög  |
| 2                              | Mycket hög   | Hög   | Mycket hög   | Hög  |
| 3                              | Mycket hög   | Mycket hög  | Mycket hög   | Hög  |
| 4                              | Hög  | Hög   | Hög  | Hög  |
| 5                              | Hög  | Hög   | Hög  | Hög  |
| 6                              | Bristande  | Bristande   | Hög  | Bristande  |

## Uppsala universitet

| International humanitarian action - master | För masterexamen ska studenten visa kunskap och förståelse inom huvudområdet för utbildningen, inbegripet såväl brett kunnande inom området som väsentligt | För masterexamen ska studenten visa fördjupad metodkunskap inom huvudområdet för utbildningen. | För masterexamen ska studenten visa förmåga att kritiskt och systematiskt integrera kunskap och att analysera, bedöma och hantera komplexa | För masterexamen ska studenten visa förmåga att kritiskt, självständigt och kreativt identifiera och formulera frågeställningar, att planera och med adekvata metoder genomföra | För masterexamen ska studenten visa förmåga att inom huvudområdet för utbildningen göra bedömningar med hänsyn till relevanta vetenskapliga, samhällsliga och etiska |
|--|--|--|--|---|--|
|--|--|--|--|---|--|

|   | fördjupade kunskaper inom vissa delar av området samt fördjupad insikt i aktuellt forsknings- och utvecklingsarbete. |            | företeelser, frågeställningar och situationer även med begränsad information. | kvalificerade uppgifter inom givna tidsramar och därigenom bidra till kunskapsutvecklingen samt att utvärdera detta arbete. | aspekter samt visa medvetenhet om etiska aspekter på forsknings- och utvecklingsarbete. |
|---|--|------------|---|---|---|
| 1 | Hög  | Bristande  | Hög   | Hög   | Hög   |
| 2 | Hög  | Hög        | Hög   | Hög   | Hög   |
| 3 | Hög  | Mycket hög | Mycket hög  | Mycket hög  | Mycket hög  |
| 4 | Mycket hög   | Hög        | Mycket hög  | Hög   | Hög   |
| 5 | Hög  | Hög        | Hög   | Hög   | Hög   |
| 6 | Mycket hög   | Mycket hög | Mycket hög  | Mycket hög  | Mycket hög  |
| 7 | Mycket hög   | Mycket hög | Mycket hög  | Mycket hög  | Hög   |
| 8 | Mycket hög   | Mycket hög | Hög   | Mycket hög  | Mycket hög  |
| 9 | Mycket hög   | Hög        | Mycket hög  | Mycket hög  | Mycket hög  |

**Bilaga 6**

 Redovisning av underlag för bedömning<sup>1</sup>
**Göteborgs universitet**

| Huvudområde/<br>examen  | Självständiga<br>arbeten | Självvärdering | Alumn-enkäter | Studenternas<br>erfarenheter |
|---|--------------------------|----------------|---------------|------------------------------|
| European studies<br>- master  | 9                        | Ja             | Nej           | Ja                           |
| International<br>administration<br>and global<br>governance -<br>master | 12                       | Ja             | Nej           | Ja                           |

**Högskolan i Jönköping**

| Huvudområde/<br>examen        | Självständiga<br>arbeten | Självvärdering | Alumn-enkäter | Studenternas<br>erfarenheter |
|-------------------------------|--------------------------|----------------|---------------|------------------------------|
| Globala studier -<br>kandidat | 8                        | Ja             | Nej           | Nej                          |

**Lunds universitet**

| Huvudområde/<br>examen          | Självständiga<br>arbeten | Självvärdering | Alumn-enkäter | Studenternas<br>erfarenheter |
|---------------------------------|--------------------------|----------------|---------------|------------------------------|
| Asienstudier -<br>master        | 16                       | Ja             | Nej           | Ja                           |
| Europastudier -<br>master       | 13                       | Ja             | Nej           | Nej                          |
| Mellanösternstudier<br>- master | 9                        | Ja             | Nej           | Ja                           |

**Stockholms universitet**

| Huvudområde/<br>examen            | Självständiga<br>arbeten | Självvärdering | Alumn-enkäter | Studenternas<br>erfarenheter |
|-----------------------------------|--------------------------|----------------|---------------|------------------------------|
| Latinamerikastudier<br>- kandidat | 6                        | Ja             | Nej           | Nej                          |

**Uppsala universitet**

| Huvudområde/<br>examen        | Självständiga<br>arbeten | Självvärdering | Alumn-enkäter | Studenternas<br>erfarenheter |
|-------------------------------|--------------------------|----------------|---------------|------------------------------|
| International<br>humanitarian | 9                        | Ja             | Nej           | Ja                           |

|                 |  |  |  |  |
|-----------------|--|--|--|--|
| action - master |  |  |  |  |
|-----------------|--|--|--|--|

<sup>1</sup> För varje bedömningsärende (exempelvis kandidatexamen i x vid lärosäte x) granskar bedömarna ett avidentifierat slumpmässigt urval av självständiga arbeten. Urvalets storlek är mellan 5 och 24 arbeten, och varierar beroende på det totala antalet godkända självständiga arbeten vid en utbildning under en bestämd period. Det är värt att notera att om antalet arbeten totalt endast är fem eller sex, läses alla arbeten och det blir en totalundersökning. Därefter blir det urval. I realiteten innebär urvalsmodellen att av upp till 30 arbeten granskas minst hälften, sedan avtar ökningen i urvalsstorlekarna. Vid exempelvis 100 arbeten i populationen är urvalet 21. Maximalt kan det bli 24 arbeten i urvalet vid en population om 245 arbeten eller fler.

Urvalsmodellen tryggar med viss säkerhet att en eventuell förekomst av arbeten med bristande måluppfyllelse bland samtliga arbeten också visas i urvalet. Förekommer minst tio procent arbeten med bristande måluppfyllelse bland det totala antalet godkända arbeten ska urvalet med 95 procents säkerhet också innehålla arbeten med bristande måluppfyllelse. Om måluppfyllelsen i de självständiga arbetena ses som ett mått på utbildningens kvalitet, ska utbildningar för att uppnå hög kvalitet idealt sett inte godkänna självständiga arbeten som uppnår bristande måluppfyllelse. Därför är modellen i detta perspektiv tämligen robust för att klarlägga om en utbildning håller bristande eller minst hög kvalitet. Det är dock viktigt att påpeka att urvalsmodellen inte är avsedd för att dra statistiskt säkerställda slutsatser om fördelningar i populationen. De slutsatser som dras om distinktionen mellan hög och mycket hög måluppfyllelse med utgångspunkt i urvalet måste därför grundas i en rimlighetsbedömning givet urvalsmodellen.