

Accreditation Report
Concerning the Application for Accreditation by
the University of Leipzig
Faculty of Social Sciences and Philosophy
1273-1-2

Title of the Program	Degree Awarded	Number of ECTS credit points	Duration of the program	Type of Program	Annual intake capacity	Master		Date of first accreditation	Accreditation expiring on
						c= consecutive f= further education	r= research-oriented a= application-oriented A= Arts and Music		
Global Studies	M.A.	120	4 semesters	Full-time	70-100	c	r	17.10.2006	30.09.2012

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Hanover, 13 August, 2012

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Part I: Evaluation report of the review panel

Introduction

The consecutive Master's program in Global Studies was started in the year 2005 and was first accredited by ZEVA in October 2006. The program is jointly offered by a consortium of five European universities as well as a number of cooperating higher education institutions outside Europe. All degree awarding institutions (the University of Leipzig/Germany, London School of Economics and Political Science/England, the University of Roskilde/Denmark, the University of Wrocław/Poland and the University of Vienna/Austria) have signed a detailed partnership and cooperation agreement that stipulates the rights and obligations of all parties involved. The University of Leipzig functions as the central coordinating institution.

The program is fundamentally based on the principle of mobility. As a general rule, all students enrolled in the program divide their time between at least two of the participating higher education institutions: after spending the first year at one of the European universities, they move to another hosting institution for the second year. It is also possible to spend the third semester at one of the non-European partner institutions. All courses taken there are fully credited towards the Global Studies program. However, the choice of universities is not up to the students themselves but to the steering committee of the consortium. Depending on their individual mobility tracks, graduates of the program receive either one degree jointly issued by their two host universities (joint degree) or one degree from each of the universities (double degree).

From the beginning, the program has been funded as part of the Erasmus Mundus program of the European Commission. The allocated funds are mainly used for mobility grants and scholarships for students and faculty.

The accreditation report is based on the self-report submitted by the University of Leipzig as well as the on-site talks in Leipzig in which faculty and students of all degree-awarding institutions participated. The evaluation of the program is predicated on the rules and criteria of the German Accreditation Council and the Common Structural Guidelines of the Länder for the Accreditation of Bachelor's and Master's Study Programs, as they are in effect at the date of the contract.

1. Master's Program in Global Studies (M.A.)

1.1 Qualification Objectives of the Study Program Concept

(Criterion 2.1, Drs. AR 85/2010)

The criterion 2.1 is fulfilled.

The qualification objectives of the Master's program in Global Studies are defined in the self-report of the University of Leipzig, the module descriptions, the Diploma Supplement and the specific exam regulations for the program.

The aspect of academic/scientific qualification is central to this research-oriented program. The curriculum jointly offered by the European members of the consortium, taken as a whole, explicitly aims at imparting methodic knowledge and competencies and at expanding students' capacity for interdisciplinary thinking. Comparative methodology, the introduction to

different theoretical approaches and schools of thought as well as the enhancement of academic writing and research skills are of special importance throughout the program. In Leipzig, students also get a chance to participate in larger research projects at their university.

Graduates of the program qualify for employment positions outside the academic world, due to the emphasis on professionally-oriented courses in addition to or in combination with scholarly education. For example, the Diploma Supplement mentions „cross-national and supranational agencies, non-governmental organisations, development cooperation, economy and management“ as possible fields of employment (cf. self-report, Vol. II, p. 97).

Further, the study program is fundamentally based on the principles of internationality and mobility and, thus, effectively serves to promote students' personal growth and development. The central topic of globalization provides students with an unusually strong awareness of their need to act responsibly as citizens of the “global village”. As a precondition for this, students are to develop a high level of intercultural competence and a critical understanding of global economic and political developments.

1.2 Conceptual Integration of the Study Program in the System of Studies

(Criterion 2.2, Drs. AR 85/2010)

The criterion 2.2 is partly fulfilled.

1.2.1 Framework of Qualification for German Degrees

The program is in accordance with the German Qualifications Framework for Master's programs as regards the level of knowledge, understanding and competences imparted.

Graduates of the program acquire extended and consolidated knowledge that goes beyond the Bachelor level. Through the program's special interdisciplinary approach students are made familiar with the different theoretical approaches and schools of thought contributing to Global Studies. Also, they learn to apply the terminologies of the different disciplines involved and to define the limits of the newly emerging field of Global Studies.

Based on their acquired knowledge, students become increasingly capable of developing independent ideas and critical views. Throughout the course of the program, they continuously learn to put these ideas into writing in the form of essays and assignments, which also serve as preparation for the final Master's thesis. Students may also specialize in certain areas in which they acquire a broad, detailed and critical understanding of both current and historical developments, e.g. in particular geographical regions (Africa/America/East Asia etc.).

Based on their familiarity with different academic disciplines and scientific approaches, graduates of the Master's program in Global Studies are able to integrate knowledge and to deal with complex and unfamiliar problems and situations. As the curriculum raises the students' awareness of the multiple causal relationships between political, economic and socio-cultural developments around the globe, they learn to take into account the possible social, scientific and ethical implications of their decisions. Above all, graduates are capable of conducting independent scientific research, which qualifies them to further pursue an academic career at doctoral level.

Students also acquire communicative skills at Master level. In the course of the program,

they are at least occasionally required to present the results of their work in class, as, for example, in the context of colloquia. In this way, they learn to discuss complex scientific issues with an audience of experts as well as non-experts and to present their ideas and solutions to others in a clear and convincing manner. In this context, the small group sizes are also advantageous. However, following the wish expressed by some of the students participating in the on-site talks, the expert panel recommends the introduction of special classes that impart soft skills and key competences as e.g. presentation skills in a more systematic way. Also, students should get more opportunities for group work in order to strengthen their team building capacities and leadership skills.

The formal requirements of the Qualifications Framework are met without exception. As stipulated in Article 2.3 of the Partnership and Cooperation Agreement, admission requires a Bachelor's degree in a related area or an equivalent degree. According to the program guidelines ("Studienordnung") of the University of Leipzig, applicants must also have good command of English and at least two other European languages. (The German version of the program's website, however, only lists excellent English skills as a compulsory requirement, whereas the English version is in accordance with the Leipzig regulations.)

In total, 120 ECTS credits are awarded within a span of 2 years (60 ECTS credits per year). Possible postgraduate options include a doctorate. The recognition of qualifications and competences acquired outside higher education is neither regulated by the agreement nor in the exam regulations of the University of Leipzig. The experts regard this as a deficiency.

1.2.2 Common Structural Guidelines

The basic structure and duration of the program are in line with the Structural Guidelines accepted by all Federal States of Germany. The same goes for the number of ECTS credits awarded (120 credits in total, 60 credits per year). The awarding of 15 ECTS credits for the Master's thesis also complies with the Guidelines.

Applicants to the program must hold at least a Bachelor's degree or an equivalent qualification. The categorization of the Master's program as consecutive and research-oriented is accurate. The awarded degree "Master of Arts" complies with the standards.

It must be pointed out that even though the ECTS credit system is applied throughout the consortium, not all curricula are modularized according to German standards: in London, the talk is of units, whereas in Roskilde there are courses instead of modules. On principle, all modules (or units/courses, respectively) can be completed within one semester and constitute thematically consistent, independent entities which are usually credited with a minimum of 5 ECTS credits. At the University of Roskilde it is also possible to award half-credits and to credit a course with less than 5 ECTS credits.

Although these regulations are at least partly in opposition to the German Structural Guidelines, the experts do not regard them as a critical flaw for the study program as a whole. By and large, the differences between the five participating universities as regards the design and structure of the curricula do not impede student mobility or impair the quality and consistency of the program concept. In spite of national differences in formal structures, the program coordination ensures an equal distribution of workload and equivalent requirements for all students.

Where a modular system in the German sense is applied, the modules are usually completed

with one examination only. (However, additional unmarked assignments may be required.) For two core modules at the University of Leipzig respectively two essays must be submitted which are thematically related but have different didactic goals (demonstration of broad theoretical knowledge vs. focused treatment of a specific topic). The experts accept this explanation as convincing.

As a consequence of the structural differences outlined above, a common module handbook for the program does not yet exist. Course descriptions and syllabi are available on the various universities' websites, but are designed in different ways according to national standards.

At the occasion of the on-site talks in Leipzig, newly designed module descriptions (or course descriptions, respectively) were presented to the panel. Generally speaking, these descriptions comply with the Bologna standards, containing information regarding the goals and contents of the modules/courses, the forms of examination, workload, the types of courses and teaching methods as well as the frequency and duration of each module. However, most of the descriptions are regarded as deficient in the sense that they do not sufficiently specify the goals and objectives of the modules, the competencies to be acquired and the weighting of grades. For the courses taught at Roskilde, no descriptions were submitted. The experts regard this as a deficiency.

For the sake of clarity and transparency, module/course descriptions must be provided for all parts of the program (including the curriculum at Roskilde). All descriptions should include a detailed outline of teaching contents and competencies to be acquired. The complete catalogue of modules/courses should be published on the central website of the Global Studies program (cf. Chapter 1.8) as well as on the universities' websites.

The experts criticize the fact that almost no information has been given about the curricula at the associated higher education institutions outside Europe. Therefore it is hard to judge whether the courses offered there constitute a convincing complement to the European curricula or whether they are equivalent to the European system as regards workload and examination requirements. Even though the students' choice of courses at the non-European universities is subject to the prior approval of the Leipzig coordinators the experts regard this lack of information as a deficiency, especially since no separate learning agreements or equivalent contracts have been closed between the consortium and its non-European partners (cf. Chapter 1.6).

Throughout the program, one ECTS credit is equivalent to a workload of 30 hours. This does not apply to the Master's thesis (including related colloquia and/or seminars), for which a workload of 29 hours per ECTS point is calculated. The experts regard this regulation as a deficiency, for according to the Common Structural Guidelines each ECTS point awarded within a study program should represent the same number of hours.

The examination regulations of the University of Leipzig comply with the Lisbon convention as regards the recognition of qualifications earned abroad. They also include an ECTS grading scheme. The recognition of qualifications earned outside the higher education system is not addressed in the Leipzig regulations at all. The experts regard this as a deficiency. It must be stipulated in the exam regulations that practical/professional qualifications may replace up to 50% of all ECTS credits awarded in the program.

Apart from the University of Leipzig none of the European members of the consortium seem

to have developed special examination regulations for the Global Studies program. (The University of Vienna has published a “curriculum” for the program online which includes course descriptions and the most important exam regulations.) The general study and examination regulations applied by the individual universities were not included in the self-report, mainly for the reason that there were no translations available. Hence, it has remained unclear which official regulations the students enrolled at the different universities are actually subject to. A common set of regulations applied by all members of the consortium does not exist. The expert panel regards this situation as a deficiency, for it results in potential confusion and lack of transparency for students (cf. Chapter 1.5).

The Master's program in Global Studies is fundamentally based on the principle of mobility. Hence, there is no need to reserve special time slots in the curriculum for internships or for studying abroad.

1.2.3 Länder-Specific Structural Guidelines

Not applicable.

1.2.4 Further requirements

Not applicable.

1.3 **Study Program Concept**

(Criterion 2.3, Drs. AR 85/2010)

The criterion 2.3 is partly fulfilled.

The curriculum of the Master's program in Global studies is interdisciplinary by definition. The participating universities take complementary approaches to the central topic of globalization: while Leipzig and Vienna take a primarily historical point of view, the topic is discussed from the angle of political science in Roskilde. In London and Wrocław the focus is on economic history and international relations respectively. In this way, students significantly expand their knowledge base and learn to apply scientific methods from different academic disciplines. Separate courses conveying academic research and writing skills are offered in Leipzig and Roskilde.

The program is designed in such a way that the formulated qualification goals of the study program can be reached. As the program coordinators decide on the distribution of students across the host universities, each student's areas of specialization are circumscribed from the beginning. Once made, the decisions of the committee regarding the mobility tracks are very hard to reverse. Although there is an obvious risk lying in this lack of flexibility, students also have a high chance of being accepted at those universities that best fit their personal interests.

In Leipzig, London and Vienna the curricula have roughly the same structure: the three introductory modules provide a general survey of the methods, contents and theories of Global History and International Studies. Following that, a selection of courses from the field of Area Studies is offered. In this way, students have the option of specializing on certain regions, as e.g. Africa, the Americas, the Near East etc. This emphasis on Regional and Area Studies continues into the second year, complemented by further courses on selected topics of Global Studies. Each year students and faculty from all universities also meet for one Sum-

mer School and one Winter School. A large part of the second year is dedicated to the final Master's thesis and the related seminars and colloquia.

At Wrocław and Roskilde the curricula include neither any introductory modules nor Regional/Area Studies courses. During the on-site talks, some students criticized that a systematic introduction to the field of Global Studies was not offered at all participating universities, which made orientation difficult for first-year students. The expert panel thus strongly recommends the introduction of such courses as an element across the consortium. An annual introductory week for all first-year students could be a possible alternative.

The University of Leipzig is planning to start the program at the University of Addis Abeba later this year. This new variety of the program is primarily directed at African students who may spend only one semester at the University of Leipzig and absolve the rest of the program in Ethiopia, being taught there by faculty from both institutions. As the curriculum in Addis Abeba is still in the phase of development, no information has yet been provided on the exact course contents, exam requirements or the teaching personnel involved. The expert panel regards this as a deficiency (cf. Chapter 1.6).

The applied forms of teaching and learning vary depending on the higher education institution. Across the consortium, students are mostly taught in small seminar groups, although many modules are also open to students of other programs, as e.g. History or Area Studies. In Vienna and Leipzig, many modules combine lectures, exercises and seminars. The students who were present at the on-site talks in Leipzig regarded the small group sizes as advantageous for their process of learning and for the general atmosphere. Generally speaking, seminars best fit the particular didactic concept of the program, which is to a large extent based on discussion and oral presentations of work results.

Although research projects are integrated into the curricula in Roskilde and Leipzig, practical projects or internships outside the academic context are not a standard part of the program. In the study regulations at Leipzig, the research project is called "Praktikum" (or "Forschungspraktikum", respectively). The expert panel found this misleading, since the term *Praktikum* (internship) usually denotes the gathering of professional experience in areas other than science and research. Hence, the experts recommend exchanging "Praktikum" for a more appropriate term as e.g. "Forschungsprojekt/research project".

In view of the central qualification goal of employability, the expert panel also recommends an increase in support for students seeking internships. Although vacancies are made known to students via a mailing list on a regular basis, they still need to search for and organize internships on their own initiative.

The access requirements and the student selection procedure are described in the Partnership and Cooperation Agreement, the study regulations of the University of Leipzig and on the program's website. As mentioned above, the exact language requirements need to be clarified, for the different sources are contradictory regarding that point (cf. Chapter 1.2.1). Apart from an excellent primary degree (in the Humanities or Social Sciences) and advanced knowledge of foreign languages, applicants must submit two letters of recommendation, their preferences for the mobility track and a motivation letter. The final selection of applicants is left to the Steering Committee of the consortium, which is in turn composed of all local program coordinators (one from each university).

For information regarding the recognition of professional qualifications and qualifications

gained at other higher education institutions see Chapter 1.2.2.

The examination regulations of the University of Leipzig include regulations for the compensation of disabled students according to German legislation. For lack of information, it cannot be said if there are similar regulations applied by the other members of the consortium. The experts see this as a deficiency.

Generally, the program is organized in such a way that the overall didactic concept can be successfully realized.

1.4 Academic Feasibility

(Criterion 2.4, Drs. AR 85/2010)

The criterion 2.4 is partly fulfilled.

The students' entrance qualifications are thoroughly considered by the consortium. On principle, classes across the consortium are taught either in English or German. In addition, extra-curricular language classes are offered by all host universities to facilitate the integration of foreign students and to support them in their process of learning. Furthermore, introductory modules (if on offer, cf. Chapter 1.3) are frequently accompanied by tutorials.

In spite of the large number of participating institutions, the Master's program in Global Studies is very well coordinated. The five core members of the consortium make sure that the transition of students from one place to the next works smoothly and provide each other with detailed information down to the level of the individual student. There is a program coordinator at each of the partner institutions who offers advice and support to students in academic and organizational matters. As soon as they have been accepted, the coordinators get in touch with the selected students to provide further instruction and information regarding the specific academic and cultural environments at the different universities. These are also part of the agenda at the annual Winter Schools. Furthermore, separate brochures containing information about the non-European partners are available.

The members of the consortium meet on a regular basis (at least twice a year at the Winter and Summer Schools). On these occasions, matters concerning the curricula and teaching contents are also discussed. Besides, informal communication and feedback between lecturers as well as between lecturers and students play a relatively important role.

However, students taking part in the on-site talks reported that the design of the curriculum at least partly impeded their academic progress. For example, students must work on their final Master's thesis while still being fully tied down with other courses, which makes it hard for them to focus on the thesis. The expert panel therefore recommends reserving a separate time slot during which students may concentrate on the thesis only. Alternatively, the thesis should be credited with more than the minimum of 15 ECTS credit points, which would be in accordance with the central importance otherwise attached to the thesis throughout the program.

The overall workload caused by examinations seems reasonable across the consortium, although some students complained about submission deadlines for essays being hard to meet at times. Yet there are never more than three marked examinations per semester at each of the participating universities.

The expert panel concluded that the overall student workload is not yet being sufficiently monitored. None of the questionnaires submitted by the University of Leipzig includes any questions regarding the workload, which is even more surprising as the evaluation results presented to the expert panel during the on-site talks suggested that the workload was too high in some parts of the program. The way, in which the workload is measured at the other participating institutions did not become entirely clear. The expert panel regards this as a deficiency.

At all participating institutions the needs of disabled students are cared for. For example, modern technical equipment for their assistance is provided, as e.g. video streaming, e-learning platforms or a RoboBraille service.

1.5 Examination System

(Criterion 2.5, Drs. AR 85/2010)

The criterion 2.5 is partly fulfilled.

In accordance with the research-oriented profile of the program, the essay is the preferred type of examination across the consortium. There are common formal guidelines for the writing of essays shared by all members of the consortium. At London School of Economics most units are completed with a written exam, but in each unit several assignments must also be handed in during the semester. The students participating in the on-site talks appreciated the large number of essays as an effective preparation for the Master's thesis. At Roskilde, there is a stronger emphasis on project work and oral presentations and, as a consequence, on teaching and measuring generic competencies. In order to ensure that all students in the program get the same chance to acquire such competencies, the experts recommend integrating courses which impart key skills as e.g. presentation and communication into the curriculum at all partner universities.

On principle, all examinations are module-related (with the exception of London and Roskilde, where there are units/courses instead of modules). Grading schemes differ according to national academic regulations. The overall grade is calculated according to the German system based on a scheme of equivalence. The grades awarded by the non-European partner institutions are translated according to this scheme, too.

As mentioned in Chapter 1.3, the University of Leipzig has set up adequate guidelines for the compensation of disabled students in the examination regulations.

It has been confirmed by the legal department of the University of Leipzig that the study and examination regulations for the program are compliant with German law. It must be stressed, however, that the study and examination regulations included in the self-report of the University of Leipzig are revised versions which are not as yet published and hence not yet effective.

No information has been provided about the regulations applied by the other partners of the consortium (cf. Chapter 1.2.2). The review panel regards this as a deficiency. For the sake of transparency, all regulations that are relevant to the students of the Global Studies program must be made available in English (cf. Chapter 1.8).

1.6 Cooperation within the Study Program

(Criterion 2.6, Drs. AR 85/2010)

The criterion 2.6 is partly fulfilled.

As mentioned above, the degree-awarding members of the consortium have signed a Partnership and Cooperation agreement which serves as a basic regulatory framework for the program. The agreement stipulates the rights and obligations of all parties involved and the procedures applied by the consortium regarding student admission, the awarding of degrees, tuition fees, quality assurance etc. The composition, rights and functions of the Steering Committee are also described here.

Although the non-European partners are listed as contributors in the agreement, the exact nature of their contribution does not become entirely clear. There are no separate learning agreements or other written documents clarifying these institutions' role within the consortium and their contribution to the curriculum. The experts evaluate this as a deficiency (cf. Chapter 1.3).

1.7 Facilities

(Criterion 2.7, Drs. AR 85/2010)

The criterion 2.7 is fulfilled.

In the context of the on-site talks in Leipzig, detailed information was provided on infrastructure and equipment at all five degree-awarding institutions, which are considered adequate throughout. Students have access to some high-profile European research libraries, as e.g. the British Library or the Austrian National Library. Some students mentioned, however, that the resources and services of the Wrocław university library did not completely fulfill their needs. Hence, the expert panel recommends expanding the library resources in Wrocław, especially by adding more literature in English.

Across the consortium the vast majority of courses are taught by full-time tenured faculty. Although part-time lecturers are occasionally hired, it is ensured that the core curriculum lies within the responsibility of fully tenured professors. In London, Leipzig and Vienna teaching and learning centers offer a wide range of courses for the further didactic training of faculty and staff.

Since 2005, the program has been funded as part of the Erasmus Mundus scheme. The largest part of the EU funds is used to provide scholarships for students as well as mobility grants for students and faculty. During the talks in Leipzig the program coordinators expressed their confidence in the continuation of the program beyond the end of the EU funding period in 2014: it is expected that the program can be fully sustained on the basis of the annual fees charged and the universities' regular budgets without loss in quality.

1.8 Transparency and Documentation

(Criterion 2.8, Drs. AR 85/2010)

The criterion 2.8 is partly fulfilled.

Most information regarding the program can be found on the website of the Global and Euro-

pean Studies Institute (GESI) at the University of Leipzig. Multiple links to the websites of the different partner universities are also provided there. Apart from a brief outline of the general program concept, the website also provides information on admission criteria and the application procedure, tuition fees, scholarships and grants as well as course syllabi.

The study and examination regulations for the Leipzig students are available online, but cannot be accessed via the Global Studies website. Furthermore, it is unclear which regulations apply to the students who are enrolled at any of the other host universities. Although the students ensured that the program coordinators were always ready to provide them with any piece of information required, the experts regard this lack of transparency as a deficiency (cf. Chapter 1.5).

1.9 Quality Assurance and Further Development

(Criterion 2.9, Drs. AR 85/2010)

The criterion 2.9 is partly fulfilled.

As stipulated in the Partnership and Cooperation Agreement, each member institution of the consortium applies its own procedures and mechanisms for quality assurance, but there are also some measures taken by the consortium as a whole. The annual Summer and Winter Schools play an especially important role for quality assurance because they provide regular occasions for mutual feedback regarding the results of evaluations across the consortium and for discussing possible measures for improvement and further development.

At all degree awarding universities, student performance is closely monitored. In addition, all students get a chance to feedback their views of individual courses and of the overall program on a regular basis. The outcomes of these surveys are subject to discussion at the Winter and Summer Schools. Evaluation results as well as information on the enrolment and performance of students also flow into annual progress reports to the European Commission.

During the on-site talks in Leipzig some students reported that the results of course evaluations were often not communicated to them and criticized the general lack of noticeable improvements resulting from evaluations. It must be kept in mind, however, that students spend a maximum of one year at each university which is usually not long enough to benefit from improvements made. During the Summer Schools, student representatives are involved in the discussion of evaluation results and in the decisions on measures for improvement. At the University of Leipzig evaluation results are also discussed in the study commission ("Studienkommission"), which includes student representatives. Hence, the experts regard the students' level of involvement in the quality assurance of the program as sufficient. Nevertheless, the experts recommend providing all students of the program with regular information concerning the results of evaluations and the actions taken in response.

An alumni survey was conducted in 2011, the design and results of which were not made known to the expert panel. The experts regard this as a deficiency.

However, the central outcomes of the survey regarding the graduates' further careers were briefly summarized by the program coordinators. (It turned out that all participants in the survey were in employment or had continued their academic studies at doctoral level.) The program now has its own alumni network, which is going to make it easier for the coordinators to conduct regular alumni surveys and to generally keep track of graduates. As already outlined

in Chapter 1.4, student workload has to be more closely monitored at the level of the individual module or unit/course respectively.

Evaluation results as well as student enrolment and performance data also provide a decision basis for the Steering Committee of the consortium, which meets at least once a year. The Steering Committee's terms of reference are outlined in Article 3 of the Partnership and Cooperation Agreement.

1.10 Study Programs with a Special Profile Demand

(Criterion 2.10, Drs. AR 85/2010)

Not applicable.

1.11 Gender Justice and Equal Opportunities

(Criterion 2.11, Drs. AR 85/2010)

The criterion 2.11 is fulfilled.

All members of the consortium have implemented measures for the establishment of gender equality and equal opportunities at an administrative and/or academic level.

An interdisciplinary research group for Gender Studies has been founded at the University of Wrocław. In Leipzig, lecturers of the Master's program in Global Studies have launched the project "Female spirit in academia" to help increase the number of women in leading positions in science, research and business.

Generally, there is also a high degree of support for students with children – for example, childcare facilities are provided by the universities. As all students of the Master's program in Global Studies spend at least half of their time in a foreign country, they are offered special assistance in various ways, e.g. through the local program coordinators or in the form of special introductory courses, tutorials, language training, social programs etc.

The main criterion for the selection of students is excellent academic performance rather than the applicants' social background. However, the consortium aims at admitting a balanced mixture of students from different EU and non-EU countries. It has turned out though that the costs entailed are too high for many students to afford, especially as the number of EU scholarships is constantly decreasing. This goes especially for African applicants, which is one of the reasons why the program is going to be started at the University of Addis Abeba later this year, involving only one semester at the University of Leipzig as well as teaching faculty from both institutions.

1.12 Summary of Assessment Findings

By and large, the members of the Global Studies consortium succeed in maintaining high academic and administrative standards throughout the program. Each of the degree-awarding institutions brings in a different academic perspective on the topic of globalization, which results in a diversity of approaches and a lively exchange that both students and faculty benefit from. Students displayed a high level of satisfaction with the support and advisory services offered by the host universities, especially by the local program coordinators. All

universities provide modern infrastructure and equipment as well as high-profile teaching faculty.

Part II: Final vote of the expert panel

1 Global Studies (M.A.)

1.1 Recommendations:

- The expert panel recommends the introduction of special classes imparting soft skills and key competences.
- The consortium should make sure that all students get a chance to participate in introductory courses which provide a systematic overview of the field of Global Studies.
- The use of the term “Praktikum” in the study regulations at the University of Leipzig is misleading and should therefore be revised.
- The expert panel recommends an increase in support for students seeking internships.
- Students should be given a chance to focus on their final thesis without being tied up in additional coursework. Also, the program coordinators should consider awarding more than 15 ECTS credit points for the Master's thesis.
- The experts recommend integrating courses which impart key competencies as e.g. presentation and communication skills into the curriculum at all partner universities.
- The panel recommends expanding the resources of the library at Wrocław by adding more relevant literature in English.
- The consortium should make sure that all students within the program receive regular information on the results of evaluations and on the actions taken in response.

1.2 Accreditation recommendation to the Standing Accreditation Commission (SAK):

The expert panel recommends reaccrediting the Master's program “Global Studies” (M.A.) for the accreditation period of seven years. The accreditation is subject to the following conditions:

1.3 Conditions:

- The examination regulations of the University of Leipzig must stipulate that qualifications acquired outside the higher education system may replace up to 50% of all ECTS credit points awarded in the program. (Criterion 2.2, Drs. AR 85/2010)
- All study and exam regulations applying to the students of the Global Studies program must be made available in English. (Criteria 2.2, 2.5, 2.8, Drs. AR 85/2010)
- All partners of the consortium must provide course descriptions which include an outline of qualification goals and the competencies to be acquired. If there is more than one examination per module, the weighting of grades must also be made transparent in the descriptions. (Criterion 2.2, Drs. AR 85/2010)
- ECTS points must equal the same number of hours throughout the program. (Criterion 2.2, Drs. AR 85/2010)

- Insufficient information has been provided about the new variety of the program to be offered in Addis Abeba. As a condition for accreditation course descriptions, examination regulations and details on the faculty involved must be submitted. (Criteria 2.3, 2.6, Drs. AR 85/2010)
- More information must be provided on the ways in which student workload is measured throughout the consortium. The University of Leipzig must take adequate measures to check whether the workload calculations for the individual courses and modules are accurate (Criteria 2.4, 2.9, Drs. AR 85/2010)
- The design and the essential results of the alumni survey conducted in 2011 must be made available. The measures for improvement taken in response to the survey results should also be outlined. (Criterion 2.9, Drs. AR 85/2010)

This recommendation is based on Article 3.1.2 of the Rules of the Accreditation Council for the Accreditation of Study Programs and for System Accreditation (Resolution of the Accreditation Council of 8th December 2009, Drs. AR 85/2010)

Abschnitt III: Further steps of the accreditation procedure

1 Statement of the Higher Education Institution(s) in response to the report

Hier soll die Stellungnahme der Hochschule eingefügt werden

2 Final decision of the Standing Accreditation Commission

Hier soll der Beschluss der Ständigen Akkreditierungskommission eingefügt werden.