



International evaluation and accreditation

EVALUATION REPORT
EUROPEAN APPROACH

Paris 3 University, France

FEBRUARY – 2022

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High Council for evaluation of research and higher education



University Sorbonne Nouvelle – Paris 3 has mandated the Hcéres to perform the evaluation of its Master “LAGLOBE - Latin American and Europe in a Global World”.

The evaluation is based on the agreed “Standards for quality assurance of Joint Programmes in the EHEA”, approved by the European Ministers responsible for higher education in May 2015 (https://www.eqar.eu/assets/uploads/2018/04/02_European_Approach_QA_of_Joint_Programmes_v1_0.pdf).

On account of exceptional circumstances, the organisation of the evaluation was adapted (replacement of the physical onsite visit by the panel by a visit by videoconference), while remaining compliant with the fundamental principles of institution or study programme evaluation: external evaluation standards applied, the self-evaluation report (SER) and requested annexes sent by the institution, panel of experts set up by Hcéres, collegial work by the panel, interviews with the institution and its partners by videoconference, report drafted and then sent to the institution in its provisional and then final version, response by the institution to the report by the panel. This specific procedure is in line with the official position defined jointly by EQAR and ENQA (see <https://enqa.eu/index.php/home/enqa-statement-on-covid-19-pandemic/>).

For the Hcéres¹ :

Thierry Coulhon, President

On behalf of the experts committee² :

Sandra Marcos, President of the committee

In accordance with the decree n°2014-1365, November 14th, 2014,

¹ The president of Hcéres “contresigne les rapports d’évaluation établis par les comités d’experts et signés par leur président.” (Article 8, alinéa 5) — “countersigns the assessment reports made by the experts’ committees and signed by their president” (article 8, alinea 5).

² The evaluation reports “sont signés par le président du comité”. (Article 11, alinéa 2) — “are signed by the president of the committee” (article 11, alinea 2).

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I. STUDY PROGRAMME IDENTITY SHEET

1. Study programme name: Master LAGLOBE - « Latin America & Europe in a Global World »
2. Partner institutions: Sorbonne Nouvelle University, Salamanca University, University of Stockholm.
3. Academic degree(s) awarded: Master Erasmus Mundus - LAGLOBE- "Latin America & Europe in a Global World"
 - "Master en Estudios Latinoamericanos" of the University of Salamanca
 - "Master en études Européenes et Internationales, spécialité études latino-américaines" of the Sorbonne Nouvelle University.
 - "Master Filosofie masterexamen inom huvudområdet latinamerikastudier" of the University of Stockholm.
4. Date of introduction: 2019
5. Regular study period: 2 years
6. Number of ECTS: 120
7. Tuition fees/year:
 - o For students residing in European Union countries: 4,490 euros per year (8,980 euros for the total duration of the programme).
 - o For students residing in non-European countries: 8,640 euros per year (17,280 euros for the total duration of the programme).
8. National and international socioeconomic partners: /
9. Any useful information: /

METHODS AND RESULTS OF THE PREVIOUS ACCREDITATION(S)

No previous accreditation has been carried out.

HUMAN AND MATERIAL RESOURCES DEDICATED TO THE PROGRAMME

10. Human resources:

Administrative staff:

IHEAL - Institut des Hautes Etudes de l'Amérique latine, Paris 3 University - Coordination:

- Rebeca Ornelas: Senior administrative officer for international relations
- Manuel Suzarte / Veronica Vallejos (since September 2021): assistant officer

Instituto de Iberoamérica, Salamanca University:

- Héctor Sevillano: administrative officer

NILAS - Nordic Institute of Latin American Studies, Stockholm University:

- David Garcia Lopez: communication officer
- Anne-Cathrine Laurell: administrative officer

Academic coordinators:

IHEAL: Prof. Sebastien Velut, Prof. Capucine Boidin

Instituto de Iberoamérica: Prof. Francisco Sánchez, Prof. Elisa Botella

NILAS: Prof. Andrés Rivarola, Prof. Magnus Lembke

Teaching staff:

<i>Institutions</i>	<i>Full time professors</i>	<i>Other professors including part time</i>
<i>IHEAL - Sorbonne Nouvelle</i>	12	
<i>NILAS - Stockholm</i>	3	
<i>Instituto Salamanca</i>	8	
<i>Total</i>	23	

11. Material resources:

The three institutions provide learning spaces, libraries, online resources, sport facilities, and housing.

The three universities also provide access to a web gateway to student services that gives access to online libraries, teaching and learning resources and practical services. During the pandemic, those platforms were used for online teaching.

Regarding material infrastructure, the IHEAL is located in the brand new Campus Condorcet in Aubervilliers. The Campus is a fully-equipped service platform for social sciences and humanities. Its library, the Grand Equipement Documentaire (GED), congregates the resources of more than fifty previously existing libraries. It has more than 1 million items, among which about 40 000 are from the IHEAL library.

The Salamanca Instituto Iberoamericano is established in one of the buildings of Salamanca University, the Hospedaria Fonseca, where offices and classrooms are located. The Instituto also manages its own library, with a collection of more than 15 000 references and subscriptions to electronic resources.

The Nordic Institute of Latin American Studies is located in the main Campus of Stockholm University. It manages the most important library for Latin American studies in the Nordic countries.

II. VISIT DESCRIPTION

Paris Sorbonne Nouvelle has mandated Hcéres to perform the evaluation of the LAGLOBE Joint Master Programme.

The evaluation process follows the European Approach standards and procedures. A self-evaluation report (SER) was produced by the alliance early 2021.

The experts' panel was nominated after discussion with the quality assurance agencies of the countries represented in the alliance and they were all informed about the process.

VISIT DESCRIPTION

Considering the circumstances and the pandemic situation, the decision was made to organise an online visit on the 15th and 16th of November 2021.

The visit was very well organised by Hcéres. The feeling of the panel is that partners did not express much interest in the evaluation as, for instance, there was no participation of the representatives (i.e. Rectors) of the three institutions. Similarly, during the meeting with employers and stakeholders where the representatives were supposed to be people closely related to the students, it was apparent that their knowledge of the programme was limited.

Despite the fact that the organisation and the interviewees sometimes did not match the panel's expectations, the panel had the opportunity to discuss with the programme developers, as well as with professors, administrative staff, students and alumni.

The panel held several meetings to prepare for the interviews and then to draft the report.

VISIT AGENDA

Monday 15th of November

13.30-14.00	Internal meeting of the panel
14:00 – 14:45	Laglobe governance: representatives of the three institutions (Rectors, directors...)
14:45- 15:30	Laglobe governance: Programme Board/ programme developers
15:30- 16:15	Internal debriefing of the panel

Tuesday 16th of November

10:30 – 11:15	Administrative staff I: services to students (mobility, internships, buddy/alumni networks, admission)
11:15 – 12:00	Academic staff
12:00 - 12:45	Students
12:45 - 13:30	BREAK
13:30 – 14:15	Alumni
14:15- 15:00	Administrative staff II: learning environment and quality assurance
15:00- 15:45	Employers/stakeholders

COMPOSITION OF THE EXPERTS PANEL

- Sandra Marcos (chair), Director of Quality, Pontifical University of Salamanca.
- John Tuppen, Emeritus Professor, Université Grenoble-Alpes.
- Claes-Göran Alvstam, Emeritus Professor, School of Business, Economics and Law at Gothenburg University
Camille Travers (student), Project manager, French Red Cross.

Hcéres was represented by Solange Piszcz, Head of project, Department of European and International Affairs.

III. EVALUATION REPORT

1- ELIGIBILITY

1.1 Status

Compliant

Compliant with conditions

Non-compliant

The LAGLOBE Master (Latin America and Europe in a Global World) is operated by a consortium, consisting of three European universities: Université Paris 3 Sorbonne Nouvelle, France; Universidad de Salamanca, Spain; and Stockholm University, Sweden. The active partners within the consortium are respectively l'Institut des Hautes Études de l'Amérique Latine (IHEAL) at the University of Sorbonne Nouvelle, Instituto de Iberoamérica at Salamanca University, and the Nordic Institute of Latin American Studies (NILAS) at Stockholm University. The programme represents EQF (European Qualifications Framework) level 7 and awards the degree "Master Erasmus Mundus – LAGLOBE: Latin America in a Global World", equal to 120 ECTS.

The University of Sorbonne Nouvelle is fully recognised by the French government as an institution of higher education with degree awarding powers. Its degrees are validated by the French State, which guarantees their quality and are recognised at both national and European levels. Sorbonne Nouvelle is authorised to participate in Erasmus Mundus+ joint degree programmes. The LAGLOBE programme is co-ordinated by Sorbonne Nouvelle which also delivers the diploma supplement. The status of the University and the functions of its different decision-making bodies are clearly explained in the documents supplied by Sorbonne Nouvelle. Students who graduate from this program receive the "Master en études Européennes et Internationales, spécialité études latino-américaines".

Stockholm University is a public body, subject to the legal regulations applicable for all Swedish higher education institutions, subordinated to the Ministry of Education. The Swedish Higher Education Authority (*Universitetskanslersämbetet - UKÄ*) is an independent governmental agency. It has the responsibility of legal supervision of higher education, undertakes the quality assurance of higher education and research, and appraises the degree-awarding power of all public sector higher education institutions in the country. The relevant authority at Stockholm University has within the auspices of the UKÄ formally given the University of Sorbonne Nouvelle the mandate to coordinate the consortium of the Master LAGLOBE programme. The graduates of the programme receive from Stockholm University the degree of "*Filosofie Masterexamen inom huvudområdet Latinamerikastudier*".

The University of Salamanca is a public entity fully recognised by the National Ministry of Education. Its official degrees are evaluated by the Quality Assurance Agency of the University System in Castilla y León (ACSUCYL) and validated by the National Council of Universities. The Programme is developed through the Institute of Latin American Studies, which is an officially recognised institute of the University of Salamanca. The students receive the degree of "*Máster en estudios latinoamericanos*" from the University of Salamanca after finishing the programme.

1.2 Joint design and delivery

Compliant

Compliant with conditions

Non-compliant

As coordinating university, much of the administration of the diploma is focused on Sorbonne Nouvelle. Thus, the secretariat of the programme is based there with a dedicated multilingual support team. The responsibilities of the secretariat include student records, overall responsibility for the financial management of the programme, hosting and maintaining the website and developing a communication strategy. Sorbonne Nouvelle is also responsible for the collection and conversion of grades; thus grades awarded at Salamanca and Stockholm are converted into French grades and stored at Sorbonne Nouvelle (SER, p.14).

From an academic point of view, Sorbonne Nouvelle organises the third semester of studies where teaching is based in the Institute of Advanced Latin American Studies (IHEAL); the first semester is based at Salamanca and the second at Stockholm. Each university offers a specialised and essentially autonomous programme, with its own teaching and assessment methods. While this is understandable from an organisational point of view, it might be interpreted as being contrary to the notion of joint design and delivery. A certain imbalance also exists

in the weight of each institution in the programme; for example, in terms of allocated teaching staff, Sorbonne Nouvelle dominates with 12 full-time professors compared with 8 at Salamanca and 3 at Stockholm (SER, p.15). The diploma supplement is also based on the French model, confirming the central role played by Sorbonne Nouvelle. Some confusion appears to exist concerning the diploma or diplomas which are awarded; the SER states clearly (p.3) that graduates receive a separate and different diploma from each of the 3 institutions (potentially implying a lack of 'jointness' in the conception of the design of the programme). That said, the award of multiple degrees does not contravene the regulations of the Erasmus+ programme. However, it does raise the question of the integrated nature of the programme and seems at odds with the consortium agreement, which indicates that a single diploma is awarded (Latin America and Europe in a Global World). This was confirmed by the programme co-ordinator (Sorbonne Nouvelle). It is recommended that this issue should be clarified when communicating about the programme. Moreover, the questionable degree of 'jointness' arises in relation to other aspects of the course. For example, each university has its own internal quality control system, whereas it would be logical to have a joint approach to this issue.

1.3 Cooperation Agreement

Compliant

Compliant with conditions

Non-compliant

There is a signed cooperation agreement between the three institutions participating in the programme in conformity with European standards. It is clearly structured and provides a wide range of information about the diploma. Successive sections deal with issues such as the governance of the programme, the structure of the master including the award of scholarships, student mobility (although no mention is made of staff mobility) and the nature of the degree awarded. The admission procedure is detailed as well as the different services available to students. Similarly, details are provided of the assessment procedures. Finally the cooperation agreement mentions the provision of information about the programme to prospective students.

2 – LEARNING OUTCOMES

2.1 Level

Compliant

Compliant with conditions

Non-compliant

The joint programme presents a series of detailed and comprehensive learning outcomes which conform with the main points outlined in the European Framework for Qualifications. These outcomes relate to the acquisition of knowledge, skills, responsibility and autonomy. They are designed to build on the knowledge and skills acquired during a first cycle of study in higher education.

Students are expected to demonstrate knowledge and understanding of contemporary Latin America and its relations with the European Union with respect to a series of disciplines in social sciences. The programme is also designed to enhance their critical skills in analysing related information and to develop their communication skills. Emphasis is also placed on the ability to carry out research and in the use of related and pertinent methodologies. It is also intended that students should be able to demonstrate how their specialist knowledge relates to wider social, economic and political issues within an international environment. Similarly, the programme is designed to enable students to think autonomously about their future career paths. Given the expectation that graduates will work in an international environment, it might be useful to add understanding of inter-cultural relations in an international business and political environment to this list of learning outcomes.

2.2 Disciplinary field

Compliant

Compliant with conditions

Non-compliant

While the focus of the programme is Latin American Studies, the approach is interdisciplinary covering a wide range of fields in social sciences, including anthropology, sociology, political science, geography, history and economics. In each of these disciplines, students are expected not only to acquire advanced knowledge of the field in question but also to develop related methodological tools – quantitative and qualitative research methods, survey techniques, modelling and the use of different software. In this respect, one of the issues raised

with the academic staff of the three institutions concerns the ability of students with no prior knowledge of a discipline to integrate courses at master's level. However, this is not perceived by the staff as problematic. Another concern is the split of subjects between different institutions (Latin American Studies at Salamanca, disciplinary approaches at Sorbonne Nouvelle, for example), limiting a comparative approach in the teaching of these questions which would, in addition, help to reinforce the joint/integrated nature of the programme. Logistical problems seem to preclude such an organisation.

Students are encouraged to develop their own research skills in addition to those received in the more formal setting of lectures and seminars. This is particularly important as it prepares them for the fourth semester when they concentrate on their thesis. Team working is favoured, as is the ability to mix with students following other courses. Throughout the two years of study, students work in a multicultural environment with the need to use different languages and adapt to different teaching approaches. Both staff and students see this as a challenging yet enriching experience.

2.3 Achievement

Compliant

Compliant with conditions

Non-compliant

It is difficult to currently evaluate the achievement since the results of the first cohort of students on this programme have not yet been made available. However, the evaluation process is outlined in the SER (p.9; 13/14). In this document, it is stated that "in order to assess the achievements of LAGLOBE students, the programme relies in the first instance on feedback from students and the regular evaluation and presentations of their work" (p.9). In addition, "grades of LAGLOBE students are monitored by the academic team in order to remediate possible difficulties". Evaluation procedures are varied and differ from one institution to another. To give greater coherence to this process, it would seem desirable to establish a set of common evaluation criteria applicable in all three universities. In addition, certain learning outcomes are difficult to measure (for example, "demonstrate the skill required to participate in research and development work or to work independently in other advanced contexts", SER, p.7).

While students receive grades related to their different courses, it might be useful to provide them with a self-assessment document setting out the goals to reach for each semester and to assign them an academic tutor in each university, with whom they could discuss their progress. This would seem particularly important as many students are working in a very different cultural environment from the one in their home countries.

It is also desirable that a common approach for evaluating the achievement of the intended learning outcomes is put in place in the three institutions. This implies analysing data such as programme performance indicators in addition to feedback from students.

2.4 Regulated Professions

x Non- applicable

The programme does not qualify for any of the regulated professions; there is no need to address the requirements of the EU Directive 2005/36/EC.

3 – STUDY PROGRAMME [ESG 1.2]

3.1 Curriculum

Compliant

Compliant with conditions

Non-compliant

The study programme aims at providing a multidisciplinary approach on international issues, with a focus on Latin American studies. Most students from the three different cohorts are from Latin America, as there seems to be a lack of internationally recognised Latin American studies at the advanced level in the region.

The programme curriculum builds on a progressive specialisation. Each partner has a designated role to fulfill. The curriculum at USII (Salamanca) provides a broad multidisciplinary overview of the region during the first semester. This introduction includes the theoretical and methodological bases of political sciences, economics, history and communication. NILAS at Stockholm offers five modules related to specific topics during the second semester; four of these are mandatory. These topics include gender, post-colonialism, democratisation, citizenship and comparative regional integration. It is also possible to prepare for further specialisation leading to the Master's thesis during this semester. In the second year (3rd semester), the students move to IHEAL at Sorbonne Nouvelle, where the disciplinary specialisation begins. Initially, students choose between two different academic courses, one being oriented towards research, 'Social sciences of Latin America', and the other towards professionalisation, 'Cooperation and development professions in Latin America.' Within the curriculum, students are offered a range of different courses in six academic disciplines: anthropology, sociology, political science, geography, history and economics. Specialisation is run in parallel with modules related to the specific methodology in the respective disciplines. It is presumed that the subsequent thesis writing during the fourth and final semester shall be related to the chosen discipline of specialisation. The choice of thesis topic and the allocation of a supervisor are decided by the end of the third semester. The students have the opportunity to suggest a supervisor among faculty members from all three partners. The approval of the thesis topic and the designation of thesis supervisor are made by the programme coordinator at IHEAL in cooperation with the academic leaders at the partner universities. The fourth semester takes place at individual locations, depending on the choice of internship partner. Each student has to choose between field research or an internship in Latin America or Europe. The programme encourages students to go to another country for their research or to do an internship in Europe.

It is presupposed that the choice of internship, including its geographic location, should be in line with the chosen thesis topic, and that local supervision by the internship partner will take place in parallel with remote supervision from the programme faculty. It has not been possible to establish through the SER how this division of labour takes place in reality. We take it for granted that the final decision regarding the assessment of the thesis is taken by the academic coordinators.

The identity, culture and traditions of the region are taught through an external perspective that the students seem eager to learn from. The diversity of the candidates' backgrounds is taken as a strength. The fact that some students had less prior knowledge of basic theories or concepts in a particular field was not considered to be a major problem, according to the academic representatives in the interviews. It was argued that the students could easily comprehend and adapt to the dynamics of the group, and in this respect create a positive spillover to non-LAGLOBE students.

The SER states that the curriculum is implemented differently at the respective partner universities, although broad and active participation is always expected from the students. Some sessions are also organised by the students themselves. There is, throughout the programme, an explicit expectation that the students shall take an active part in various general academic activities within the respective institutes, such as guest lectures, research seminars, conferences, workshops, etc. This is particularly apparent during the third semester, where a large institute like IHEAL can offer a wide range of extracurricular activities, which may vary from time to time. It is however not stated whether such participation is mandatory and/or how it is systematically monitored by the management team.

Nevertheless, there is no common curriculum, considering that each university modifies its own regularly. If the LAGLOBE courses' content and workload are chosen and defined in coordination with the other institutions, the study programme lacks harmony, as a similar course can be taught during both the first and the second semesters. Also, information about the curriculum differs from one university to another. It sometimes includes the evaluation system and its weight in the final scores, but not always. The information in itself is sometimes difficult to find. Also, it is not clear whether contents are related to the field of study (Gobernanza for instance) or whether they enable students to achieve the learning outcomes stated.

The SER gives no indication regarding how the curriculum will be developed in the future, or whether 'teething problems' that are natural during the first generations of a new programme will be addressed. The interviews with university representatives indicated that the programme management team is generally satisfied with the present division of labour between the three partners, and that the number of courses offered and specialisations will be extended in the coming years. The evaluators were, regrettably, unable to explore more fully the issue of potential missing links in the curriculum, e.g. courses related to Latin American business and commerce, different legal frameworks, and modules related to literature, art, film, theatre, etc.

The list of thesis topics of the first cohort of students shows that the majority of the students have specialised in sociology/anthropology and political sciences, followed by economics/economic history/economic geography. One student has chosen a topic related to humanities. Thirteen out of 17 theses are presented in English, two in French and two in Spanish. It is not stated whether theses presented in English should also include

an extensive summary in French and/or Spanish. Such a requirement would probably increase the value of the work, and also the dissemination of the results.

The pandemic did not have an impact on the study programme per se. The main downside was that students could not interact with non-LAGLOBE students. In Salamanca they were able to take part in in-person classes with social distancing, complemented by online classes, whereas in Stockholm, all the classes took place online. At Sorbonne Nouvelle, the teachers were recommended to be present for the classes if the sanitary measures were respected, but the option was given to follow the class online. Nonetheless, the pandemic has really affected the fourth semester, as mobility was not possible.

Regarding the mobility of the teaching staff to associated institutions, there is no specific strategy even though it should be a part of a European programme. It is planned that faculty members from Paris will go to Salamanca in the near future. They also organise seminars (such as retro seminars on the research of the students), readings and debates. Still, not enough integration is offered within the faculty, which could be a way to create better opportunities for the students and give more coherence to the programme itself.

The stakeholders' representatives pointed out the elitist character of the programme, and the fact that it pushes students to be competitive amongst themselves as well. Yet, the aspirations of the students and the field of work of the alumni seem to differ from what the programme seeks, notably professionally. Most of the Latin American students think about going back to their home country strengthened by the competitive edge they received from the master, namely, the broader perspective on their home regions and the benefit of the European networks they might have developed. However, the lack of job opportunities in Latin America might push them to stay in Europe by doing a PhD for instance, as it offers the possibility to obtain a long-term visa and a decent quality of life.

3.2 Credits

Compliant

Compliant with conditions

Non-compliant

The European Credit Transfer System (ECTS) is applied properly and the distribution of credits is clear (see also 3.1.).

The detailed syllabus is well accounted for in the annex of the SER. The total programme is equivalent to 120 ECTS, according to the European standards. Each semester gives 30 ECTS credits, which in turn are separated into individual modules. The exact composition between modules differs between the three semesters and is also dependent on the chosen specialisation during the third semester. Roughly 50 ECTS out of 120 ECTS are common and mandatory for LAGLOBE.

It is stated that the acquisition of analytical tools as a basis to produce the final thesis during the third semester corresponds to 2 ECTS, which seems rather inadequate. We assume though that methodological training does also take place within the respective specialisation courses and that it is further followed up during the thesis writing itself. The final Master's thesis is evaluated at 30 ECTS and is awarded after approved completion and presentation. The internship gives no separate credits but is integrated within the thesis work.

3.3 Workload

Compliant

Compliant with conditions

Non-compliant

It is stated in the SER that the students are expected to participate full-time with an average weekly working load of 40 hours. This working load is assumed by the SER to be 'quite demanding', which is a surprising statement in the eyes of the external evaluators, since 40 h/week should be the standard workload for a full time master's programme, and that no additional activities should normally be possible. The 'heavy workload' for students is also listed as a weakness in the SWOT analysis that was provided, whereas it should rather be considered as a strength. Since the instructor-led activities represented by lectures, seminars and group presentations normally cover only a fraction of the weekly 40 hours, it should be a crucial objective of the academic coordinators to ensure that individual and group assignments will keep the students fully occupied. This issue is particularly important in such cases when the LAGLOBE students are mixed with other student groups, who sometimes may follow the same course part-time or in parallel with other courses.

4 – ADMISSION AND RECOGNITION [ESG 1.4]

4.1 Admission

Compliant

Compliant with conditions

Non-compliant

Admissions are centralised and handled by the coordinating university, Sorbonne Nouvelle. Two annual calls are made, the first in the period November – February and the second in the period February – May for the remaining places. Applicants to the first call may apply for a scholarship but this is not the case for the second call. Scholarships (approximately 15) are awarded on the basis of nationality criteria according to the European commission's Erasmus+ Programme guide. Students applying for this programme must first satisfy certain eligibility criteria, notably to have obtained an undergraduate degree (equal or equivalent to 180 ECTS) officially recognised in their home country in the domains of social sciences, human sciences or legal sciences. There are also specific language requirements: the candidate has to master French, English and Spanish, the three official languages of the programme. This has not been perceived as a downside by staff or student representatives, but rather as a mark of elitism.

Subsequently, for the selection process, criteria relate to academic excellence, language skills, the quality of the student's research proposal and motivation. Applications are considered by the Executive Academic Council (EAC) on which all three universities are represented. Overall, the programme receives up to 70 applications each year for an annual intake of approximately 17 students. Before admission, students sign a 'Student Agreement' setting out the rights and responsibilities of each party (student and university).

These procedures are clearly laid out and available for prospective students. While the selection criteria are transparent, it would be useful, however, to know what weighting is accorded to each criterion; are language skills, for example, the primary factor in selecting students? During the virtual site visit, the student representatives considered the selection process to be fair, appreciating the holistic approach to assessing candidates' suitability for the programme. However, at the same time, exchanges with students during the visit suggested that there appears to be some confusion in how the financial criteria are applied in determining both the allocation of scholarships and the way in which they are administered.

Summarizing the admission requirements and selection procedure can be considered appropriate in relation to the programme's level.

4.2 Recognition

Compliant

Compliant with conditions

Non-compliant

The recognition of previous qualifications and prior learning appears to be adequately provided for in the LAGLOBE programme. Such recognition is based on the principles of the Lisbon Convention. For students originating from institutions adhering to the Bologna process, they are required to have fulfilled the requirements of the Bachelor degree before admission to the programme. For students coming from other institutions, their record of previous studies is examined in detail, considering international agreements that might exist with particular countries.

Student mobility is an integral part of the LAGLOBE programme and periods of study in partner institutions are therefore recognised. Students spend the first semester at Salamanca, the second at Stockholm and the third at Sorbonne Nouvelle. The fourth semester is devoted to the writing of the thesis and is spent in an associate institution, generally in Latin America, involving further mobility. However, in this case, students do not receive credits from these institutions.

5 - LEARNING, TEACHING AND ASSESSMENT [ESG 1.3]

5.1 Learning and teaching

Compliant

Compliant with conditions

Non-compliant

Since the programme builds on the cooperation between three universities in three countries, and in addition on an internship at several associated institutions in Latin America during the final semester, there is a wide range of learning and teaching methods offered within the syllabus. Conventional classroom teaching dominates during the first semester, while the second semester contains a mixture of lectures, seminars, and group work. During the third semester, the students can choose from a variety of specific courses within six disciplines in social sciences, together with associated methodological modules. Depending on the chosen speciality, the methods component varies between quantitative and qualitative techniques. During the fourth semester, in which each student chooses an individually based internship in parallel with the completion of a Master's thesis, the teaching is carried out through individual supervision. Each student is given a personal supervisor, based on the choice of speciality and the nature of the topic.

The pandemic has radically affected the practical implementation of the curriculum. In these extraordinary circumstances, the programme coordinators succeeded in carrying out the courses in line with the previously specified teaching and learning plans, although the group dynamics in reading seminars, the experience of different teaching cultures, and participation in various collective activities have all been negatively affected. A positive outcome of the pandemic, however, may be an improved development of various online teaching methods, which in the future may complement the traditional structure.

The first three semesters should result in a joint learning outcome in the sense that the courses offered are compulsory for all students. Further efforts should therefore be made to create a cumulative learning platform for the specialisation tracks during the third semester. Specifically, potentially overlapping contents between courses and variations regarding the starting levels and prerequisites for each Master's course module should be more explicitly and coherently identified. The reading lists provided in the annexes indicate considerable differences concerning the levels to be attained regarding learning outcome, as reflected in the contents and in the mix of elementary and more advanced literature. Such differences are typical and natural when countries with different academic traditions meet but should nevertheless be systematically and jointly agreed in a multi-country programme like LAGLOBE.

Another issue that is important to consider in a programme in which, in this case LAGLOBE students, and other students are mixed, is to take advantage of leverage effects regarding learning objectives for all parties. In the best of both worlds, the high demands put on LAGLOBE students can enhance the quality of the entire group. Nevertheless, the diversity of a mixed student group may make it more difficult to use coordinated learning methods for the LAGLOBE students. The programme coordinators should therefore be restrictive in admitting mixed courses before a thorough analysis of the advantages and disadvantages of such an arrangement has been made.

Overall, there is still room for better coordination between the different courses during the first three semesters in terms of joint pedagogical tools to create a closer cohesion between the separate modules and to achieve the intended teaching and learning objectives of the programme. A continuous effort to increase the mobility of both academic and administrative staff between the three partner institutions should therefore be given high priority by the programme coordinators.

5.2. Assessment of students

Compliant

Compliant with conditions

Non-compliant

It is also a natural outcome in a multidisciplinary and multinational programme that the assessment procedures vary between the partners. Accordingly, a clear and transparent information policy is crucial, particularly regarding the formal requirements. It is in this respect appropriate to consistently adopt the European ECTS standards for the assessment of students, even though it can clash with national traditions.

Both the SER and the interviews carried out demonstrated that the programme management team has a conscious and mutually respectful attitude regarding this question and ways in which routine procedures can be introduced. At the same time, several suggestions for improvement might be made:

- The informal differences reflected in contrasting academic cultures are more complex to communicate. This implies as far as possible the need to maintain a stable faculty over time with a high level of internal interaction and mutual respect for differences. Wherever possible, at least one key faculty member should be kept in each institution between the different cohorts of students in order to guarantee continuity over time.
- The capacity to work in an international environment should be more systematically evaluated when the programme can return to normal procedures. There is no information in the SER regarding how the internship is

assessed: through a formal marking system, a written report or only through a certificate of approval? For the associate institutions, a common system for giving feedback to the programme coordinators would increase the transparency of their role in the assessment process, and enable a better communication with students regarding expectations.

- The final Master's thesis is the ultimate measure of the general quality of a programme and a proof of how learning outcomes have been met. As such, there should be a systematic evaluation carried out in the future to compare the quality level of theses from LAGLOBE with similar M.Sc. programmes focused on Latin American studies in other countries. There is also a need to ensure that the different disciplinary specialities within the programme and different supervision traditions between the three partners should be of a similar standard. Such a systematic assessment process should, if carried out properly, provide the best results from used teaching and learning methods. This process should preferably be carried out by external evaluators at least every 3-5 years.

6. STUDENT SUPPORT [ESG 1.6]

- **Compliant** Compliant with conditions Non-compliant

The LAGLOBE master has a dedicated team to support the students. This team is composed of four persons: one administrative coordinator from each partner institution and a general administrative coordinator based in Sorbonne Nouvelle. Their role is to address the students' enquiries and concerns as well as help them regarding legal issues such as scholarships, accommodation, mobility or visas. No joint procedures exist, although the team has regular exchanges on the subject of student support.

The students' representatives and the alumni were globally very satisfied with the support they received from the institutions. The basic administrative platform for student support at Sorbonne Nouvelle appears to operate effectively. Basic guidelines can be found on the website, especially regarding the master thesis. A student handbook is available for downloading and details the programme objectives, the study programme of each semester and its timetable. It also provides basic administrative guidelines and tips for each country (health insurance, housing, public transport, etc.).

Nevertheless, all representatives agreed that administrative issues were an important obstacle to the smooth implementation of the programme. Notably, visa procedures were a problem at the beginning of the programme and had a negative operational impact on students. A similar difficulty arose due to the lack of visas covering the summer period, thus obliging the Latin American students to travel back to their home countries in the middle of the programme. In addition, the representatives pointed out overlaps of courses during the spring semester. These issues may well have been related to teething problems with the launch of the master but they also indicate the need for better coordination between institutions.

The application process is thorough and basic: applicants submit their candidacy through the website, which the Selection Committee reviews in order to select students, which will be invited to an interview. During the online interview, the panel questions the motivation of the candidates as well as their proficiency in the three languages. After the final selection, the candidates receive an official result about the status of their application.

Financial support for the candidates is provided by the European Union. Fifteen scholarships are awarded to the best applicants of the first session (February to November). Nationals of partner countries of the Erasmus programme or nationals of countries in the Erasmus programme are eligible. The scholarships are awarded for a full-time engagement and for the entire study's duration. They include full tuition fees for enrolment in the programme (approximately 8 980 euros for students residing in the programme countries and 17 280 euros for students residing in partner countries). They also include international insurance and a monthly allowance for the total duration of the programme (maximum 24 months). The amount of the allowance is not specified on the webpage. Finally, the financial support contributes to travel and accommodation costs of the students.

During the third semester of the programme at Sorbonne Nouvelle, some of the students¹ have to undertake a mandatory course relating to their professional project. This aims at helping them question and further define their ambitions for the following years. It is also a chance for them to start getting in touch with people regarding their project. However, the alumni representatives pointed out a clear lack of support from the universities in this process. Additional help would have been appreciated, for instance, to contact partner institutions of the

¹ This course is included in the 'Cooperation and development professions in America Latin' specialisation.

consortium about potential opportunities. In addition, an evaluation on the Master's performance could have been communicated to students after graduation.

The students' representatives of the programme are currently working on the integration of LAGLOBE alumni into the European or the Sorbonne Nouvelle alumni platforms. They plan to organise events with all cohorts. At the same time, they seem eager to establish official channels of communication with the consortium in order to benefit from some financial or administrative help. Even if practical difficulties exist in setting up such networks, an alumni association might offer the additional advantage of assisting graduates in their search for employment.

Finally, the pandemic does not seem to have had an impact on the support provided to students. The three universities have done their best to help students dealing with these events in each country. Nonetheless, the student representatives felt strongly that more psychological help could have been offered, especially as students have to move from country to country (and from one cultural environment to another) and are often a long way from their home countries.

Overall, despite certain problems and criticisms, support for students seems satisfactory. It is recommended, however, that the presentation of the Master on the website should be improved to increase the attractiveness of the degree.

7. RESOURCES [ESG 1.5 & 1.6]

7.1 Staff

Compliant

Compliant with conditions

Non-compliant

Staff resources of the programme can be split into, first, academic staff consisting of professors/lecturers at various levels of seniority, teaching assistants, tutors, and guest lecturers; and, second, administrative staff providing services to students and/or faculty. The key persons are usually the dedicated academic coordinator and the senior administrative officer. The role of the administrative staff is often underrated. In a programme like LAGLOBE, there is an additional level of coordinating demands, met through regular formal and informal communication between persons with responsibility in each category. This internal communication and the continuous mutual interaction and coordination measures between involved staff members is decisive for the successful running of a programme and is not necessarily correlated with the actual size of resources. The interviews were therefore focused on how available academic and administrative resources are used in practice.

The SER, including its annexes, contains only scanty information regarding specific resources allocated to LAGLOBE in relation to other activities and duties carried out in the three institutes. The feeling gained from the interviews is that the academic coordinators have close and continuous contact, both formally and informally, and that the same persons have been involved during the first three generations of the programme. Furthermore, it appears that the management team also spends at least half its time on general duties dedicated to the programme. It seems, on the other hand, that there is room for improvement regarding administrative coordination. It is in this respect important that the coordinating role played by IHEAL is given sufficient financial resources to act efficiently. This seems to be the case, while continuity may have been affected by changes of staff, both at IHEAL and at the partner institutions. None of the administrative staff at NILAS listed in the SER took part in the interviews.

IHEAL and Instituto de Iberoamérica have, at least formally, a sufficient critical mass of faculty to meet the academic requirements to run the programme, while NILAS is a much smaller institution, also being a sub-section within a larger department of languages. Additional resources through part-time professors, teaching assistants, instructors and guest lecturers are not listed in the SER; this information was thus obtained during the interviews. It seems that IHEAL and Salamanca do have larger resources than listed in the SER, while NILAS, with its smaller faculty, is more vulnerable to staff turnover. Building up a better resource platform in the case of NILAS should therefore be a common objective for the programme management team. This is particularly important, since the representatives from Stockholm indicated that they plan an enlargement of the curriculum to offer several new courses in the future.

Finally, the use of resources is related to the role the different partners have in their respective university-level contexts. It was therefore unfortunate that the university rectors were unable to devote time to talk to the

evaluators regarding which role the LAGLOBE programme plays in the profiles that each university wishes to build up, and how necessary budget resources can be guaranteed in the future.

7.2 Facilities

Compliant Compliant with conditions Non-compliant

Regarding the material infrastructure, all partner institutions offer access to good facilities for students, including learning spaces and libraries. The combined library resources are particularly impressive, and apparently among the best equipped within the field of Latin American studies in Europe. The pandemic has resulted in new challenges regarding the use of digital/virtual learning platforms but the faculty, as well as administrative staff and students, seem to have managed successfully in these exceptional circumstances.

There were, however, critical views expressed by students regarding information on housing in all three cities. There is a potential need to allocate more administrative resources to such issues.

8. TRANSPARENCY AND DOCUMENTATION [ESG 1.8]

Compliant **Compliant with conditions** Non-compliant

There is a webpage with well-structured information detailing the implementation of the programme in the three institutions. The main pieces of information that can be found online by future applicants deal with: programme history, application process and criteria, fees, academic timetable, student agreements, programme handbook, living costs and visa information, as well as social networks. The information on the dedicated web is managed by the coordinating institution.

Nevertheless, no information can be found regarding the main results of the programme or the evaluation systems as well as about procedures of the quality assurance system. The quality of the website is also questionable: numerous grammatical errors can be found.

Moreover, if it is stated in the SER that all information is available '*on the dedicated website and on each institution website*' (P.16). When starting the evaluation, information could not be found on the Stockholm University website as the link from LAGLOBE to this website did not work. However, after the online visit it was possible to check that all information available on the main page is accessible from the Institute. This may be explained by the fact that the applications period is open. Despite that, the link on the right-hand side of the main page about the master does not connect to any information about it. Also, information found on each dedicated webpage of the institutions is mostly incomplete. For instance, Sorbonne University's webpage is the only one to show the syllabus in one of the three official languages. The syllabus available on Stockholm University's website is only available in Swedish, while no syllabus at all can be found on the Salamanca University's webpage.

Although the information is incomplete, the students met during the visit were not completely dissatisfied with the public information available. They pointed out that the information on the admission criteria should be more specific and that the website is insufficiently updated or even undocumented sometimes – for example, concerning the transition from one university to another. Errors that can actually make a difference were made on the structure of the programmes. Therefore, efforts should be made to be as rigorous and transparent as possible towards future candidates.

Taking into account the importance of public information, it is necessary to keep the information up to date and pay special attention to the information that is published. Likewise, it would be desirable to publish information on the main results of the degree.

It is also recommended that the presentation of the Master should be improved to increase the attractiveness of the degree.

9. QUALITY ASSURANCE [ESG 1.1 & PART 1]

Compliant Compliant with conditions **Non-compliant**

The documents provided for the assessment of the LAGLOBE programme contain very little information regarding internal quality assurance. In the SER it is stated that quality assurance will be the responsibility of "a board composed of at least one representative from each partner institution, two representatives of the students... and two associate personalities..." (p.18). The board is supposed to implement and monitor a quality control process and to meet at regular intervals. Nonetheless, there is no evidence of the existence of this board or of its deliberations and decisions. In addition, it is indicated that regular reports are made to the Erasmus programme. The feedback from these reports is used to adjust the programme and improve its quality. Unfortunately those reports were not provided to the evaluators.

The panel has accessed the minutes of the different meetings held before and after the start of the programme. Unfortunately, we could not find minutes of the Board meetings in which it was expected to have representatives from different stakeholders. The minutes analysed show a follow-up of the main problems of the master but no real analysis based on collected information.

There seems to be no joint or individual internal quality assurance processes in place.

Systematic surveys with students appear to be the only information analysed about the programme. It is stated in the SER that surveys were carried out by Stockholm and Salamanca but not Sorbonne Nouvelle. During the visit this topic was discussed and all three institutions do in fact undertake surveys.

Each university analyses its own results in the context of the system in place in its institution. As LAGLOBE students share classrooms with students from other programmes in each institution, no specific information about the performance of these students is available.

In terms of monitoring the degree and making its results and achievements more readily available, there appears to be little evidence of such action even if the SER cites examples of student publications and presentations. Similarly, no evidence was provided regarding regular reports sent to the European Union to provide updates on the running of the programme.

During the interviews, the programme managers indicated that they are aware of the lack of a joint internal quality assurance system and that they will work on that in the future.

To sum up, there is no joint evaluation of the programme. No information is collected from the three institutions that can be analysed collectively to find out how the programme works and, if necessary, to enable improvements to be made. There is no effective joint quality assurance system for the degree.

It is therefore highly recommended to establish joint procedures in order to analyse the performance of the master and identify where there is a need for improvement.

IV. CONCLUSION

Although the LAGLOBE Master is a joint programme of three institutions in its definition and organisation, it generally suffers from a lack of coordination and common protocols for action and review of the programme. Despite this, both students and teachers are generally satisfied with the development of the programme and the skills acquired.

The opportunity offered to students to carry out stays in Paris, Stockholm and Salamanca, in addition to being able to spend the last semester in a Latin American country to work on their thesis, is a highly valued aspect and gives the programme a multicultural character making it very interesting for all agents involved. Likewise, the multidisciplinary approach of the programme, as mentioned earlier in this report, is a positive aspect to highlight. The obligation to study in the three languages spoken in the three partner institutions means that the master's degree is nurtured by highly qualified students, which should favour its results. Likewise, the high number of applicants to the master's degree is perceived as a positive point of the programme.

Although the aforementioned aspects are noteworthy, it is also important to note that the lack of coordination between the three institutions makes the programme look different in each of them. Using teaching methodologies, evaluation systems and even follow-up of the courses in a totally individualised way, causes a lack of coherence in the programme, yet this latter aspect is of vital importance in a joint degree.

Similarly, it was considered that information provided for the evaluation was often inadequate and not sufficiently precise, with a lack of evidence to support statements. In addition, the self-evaluation report cannot be considered as an analysis of the programme, which is what would be expected from such a report. It is rather a description of the programme, lacking an in-depth analysis of its performance and the provision of relevant information for its evaluation.

Likewise, the lack of involvement in the online visit of those responsible for the programme might indicate a lack of interest in it.

Finally, in spite of the above, the evaluation panel considers that the programme provides well-prepared students with a high degree of satisfaction, for which it recommends a positive evaluation. Below are the weaknesses and strengths of the programme as well as recommendations for its improvement, all of which should be considered for special attention for future accreditation processes.

STRENGTHS

- Long-term collaboration between known partners and quality of these partners in relation to Latin American studies;
- Multidisciplinary approach to the degree design;
- Clear set of learning outcomes combining a realistic set of aims in terms of knowledge and skills;
- High workload demands; high quality of admitted students;
- Enthusiastic and devoted leadership;
- High ambitions regarding required pre-knowledge and language skills among the students;
- Enhanced multicultural competence through the mobility between four countries in two continents.

WEAKNESSES

- Lack of coordination between the three institutions in the performance and review of the programme;
- Lack of joint procedures for monitoring the programme in order to analyse its correct implementation and establish improvement actions. This denotes that no internal quality assurance system is effectively implemented;
- Need for improvement in the balance between the three partners in their contributions to the degree;
- Insufficient and poorly maintained public information;
- Lack of mobility of the teaching staff;
- Unbalanced student mix with students from Latin America being over-represented;
- Practical and technical problems related to visas, housing and adaptation to new surroundings.

RECOMMENDATIONS

- Creation of coordination mechanisms for the three institutions regarding review of curricula and establishment of common evaluation methodologies and systems. Reinforcement of the joint character in the design and running of the diploma;
- Encouragement of the mobility of teaching staff. More integration and mobility for the teaching staff could create better opportunities for students and give more coherence to the programme itself;
- Introduction of a weighting system in the selection criteria;
- Introduction of a joint quality assurance procedure including setting up a joint quality assurance board;
- Improvement of websites and, in general, the communication strategy for the degree;
- Creation of an alumni platform for students to exchange between cohorts. It has been pointed out by current students as well as by those who have graduated as a tool that could be very useful during the Master as well as for their networks;
- Provision of psychological support to students in each partner institution. The availability of such support and the related practical details could be communicated at the beginning of the Master so that students can anticipate their needs.

V. ACCREDITATION PROPOSAL

The panel concludes that the standards are fulfilled and recommend the accreditation of the programme.

In the following table, an overview of the assessments is detailed:

Standard	Assessment
Eligibility	Compliant
Learning outcomes	Compliant
Study programme	Compliant
Admission and recognition	Compliant
Learning, teaching and assessment	Compliant with conditions
Student support	Compliant
Resources	Compliant
Transparency and documentation	Compliant with conditions
Quality assurance	Non-compliant

VI. COMMENTS OF THE INSTITUTION



Prof. Thierry Coulhon – President

HCERES
2 Rue Albert Einstein
75013 Paris

Subject : Laglobe programme evaluation report

Paris, February 22, 2022

Dear Prof. Coulhon,

On behalf of the three partner universities participating in the Laglobe Master Programme, I would like to thank the evaluation committee for the report. We would like to pay a special tribute to the late Prof. Claes Göran Alvestam, who passed away shortly after the visit.

The report provides our universities with important insights and valuable recommendations to improve the quality of the Laglobe Master Programme, as well as strengthen the cooperation between our institutions. The three members of the EMJMD consortium – IHEAL, at Sorbonne Nouvelle, Instituto de Iberoamerica, at Salamanca University and the Nordic Institute of Latin American Studies, at Stockholm university – share the reports positive points of view in issues such as, long-term results regarding high-quality cooperation or improved learning outcomes in terms of knowledge and skills. We also gratefully accept many of the critical points of view, that will be considered in future improvements of the programme. However, after exchanging with our partners, we would like to make two observations to the evaluation report.

The committee points out that no meeting was carried out with the authorities of the three universities. In fact, a meeting had been scheduled on the first day of visit in the late afternoon, due to agenda constraints, and, unfortunately, the committee members were no longer available after 5 pm. I would like to stress the fact that the Laglobe programme is fully supported by the three partner universities.

The second point which needs clarification is connected to the nature of the degree awarded to the students. When the programme was launched, we planned to give multiple degrees, one from each university, as we were not sure to be able to deliver a joint degree, sealed by the three universities.

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Thanks to the commitment of the three institutions we are now able to deliver such a joint degree, that expresses a higher integration between our institutions. Those issues have been addressed during the meetings and a short note was sent to the HCERES by the programme coordinator shortly after the visit to make this point clear, but they are not reflected in the report.

We acknowledge the valuable advice given by the committee to improve our joint quality processes. A first set of decisions has already been taken in February 2022 by the chairs of the three institutes to implement those changes.

Sincerely
Yours

Jamil Jean-Marc DAKHLIA
Président de la Sorbonne Nouvelle




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