

## **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 Commission 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 circulation 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.

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**

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**(*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 police.

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

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### 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 Profilanpruch**

*Studiengänge mit besonderem Profilanpruch 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**.