

Decision of the Standing Commission of AQAS

on the master degree programme

“European Master in Migration and Intercultural Relations” (EMMIR) (Master of Arts)

offered by **Universität Oldenburg**, (Germany)

in **cooperation** with **Ahfad University for Women** (Sudan), **Mbarara University of Science & Technology** (Uganda), **University of Stavanger** (Norway), **University of Nova Gorica** (Slovenia), **University of South Bohemia** (Czech Republic), and **University of the Witwatersrand** (South Africa)

Based on the report of the expert panel and the discussions of the Standing Commission in its 2nd meeting on 19/20 August 2019, the Standing Commission decides:

1. The study programme **“European Master in Migration and Intercultural Relations” (EMMIR)** with the degree **“Master of Arts”** offered by **Universität Oldenburg** in cooperation with **Universität Oldenburg**, (Germany) in cooperation with **Ahfad University for Women** (Sudan), **Mbarara University of Science & Technology** (Uganda), **University of Stavanger** (Norway), **University of Nova Gorica** (Slovenia), **University of South Bohemia** (Czech Republic), and **University of the Witwatersrand** (South Africa) is accredited according to the criteria and procedures defined in the European Approach for Quality assurance of Joint Programmes.

The accreditation is **conditional**.

The study programme essentially complies with the requirements defined by the European Approach for Quality assurance of Joint Programmes and the European Qualifications Framework (EQF) in their current version. The required adjustments can be implemented within a time period of nine months.

2. The conditions have to be fulfilled. The fulfilment of the conditions has to be documented and reported to AQAS no later than **31 May 2020**.
3. The accreditation is given for the period of **six years** and is valid until **30 September 2025**.

Conditions:

1. Learning outcome 10 on enhanced proficiency in several languages has to be erased as a learning outcome or the curriculum has to be adjusted in a way that the consortium can assure that the outcome is actually achieved.
2. The consortium has to review the high number of learning outcomes and map them across both individual modules and assignments in order to ensure that they are both fully assessed and achieved.

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

1. The consortium should ensure that the programme's students are fully aware of the learning outcomes and understand how they are measured and assessed in their modules, placements and assignments.
2. The consortium should reflect upon aspects and topics within the field of migration studies that are currently not fully part of the curriculum and consider ways to include them more extensively, especially legal aspects, the grassroots / bottom-up perspective, and the local level.
3. The consortium should continue to carefully review didactics and content, theories and methodologies in "MM11 Introduction to Migration Studies" as it prepares the diverse student body for the programme.
4. The consortium should consider the benefits of a more in-depth use of a virtual learning environment platform.

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

Assessment report

on the

**European Master in Migration and
Intercultural Relations (EMMIR) (M.A.)**

offered by **Universität Oldenburg, Germany**

in cooperation with

Ahfad University for Women, Omdurman, Sudan

Mbarara University of Science & Technology, Uganda

University of Stavanger, Norway

University of Nova Gorica, Slovenia

University of South Bohemia, Czech Republic

University of the Witwatersrand, Johannesburg, South Africa

Review coordinated by AQAS e.V.

Following the

European Approach on Quality Assurance for Joint Programmes

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Glossary

ACMS	African Centre for Migration & Society at the University of the Witwatersrand
AUW	Ahfad University for Women, Omdurman, Sudan
EMJMD	Erasmus Mundus Joint Master Degrees
EMMIR	European Master in Migration and Intercultural Relations
EQF	European Qualifications Framework
IELTS	International English Language Testing System
ImpEA	Erasmus+ Strategic Partnership Project "Facilitating Implementation of the European Approach for Quality Assurance of Joint Programmes"
JMMIR	Joint Master in Migration and Intercultural Relations
MUST	Mbarara University of Science & Technology in Uganda
NAVKIS	Nacionalna agencija Republike Slovenije za kakovost v visokem šolstvu (Slovenian Quality Assurance Agency for Higher Education)
UIS	Universitetet in Stavanger (University of Stavanger), Norway
UNG	Univerza v Novi Gorici (University of Nova Gorica), Slovenia
UOL	Carl von Ossietzky Universität Oldenburg (University of Oldenburg), Germany)
USB	Jihočeská univerzita v Českých Budějovicích (University of South Bohemia), Czech Republic
WITS	University of the University of the Witwatersrand, Johannesburg, South Africa

Introduction & Summary

This report results from an external review of the European Master in Migration and Intercultural Relations (EMMIR) study programme. The review is based on the methodology of the European Approach for Quality Assurance of Joint Programmes.

EMMIR is an African-European Erasmus Mundus Master Course in migration studies and is jointly run by three African and four European universities, facilitated by a wider network of partners. EMMIR is a study programme focusing on migration through an intercultural approach. It intends to equip students with profound theoretical and methodological skills in migration studies allowing them to conduct fieldwork primarily in African and European contexts. It is described to be designed as a multidisciplinary two-year master's programme (120 ECTS) that addresses important contemporary issues in a still emerging field of study.

The programme combines the expertise of African and European universities and intends to strongly encourage students to critically evaluate and to enrich the existing body of knowledge, concepts, theories and terminologies. Through the incorporation of Western and Non-Western perspectives, particular attention is given to the question of how, where, by and for whom knowledge on phenomena and dynamics of migration is produced, also including processes and dimensions of academic knowledge production and dissemination.

At the same time, the programme aims at synthesising existing knowledge on migration with the goal of developing much needed innovative answers to urgent social and political issues in the field. In order to reach this goal, EMMIR considers it necessary to make students aware of the dominating global discourses in migration studies on the one hand, while making conscious efforts to decentralise the production and dispersion of knowledge and introducing alternative perspectives on migration on the other.

The review panel concludes that EMMIR substantially complies with the Standards of the European Approach. The panel found numerous reasons to commend the consortium for the implementation of the programme, particularly for the truly joint implementation, as well as for the very student-centred learning and teaching approach which represents the interdisciplinary nature of the field of study. At the same time the panel identified room for improvement in the field of the broadness of the learning outcomes putting into questions how all of the many outcomes can be achieved at the same time. Particularly the targeted level of language acquisition, especially proficiency achievement in several languages shall be reflected. The panel is convinced that the consortium will manage to refine the definition of its outcomes in order to futureproof the capacity to demonstrate achievement.

1. The review process

The university mandated AQAS to perform the accreditation procedure in November 2017.

The consortium lead by UOL produced a Self Evaluation Report (SER). In June 2018, the institution handed in a draft of the SER together with the relevant documentation of the study programme and an appendix.

The appendix included e.g.:

- *Overview over statistical data of the student body (e.g. number of applications, beginners, students, graduates, student drop outs).*
- *CVs of the teaching staff*
- *Information on student services*
- *consortium agreement*
- *academic regulations*
- *evaluation results.*

AQAS scrutinized the SER regarding completeness, comprehensibility and transparency. And the accreditation procedure was officially initialised by a decision of the AQAS Accreditation Commission on August 2018. The final version of the SER was delivered shortly after. In November 2018 the Accreditation Commission nominated the expert panel. AQAS informed the university about the members of the expert panel and UOL did not raise any concerns against the composition of the panel.

Prior to the site visit, the experts reviewed the SER and submitted a short preliminary statement including open questions and potential needs for additional information. AQAS forwarded these preliminary statements to the university and to the panel members in order to increase transparency in the process and the upcoming discussions during the site visit. After a review of the Self Evaluation Report, a site visit to Oldenburg took place from 12-14 December 2018. On site, the experts interviewed different stakeholders, e.g. the management of the HEI, the consortium management, teaching and other staff from all consortium partners, as well as students and graduates, in separate discussions and consulted additional documentation as well as student work. The visit concluded by the presentation of the preliminary findings of the group of experts to the consortium representatives.

Following the site visit the expert group drafted the following report, assessing the fulfilment of the Standards of the European Approach for Quality Assurance of Joint Programmes. The report included a recommendation to the Accreditation Commission. The report was sent to UOL for comments.

The report, together with the comments of UOL, forms the basis for the AQAS Commission to make a decision regarding the accreditation of the programme. Based on these two documents, on 27/28 May 2019 the Accreditation Commission took its decision on the accreditation. AQAS forwarded the decision to the university. The university had the right to appeal against the decision or any of the imposed conditions.

In September 2019 AQAS published the report and the result of the accreditation as well as the names of the panel of experts.

2. Eligibility

2.1 STATUS

The institutions that offer a joint programme should be recognised as higher education institutions by the relevant authorities of their countries. Their respective national legal frameworks should enable them to participate in the joint programme and, if applicable, to award a joint degree. The institutions awarding the degree(s) should ensure that the degree(s) belong to the higher education degree systems of the countries in which they are based.

EVIDENCE

All but two institutions in the consortium are public universities; Afhad University for Women (AUW) and Univerza v Novi Gorici (UNG) are private institutions. Since 2013, EMMIR has been fully accredited by the JOQAR pilot project and by the relevant national and institutional authorities. In the Programme Countries Germany, Norway, Slovenia and the Czech Republic, the joint degree programme has been accredited by the relevant bodies; in the partner countries, the degree is recognised. The SER explains that all current degree awarding institutions integrated EMMIR within their national degree catalogue and recognise the joint degree.

The list of partners is as follows:

Name of the institution	Higher education institution (yes/no)	Degree awarding institution (yes/no)	Role in the consortium (i.e. coordinator etc.)
AUW	Yes	Yes	Full partner
MUST	Yes	Yes	Full partner
UIS	Yes	Yes	Full partner
UNG	Yes	Yes	Full partner
UOL	Yes	Yes	Full Partner/ Coordinating institution
USB	Yes	Yes	Full partner
WITS	Yes	Yes	Full partner

As described in the SER AUW is a private university and holds the right to award MA degrees as well as joint degrees. Mbarara University of Science & Technology (MUST) is a public university created by act of Parliament of Uganda in 1989 and is recognized and accredited by the National Council for Higher Education (NCHE). Thus, it is described to hold the legal right to offer Master degrees. As stated by the consortium, the implementation of joint degrees has been approved by the NCHE and the University's senate.

In Norway, institutions that are accredited as universities have the right to accredit study programmes on all levels. Hence, University of Stavanger (UIS) is self-accrediting, i.e. given the authority from the Norwegian government to establish and cancel study programs in all three cycles without applying to the government.

UNG is a private institution, which is accredited by the Slovenian national accreditation agency Nacionalna agencija Republike Slovenije za kakovost v visokem šolstvu (NAKVIS) / Commitment of Slovenian Quality Assurance Agency for Higher Education and is legally allowed to offer the degree under the assessment framework for joint programmes issued by the European Consortium for Accreditation.

Carl von Ossietzky Universität Oldenburg (UOL) is a fully recognised, state-owned higher education institution entitled to award joint Master's degrees in Germany in accordance with the Niedersächsisches Landeshochschulgesetz (Higher Education Act of Lower Saxony).

The University of South Bohemia (USB) is a public institution of advanced learning. The USB has been undergoing a process of re-accreditation by the Czech authorities in 2012 and has been accredited to date. EMMIR has been accredited from 2008-2016 and recognized as a joint degree in the Czech Republic.

The University of the Witwatersrand (WITS) as a public university in South Africa awards MA degrees and is able to be part of a joint degree-issuing consortium in terms of the "Draft Policy Framework for the Internationalization of Higher Education in South Africa" issued by the South African Department of Higher Education and Training.

The degree awarded in EMMIR is a Joint Degree of Master of Arts (MA) in the Erasmus Mundus Master Course European Master in Migration and Intercultural Relations. The completion of the curriculum is rewarded by a Joint Master Degree diploma detailing both the common and specialised curriculum and issued by the University of Oldenburg on behalf of the seven partner institutions. A transcript of records describing personal curriculum contents and the academic contribution of the institutions and a joint diploma supplement are delivered to each graduate.

ASSESSMENT

The panel carefully reviewed the provided evidence regarding the status of the participating institutions that were delivered comprehensively in annexes to the SER. Furthermore, the panel considered publicly available information, preferably online sources to confirm the provided information independently. For this purpose the panel particularly reviewed the website of the respective national authorities. As a result, it can be confirmed that all participating institutions are recognized higher education institutions. They are also all legally enabled to participate in a joint programme such as EMMIR and the awarded degree is recognized in their respective higher education systems.

The panel concludes that the standard on Status is fulfilled.

2.2 JOINT DESIGN AND DELIVERY

The joint programme should be offered jointly, involving all cooperating institutions in the design and delivery of the programme.

EVIDENCE

Based on the information provided by the consortium, jointness is considered among the consortium's most important assets with regard to programme implementation, and at the same time regarding the programme's quality assurance. The consortium considers the whole implementation process an integrated joint task at all stages. Established elements of jointness in EMMIR are supposed to include: the joint qualitative assessment of all eligible applicants and the joint final selection of scholarship students; jointly taught introductory classes during the Intensive Phase incl. joint grading; joint proposal colloquia for MA thesis; joint evaluation of the teaching and regular joint curriculum revision/development; consortium committee working groups. The consortium is described to be based on the understanding of sharing all relevant aspects of management (e.g. the distribution of funds, the use of lump sum and the acceptance of scholar's scholarship holders) and monitoring of the programme's impact (e.g. tracer studies among alumni).

Besides the jointly developed curriculum, building on the academic strengths of the involved partners, an indicator for jointness of the EMMIR programme and partnership is explained to be found in the idea that it is paramount to work towards the integration of a multiplicity of perspectives in order to develop innovative answers and adequate concepts in migration studies and in inter/transcultural relations. This central idea is explained to manifest itself in a multinational, multidisciplinary and multilingual group of African and European scholars working with an even more diverse group of students in a balanced and structured way. The mutual recognition and incorporation of different perspectives on migration and inter/transcultural relations that is practiced in EMMIR is described by the joint curriculum that has been created by the fully integrated consortium of partners. On the level of an integrated African-European study programme, this shall imply that all partners contribute and communicate across countries and disciplines at all stages.

Another indicator for jointness that was presented by the consortium is the four-week Intensive phase at the beginning of the programme (annually in September). It is jointly organised and implemented by the partners and different teachers from all institutions are involved in teaching, give advice, supervise group works, assess students, and grade assignments. The joint teaching activities in this phase mainly serve to invite students to take another perspective on their field of study and their own position within this field through dialogic processes.

Also, a joint consortium committee coordinates all partners' contributions, particularly with the intention to avoid redundancies and to guarantee trans-semester communication and smooth transitions from one semester to the next.

ASSESSMENT

The panel very positively perceived the level of jointness in the presented programme. Undoubtedly there is a joint curriculum that builds on the different academic capacities of the partners and allows a flexible design of the programme centred around students' preferences. The site visit made obvious that within the steering structures there seem to be more active and less active partners, however, considering at the academic design clearly the programme is built on the contribution of all partners.

As every partner delivers relevant parts for the teaching of the students, the panel clearly confirms the joint delivery.

The panel concludes that the standard on joint design and delivery is fulfilled.

2.3 COOPERATION AGREEMENT

The terms and conditions of the joint programme should be laid down in a cooperation agreement. The agreement should in particular cover the following issues:

- Denomination of the degree(s) awarded in the programme
- Coordination and responsibilities of the partners involved regarding management and financial organisation (including funding, sharing of costs and income etc.)
- Admission and selection procedures for students
- Mobility of students and teachers
- Examination regulations, student assessment methods, recognition of credits and degree awarding procedures in the consortium.

EVIDENCE

All partners have entered into a cooperation agreement – with the latest version in force since January 1, 2017 – that outlines the underlying terms and conditions of the joint programme. Besides central formal aspects (degree-awarding procedures, programme duration, mutual recognition of examination results, mobility path etc.), the agreement describes the responsibilities of the partners involved and the general procedures of admission and selection procedures for students.

According to the cooperation agreement, the main responsibility for management and financial organisation lies with the EMMIR consortium coordinator. The consortium coordinator is the representative of the coordinating institution (UOL). He/she organises all collaborative efforts between partners in compliance with the cooperation agreement. Each partner institution is supposed to have a course director to coordinate the operation of the course and to provide a first communication link with the Consortium Coordinator.

The coordinating institution also has the financial responsibility for the programme. The allocation of resources follows the principles detailed in the consortium agreement including the overall structure that approx. half of the income is distributed within the partnership based on the contributions to teaching and supervision, measured by ECTS awarded.

Student application, selection and admission criteria and procedures are detailed in the EMMIR “Admission Regulations” passed by the EMMIR Consortium Committee and ratified by all partner institutions.

ASSESSMENT

The existing agreement is signed by all partners. It is well designed and covers all relevant aspects while for certain specific aspects (like the admission regulations) the consortium has decided to draft specific policies. The panel believes that this is a well-rounded practice that pragmatically creates stability. The financial aspects are well defined and the coordination responsibilities are clear.

As the programme is already running for a number of cohorts, during the site visit the experts paid special attention to the practice of the admission process to identify how regulations are

put into practice and if there is also a common understanding of the defined regulations of the agreement between the partners. Even with repeated questions in different meetings the panel can confirm not only that the relevant points are well defined in the cooperation agreement, but that also the consortium managed to develop a common understanding of how these regulations should be put into practice.

Hence the panel concludes that the standard on the Cooperation Agreement is fulfilled.

3. Learning Outcomes

3.1 LEVEL

The intended learning outcomes should align with the corresponding level in the Framework for Qualifications in the European Higher Education Area (FQ-EHEA), as well as the applicable national qualifications framework(s).

EVIDENCE

The catalogue of EMMIR learning outcomes is supposed to be a combination of academic skills and core competences specific to migration studies and inter/transcultural studies (LO 1-8) with horizontal skills including professional tools required in the labour market segments graduates seek employment in (LO 9-16).

On a cross-cutting level all EMMIR learning outcomes are supposed to be geared towards metacognitive problem-solving skills connected to a critical efficacy belief and the ability of bi- or multidirectional knowledge transfers including acknowledgement of ethic responsibilities.

EMMIR is explained to correspond to FQ-EHEA level 7. For the alignment of the above-mentioned learning outcomes to the EQF and the national qualification frameworks, the consortium has prepared an alignment table that served as an annex to the SER.

ASSESSMENT

The EMMIR programme's learning outcomes combine both academic skills and core competences that are specific to migration and intercultural studies with horizontal skills, which include those that graduates need in order to secure future employment. There is a total of 16 learning outcomes, and "Matrix 1 Alignment LO with FQ-EAAHEA and NQF" clearly shows how they align to the European Qualifications Framework and the National Qualifications Frameworks in both the European and African partner institution countries. The Self-Evaluation Report outlines how the learning outcomes aim to equip students with metacognitive problem-solving skills connected to a critical efficacy belief and the ability of bi- or multi-directional knowledge transfers. The report also places a strong emphasis on the extent to which EMMIR focuses on language learning and acquisition, and language skills are clearly seen as being central to the programme. Overall, the learning outcomes are to be commended for being so ambitious, and for aiming to instil such a wide range of knowledge and skills in the programme's students.

Overall, the learning outcomes do align with the corresponding level in the Framework for Qualifications in the European Higher Education Area (FQ-EHEA), as well as the applicable national qualifications framework(s). It is obvious that the outcomes reflect FQ-EHEA level 7. Furthermore, they address skills and competences specific to migration and intercultural studies, including migration policies and processes, theories and research methods, as well as professional tools, such as individual and group work, self-management, and verbal and written communication skills.

The panel concludes that the standard on the level of the learning outcomes is fulfilled.

3.2 DISCIPLINARY FIELDS

The intended learning outcomes should comprise knowledge, skills, and competencies in the respective disciplinary field(s).

EVIDENCE

The catalogue of EMMIR learning outcomes is to be a combination of academic skills and core competences specific to migration studies and inter/transcultural studies (LO 1-8) with horizontal skills including professional tools required in the labour market segments graduates seek employment in (LO 9-16).

On a cross-cutting level all EMMIR learning outcomes are supposed to be geared towards metacognitive problem-solving skills connected to a critical efficacy belief and the ability of bi- or multidirectional knowledge transfers including acknowledgement of ethic responsibilities.

A student, upon successful completion of EMMIR, will have

- *(LO 1) achieved an overview of migration processes and policies in the past and present and be able to critically evaluate their structures, implications, and scenarios for the future, including categories and approaches of migration research;*
- *(LO 2) acquired in-depth knowledge about theories on migration and inter/transcultural relations and multiculturalism and the ability to autonomously contextualise terms and concepts in related fields;*
- *(LO 3) acquired knowledge about and experience with research methods, methodology and knowledge production and be able to reflect their significance, unpredictability and interdependencies in transcultural contexts;*
- *(LO 4) gathered competence to design a research agenda, to develop research projects and to conduct them in a self-reflexive manner in a diverse team;*
- *(LO 5) gained experiences in designing and addressing complex and original research questions and be able to independently evaluate research processes and results;*
- *(LO 6) acquired competence to evaluate the relevance of disciplinary as well as multi-/inter-/transdisciplinary approaches to specific research questions including the ability to position his/her own work in the field of studies and its emerging issues;*
- *(LO 7) developed an understanding of theories, concepts and policies related to at least one of the programme's foci (i.e. gender, diversity and intersectionality; development, conflict and justice; representation, power relations and knowledge production; education and citizenship) and acknowledges their cross-cutting and strategic relevance in the field of migration and intercultural relations;*
- *(LO 8) gained up-to-date expert knowledge in a specific area linking his/her disciplinary with transdisciplinary perspectives and specifying his/her individual profile;*
- *(LO 9) gathered experience in the occupational sphere shaping his/her professional profile and employability;*

- (LO 10) enhanced proficiency in several languages, applied in research, interaction in the field and academic writing, thus further accentuating his/her bi-/multilingual profile;
- (LO 11) practical expertise to present and structure an argument in academic English based on enhanced reading and writing skills in various genres;
- (LO 12) acquired competence in handling new media and communication technology in a critical and reflexive way scrutinising its indications and connotations;
- (LO 13) the ability to condense and visualise work results in order to present it to various audiences;
- (LO 14) developed competence in self-management including the ability to prioritize, set goals and make decisions in individual and group work processes;
- (LO 15) the ability to identify and critique discriminating forms of verbal and non-verbal communication, reflecting power relations and his/her own biases aiming at self-reflective interaction;
- (LO 16) developed competence to initiate, lead and/or participate in teamwork in inter/transcultural contexts orienting themselves in unfamiliar areas, countries and contexts.

ASSESSMENT

The learning outcomes positively reflect the programme's interdisciplinarity and the historical and contemporary contexts, as well as its four main foci: gender, diversity and intersectionality; development, conflict and justice; representation, power relations and knowledge production; and education and citizenship. Furthermore, through addressing horizontal and vertical skills, they are geared towards preparing graduates for both academic and non-academic work. They are purposefully broad so that students can follow their own individual mobility paths throughout and within the programme.

The panel very positively reflects that this broadness was an aspect that the students recognised and appreciated in their oral testimonies, which speaks for EMMIR as an interdisciplinary programme. Overall, the intended learning outcomes comprise knowledge, skills, and key competencies in the areas of migration and intercultural studies.

The panel concludes that the standard on disciplinary fields in relation to learning outcomes is fulfilled.

3.3 ACHIEVEMENT

The programme should be able to demonstrate that the intended learning outcomes are achieved.

EVIDENCE

As explained in the SER seven cohorts of EMMIR so far have seen more than 170 students. By July 2018, five cohorts have completed the programme, 125 students graduated, the largest part within the foreseen time of four semesters, and only five in five semesters. The consortium could also demonstrate that in all the seven cohorts of EMMIR so far there were only five dropouts in the history of the programme bringing the success rate to 97%.

The achievement of the learning outcomes can also be reflected by the graduates' employability. A tracer study carried out a year after graduation illustrates that employment prospects for EMMIR graduates are described to be extremely good. While about 40% of the graduates hold management positions at governmental organizations as well as and NGOs or in Social Work, one third holds appointments as researchers or other university positions. One fifth of graduates is pursuing a doctoral degree, in many cases supported by a grant. Few graduates are employed in other fields, only very few are without employment, e.g. because they are on maternity leave.

Evidence for the level of achievement could also be found in interviews with graduates during the site visit as well as review of Master thesis.

ASSESSMENT

The learning outcomes are ambitious and numerous, and reflect the broadness of the programme. As the self-evaluation report explains, graduates are expected to possess both methodological and theoretical knowledge in the areas of migration and intercultural studies, as well as in-depth expertise in their chosen areas of focus and specialisation. The EMMIR programme has clearly been successful in attracting and retaining students, and the manner in which its students recognise and value the programme's relevance and significance was reflected in their oral testimonies. Furthermore, as the self-evaluation report highlights, the programme's graduates' excellence and employability go some way towards showing that the learning outcomes are achieved. As well presented by the consortium and also in an annex to the SER, the programme was selected as a "success story" by a panel of experts from the Directorate-General for Education, Youth, Sport and Culture of the European Commission.

Nevertheless, turning away from the ex post and outside perspective it is not always clear how exactly the learning outcomes are assessed and achieved. On the one hand, the learning outcomes need to be sufficiently numerous and broad so that students can follow their own individual mobility paths throughout and within the programme. Yet on the other hand, this makes it more difficult to both ensure that all of these broad learning outcomes are assessed and guarantee that they are all achieved. In fact, from the outside, it is not always clear that all of the learning outcomes are attained. Whilst the learning outcomes are aligned to the European Qualifications Framework and the National Qualifications Frameworks, more information might be given in the documentation with regards to how they are mapped across modules and, perhaps especially, across individual assignments. In other words, the relationship between learning outcomes and both individual modules and pieces of assessment needs to be made more transparent. In the end the consortium will have to make sure that upon completion each student has achieved all listed learning outcomes. They cannot be seen as optional depending on learning paths.

Linked to this, and from a more general perspective, it is unclear from the documentation and the oral testimonies of both staff and students the extent to which the learning outcomes are truly embedded in the programme. When asked whether they understood the programme's learning outcomes, the students simply said that they are very broad. Whilst they understood that this broadness was there so that they could choose and focus on their own chosen areas and topics, they nevertheless did not seem to have a full grasp of how their chosen pathways overlapped with the learning outcomes. In fact, one member of the teaching staff admitted that

he cannot always be sure that all of the programme's learning outcomes are fully met by his students.

As also pointed out in section 6 of this Assessment Report, this is perhaps best seen with regards to Learning Outcome 10, which addresses language learning and proficiency, and states that students acquire 'enhanced proficiency in several languages'. Yet it is clear from the self-evaluation report, as well as from the oral testimonies of both staff and students, that language learning and proficiency is desirable rather than essential in the programme and thus it is doubtful that Learning Outcome 10 is achieved. The students, for example, clarified that they would be able to complete the EMMIR programme without acquiring 'enhanced proficiency in several languages' should they wish to do so.

As this is an exemplary case, and underlining that this is not a criticism of the achievement of the programme itself, the consortium should carefully review the long list of learning outcomes and consider, if each of these outcomes will be achieved by graduates. Keeping the broad approach of the programme, it might be worth questioning if there is a need for such a long list of outcomes or if some of them could be replaced or combined.

Overall, the programme's learning outcomes are suitably comprehensive and ambitious, and necessarily broad. Although the programme and its graduates' success are testament to the fact that they are overwhelmingly achieved, the evidence does not demonstrate that this is always the case.

The panel concludes that the standard on the achievement of learning outcomes is partially fulfilled.

RECOMMENDATIONS

- 1) The consortium has to reconsider Learning Outcome 10: 'enhanced proficiency in several languages interaction in the field and academic writing, thus further accentuating his/her bi-/multilingual profile' and critically reflect whether or not this is actually achieved in the programme.
- 2) The consortium has to review the high number of learning outcomes and increase activities map them across both individual modules and assignments in order to ensure that they are both fully assessed and achieved.
- 3) The consortium should ensure that the programme's students fully understand the learning outcomes and how they are measured and assessed in their modules, placements and assignments.

3.4 REGULATED PROFESSIONS

If relevant for the specific joint programme, the minimum agreed training conditions specified in the European Union Directive 2005/36/EC, or relevant common trainings frameworks established under the Directive, should be taken into account.

Not applicable; EMMIR is not affected by European Union Directive 2005/36/EC.

4. Study Programme

4.1 CURRICULUM

The structure and content of the curriculum should be fit to enable the students to achieve the intended learning outcomes.

EVIDENCE

The programme starts annually in September, with a four-week Intensive Phase (IP) at UOL, focusing on thematic overviews as well as exemplary approaches to key areas in migration studies and intercultural relations. In the IP, the full cohort completes the module Studying Global Migration in the 21st century. All partner institutions jointly carry out the IP. After the IP, the first semester at UOL continues with modules on transdisciplinary methods/methodology, historical and contemporary migration and theories of migration and intercultural relations; staff from the departments involved at UOL carries out the teaching. The core teaching is complemented by elective workshops conducted by international guest lecturers and scholars, offering a four to eight-hour workshop and by giving a public lecture.

For semester two, the full cohort moves to Stavanger, where the Norwegian and the Slovenian partners are jointly in charge of planning and carrying out the teaching. Semester 2 consists of two modules, offering the possibility to further specialize in the student's field of interest and to deepen skills in the critical reflection and evaluation of theories and methods. The modules MM21 and MM22 open up historical and regional perspectives on migration as well as theories of multiculturalism. In MM22, students are given the possibility to select three out of at least six sub-modules. During the second semester, UOL's programme coordinator also travels to Stavanger to offer counselling with regard to the students' mobility decisions. Having agreed upon second year mobility with the programme coordination and the respective course directors by mid-March, students will further contextualize their studies and concentrate on key areas and concepts connected to their individual interests and profiles in correspondence to one of the four programme foci (i.e. gender, diversity and intersectionality; development, conflict and justice; representation, power relations and knowledge production; education and citizenship).

In the third semester, depending on their internship placement and their choice of the focus module (MM32), students start following their individual mobility paths and move on to another partner institution. From this point on, students are organized in small thematic research teams formed at each supervising partner institution. The teams serve as the frame and support structure for individualized work in project-based internships (MM31); in addition, each student is supported by a supervisor from a partner university and a supervisor from the internship organization (usually an associated partner organization). The joint supervision aims at exchange between the EMMIR Course Directors and the associated partners, who offer the internships to students and represent the programme's socio-economical environment and potential employers.

At the beginning of the fourth semester, the full cohort will re-join at UOL for the mandatory proposal colloquium, carried out jointly by the partners to prepare the students for their theses

on a theoretical and methodological level. Subsequently, supervision groups will be formed attending research colloquia offered at the partner universities. After the Proposal Colloquium, students will dedicate the fourth semester entirely to thesis research and writing until the end of June.

The consortium explained that an important aspect with regard to the sustainability of learning in EMMIR is the programme's focus on the composition of specialisation profiles. Taking into account the students' individual prior educational and professional experiences as well as their individual competences (e.g. regarding language proficiency), it is supposed to encourage all students to opt for and to pursue a study-track based on their thematic, disciplinary and geographical interests, which is geared towards opening up future career options that do justice to the individual students' profile. Working on the topics of migration and inter-/transcultural relations, the students are thus supposed to be continuously supported in specifying their profile regarding (disciplinary and transdisciplinary) theories, (qualitative and quantitative) methods and methodologies and their language proficiency, complemented by horizontal skills as laid out in the learning outcomes.

ASSESSMENT

The EMMIR programme encapsulates an ambitious, comprehensive and diverse approach to the study of migration and intercultural relations in practically every way. It draws upon Western and non-Western perspectives; makes use of academic and non-academic partners; consists of larger modules and small thematic research teams; includes staff and student mobility; draws upon different intercultural and disciplinary approaches, and national frameworks; instils both theoretical and methodological knowledge, as well as employability skills; and links the study of both past and present aspects of migration with contemporary political and societal developments. Furthermore, it succeeds in bridging academic research on migration, and scholarly theories and methodologies, with pressing policy questions and concerns. The programme also offers students an incredible opportunity to study migration from a non-Western perspective. The panel recognizes that this is unfortunately rare in Europe and, when there are non-Western voices and perspectives, they are seldom central to the curriculum, and teaching, learning and assessment in this way. The programme should also be commended for its foci, modules and sub-modules, which reflect many of the themes and topics that are central to the academic study of migration, including citizenship, conflict, ethnicity, gender, integration, labour and multiculturalism.

The programme is designed to offer students the chance to shape their own individual mobility paths, and choose the areas of migration and intercultural relations that they would like to explore further. This is reflected throughout all aspects of the curriculum, but perhaps most notably in the link made between prior experiences and career goals. This is emphasised and clearly outlined in the self-evaluation report, but was also recognised and appreciated by the students who valued being able to shape the programme around their own interests and future career goals.

One particularly strong aspect of the curriculum is the opportunity students have to engage with African scholars' academic work on migration and thus study migration and intercultural relations from an African perspective. The programme's focus on intra-African migration and the use of guest lecturers from Africa really makes it quite unique and allows students to

consider migration from an often-neglected non-Western perspective. The curriculum also encourages the students to consider migration beyond the topic of refugees, an aspect of the curriculum that is most certainly reinforced by the conscious decision to not simply divide the curriculum into volunteer and forced migration. It was clear from the oral testimonies of both the teaching staff and the students themselves that this was important as some of the students' knowledge of migration was often initially limited to the subject of refugees. This all-encompassing approach to the study of migration and intercultural relations is also promoted through the fact that migration is built into the programme in that the students themselves become migrants through the various mobility path options. This is something that the students both acknowledged and valued in their testimonies. Another very important feature of the curriculum is that, in some of the partner institutions' national contexts, the EMMIR programme is unique in its focus on migration studies. Thus, the importance and relevance of the programme actually stretches beyond its immediate curriculum and paves the way for a new area of academic study in a number of countries (e.g. Czech Republic).

With critical reflection of the curriculum, migration is a vast topic and not all aspects can be included, and the programme must, to a certain extent, reflect the lecturers' areas of expertise, yet there seem to be some important aspects of migration studies that do not feature to the same extent as others. Based on the written documentation, the programme seems to largely approach migration and intercultural relations through a top-down perspective through policy, and through theories and concepts, including feminisation, postcolonialism and transnationalism. It is not clear from the written documentation that the bottom-up / grassroots perspective is awarded as much attention, such as for example through the "migrant voice" or "migrant experience". The programme coordinators clarified that the bottom-up / grassroots perspective is indeed an important part of the programme and offered a number of examples of how this perspective is included, yet the fact that some of the students felt that it was often missing from the curriculum implies that yet more needs to be done to ensure that it is a central part of the curriculum. A little more attention might also be awarded to migration and religion, and the legal aspect of migration, especially as these are such important topics in the contemporary debate on migration. Overall, there are clearly already steps being taken to include topics central to the study of migration that do not form part of the lecturers' immediate research interests (e.g. legal aspects and the local level focus), and these efforts should be continued and intensified. The student testimonies, for example, emphasised how much they had valued the guest lecture on the legal aspect of migration and they wished that more sessions had been made available on this topic.

In connection to the curriculum's content, it is difficult to assess how exactly the guest lecturers provide what the self-evaluation report refers to as 'additional disciplinary and thematic perspectives. It is unclear whether guest lecturers are used to fill certain gaps in the curriculum or whether they supplement lecturers' research interests and the programme's four foci (gender, diversity and intersectionality; development, conflict and justice; representation, power relations and knowledge production; and education and citizenship), or indeed whether they do both. In other words, it is not very transparent to outsiders what the approach towards selecting and using guest lecturers is. Whilst the practice of bringing in lecturers from outside the programme is to be commended, and is certainly one that the students appreciated, how exactly they are selected and used might be made clearer.

On the whole, the structure and content of the curriculum have been carefully thought through and implemented. As a consequence, the study programme is unique in the area of migration and intercultural relations. It offers students an exciting and unprecedented opportunity to shape their own individual mobility paths, whilst also making efforts to ensure that they have the necessary theoretical and methodological grounding. This, alongside the combination of academic study and internship placements, historical and contemporary perspectives, and African and European contexts and experiences, equips students with an in-depth grasp of both the academic and practical spheres of migration and intercultural relations that are so relevant to the 21st-century world.

The panel concludes that the standard on the curriculum is fulfilled.

RECOMMENDATIONS

4) The consortium should reflect upon the aspects and topics within the field of migration studies that are not currently fully part of the curriculum with the view to continue and intensify efforts to include them, especially the legal aspect, the grassroots / bottom-up perspective, and the local level.

5) The consortium should revisit the selection process and overall rationale with regards to guest lecturers in order to ensure that they are selected and used in a way that improves and enhances the curriculum on offer to students.

4.2 CREDITS

The European Credit Transfer System (ECTS) should be applied properly and the distribution of credits should be clear.

EVIDENCE

The four semesters of the study programme are organised in modules according to the European Bologna standard. Partners have agreed to award credit points measured according to the ECTS. Per semester, students need to gain 30 ECTS (120 ECTS in four semesters); one ECTS credit point refers to a workload of 25 to 30 hours.

ASSESSMENT

The European Credit Transfer System (ECTS) is applied properly and the distribution of credits is clear. The self-evaluation report and the consortium agreement and financial framework (CAFF) clarify that modules are organised according to the Bologna criteria, students need to gain 30 ECTS per semester, and that one ECTS credit point refers to a workload of 25 to 30 hours. The credit points for each module are clearly outlined in the “Course Syllabi of all Partners”, as is the way in which the credit points can be made up of seminars, elective workshops, study trips, lecture series, etc. The documentation also explains that the 25 to 30 hours that constitute one credit point can be made up of contact hours, assignments and independent study.

The comments in section six of this report do not put into question the positive assessment of this standard.

The panel concludes that the standard on the European Credit Transfer System (ECTS) is fulfilled.

4.3 WORKLOAD

A joint bachelor programme will typically amount to a total student workload of 180-240 ECTS-credits; a joint master programme will typically amount to 90-120 ECTS-credits and should not be less than 60 ECTS-credits at second cycle level (credit ranges according to the FQ-EHEA); for joint doctorates there is no credit range specified. The workload and the average time to complete the programme should be monitored.

EVIDENCE

EMMIR is a master programme in which students will have acquired 120 ECTS-credits upon graduation. Per semester, students need to gain 30 ECTS; one ECTS credit point refers to a workload of 25 to 30 hours (including contact hours, reading, assignments and independent study). The workload and credit points are distributed evenly across the modules in the four semesters as indicated in a table that was annexed to the SER.

The consortium explained that it monitors the workload of students and that Students experience the first semester as intense and often comment in the evaluation that they feel the workload is quite high. The consortium elaborates that it is aware of this concern and teaching staff at UOL addresses this issue regularly throughout the first semester. Moreover, the curriculum of the Intensive Phase has already been revised with regard to this concern. However, UOL explained during the site visit that the first semester, and particularly the Intensive Phase, has been deliberately designed that way, as it is supposed to provide students coming from diverse disciplinary and academic backgrounds with a variety of approaches and perspectives in order to bring them all to the same level with respect to the topics covered in the programme in a fairly short time. The consortium furtheron explained that once the students have gotten used to the requirements and demands of the programme, they experience the second semester a lot less stressful and work-intensive, as communication with the students in the second semester “Navigating EMMIR” sessions has shown.

ASSESSMENT

The programme’s workload is clearly outlined in the documentation and especially in the “Structure of Curriculum and Module Handbook”. Students must acquire 120 ECTS credits upon graduation, and the workload and credit points are distributed evenly across the modules in the four semesters. There are solid measures in place to monitor the workload in modules: standardised evaluation forms are used (Annex 10a), as are the “Navigating EMMIR” sessions, and teachers and supervisors regularly review and monitor the workloads across all modules.

As the SER acknowledges, students often find the first semester’s workload quite high, yet the consortium is aware of this and measures have been put into place to address this issue in the first semester. The report also emphasises that the first semester is supposed to be intense as

its purpose is to prepare the diverse student body for the rest of the programme. Furthermore, as the report highlights, students tend to then find that the second semester is less stressful. The panel believes that this self-reflective approach to deal with student workload is comprehensive and that the consortium should continue on this path while it could also be helpful to communicate ahead that the design of the first semester will seem more intense to students.

The panel concludes that the standard on workload is fulfilled.

RECOMMENDATIONS

6) The consortium should ensure that students understand the reasons why the first semester's workload is more intense and can thus feel more stressful.

5. Admission and Recognition

5.1. ADMISSION

The admission requirements and selection procedures should be appropriate in light of the programme's level and discipline.

EVIDENCE

In terms of requirements, the programme builds upon a first degree such as a Bachelor's degree or an equivalent qualification in a related field (social sciences, history, cultural studies, educational sciences, law, economics, and journalism). The EMMIR Consortium Committee follows predefined admission procedures. It has agreed on procedures, which focus on quality assessment based on criteria agreed by partners. In order to assess the quality of a candidate's application and to create comparability, a number of criteria are matched to a certain amount of points, which are then weighted. The final score of each application allows a ranking according to quality.

Applicants are prompted to apply for an Erasmus Mundus scholarship when applying for EMMIR (except if they benefited from such scholarship before). Scholarships are explained to be awarded according to a ranking list, taking into account the scholarship windows and that no more than three students selected may have the same nationality.

ASSESSMENT

The EMMIR programme implements a set of efficient and well-structured selection criteria and requirements for admission. These predefined procedures are oriented towards a balanced selection process regarding academic qualification, experience, and motivation. Due to the international outreach of the programme the complete procedure of application to EMMIR is online and requires no personal attendance – granting easy means to apply to the programme. From the expert's point of view, the online application platform E-Consort is well suited due to its capacities and the functionality of working with bad internet connections. A very low dropout rate within the application process and the study programme show that the admission criteria are effective.

The panel recognizes that the consortium strictly implements the formalities within the admission system and the study programme, partially resulting in the fact that student-quota for cohorts are not fully filled. Even though applicants on wait lists generally accept later nominations, they are often not able to start their studies in time due to organisational problems. An exception to class attendance and compensation works through e-learning and other methods could greatly encourage prospective students to accept later wait list nominations. A more lenient procedure for wait list applicants – regarding score bar, geographic window etc. – could result in filling up future cohorts and allowing more students into EMMIR. Clearly, these decisions lie with the consortium; while the panel believes that such measures would further ensure the international and broad character of EMMIR and improve its inclusive dimension.

Carefully reviewing the well-prepared statistical data regarding admission it could be recognized that here is a 20% higher rate of male applicants, while yet only about 33% of the student body is male. This significant difference might have obvious reasons when only looked at superficially, however an internal evaluation of the admission process regarding both selection processes (quantitative and qualitative) could provide more insight. Particularly with the progressive concept of the programme it should not be underestimated that the student body shapes part of the learning experience. Aiming at a more balanced gender ratio thus might impact the learning experience for the whole cohort.

The EMMIR programme is outstanding in its global outreach and international student body. One instrument to ensure a balanced mix of students from different regions is the limitation of student numbers according to geographic windows. This is an efficient method of distribution and allows for a transparent admission process. The panel shares the consortiums priority to assure that prospective students are fully informed of these measures and how they are applied.

EMMIR seems to have a significant role within the partner universities – encouraging other international programmes and internationalisation within participating faculties and universities. This is also visible in the well-balanced participation of all partners in the admission procedures. Student application and admission from all locations are yet not distributed as balanced and the panel supports the initiative of the consortium to further promote the programme with in consortium countries

For the past two years, the selection board has been joined by a student representative, which has benefited all sides. In light of a participative study programme, the panel encourages the consortium to continue and further develop this practice.

Overall the admission process is adequate and works efficiently. Although the transparent structures, low dropout rates, and good student satisfaction is proof of that, it is also important to keep the broad spectrum of student and develop on that. The admission criteria and their implementation have also been developed towards a more participative process and it is understood that this should be practiced in the future. EMMIR is a unique study programme, drawing especially from its international and heterogeneous character. It is an ambitious study programme with high standards, and purposely non-exclusive. The admission requirements and selection procedures reflect this intention and should be encouraged to develop on this path.

The panel concludes that the standard on admission is fulfilled.

RECOMMENDATIONS

7) The consortium should evaluate its admission criteria and process regarding the resulting gender distribution.

5.2. RECOGNITION

Recognition of qualifications and of periods of studies (including recognition of prior learning) should be applied in line with the Lisbon Recognition Convention and subsidiary documents.
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EVIDENCE

The consortium explained that, as a general rule, competences acquired from prior education may be recognized for credit, provided their content and level is predominantly equivalent to the content and level of the module examinations of the programme. The Lisbon recognition convention is explained to be the applied standard in this field. The SER explains that so far, no student has ever requested recognition of prior education.

The consortium explains in its documentation that within the programme recognition of competences acquired at EMMIR partner institutions usually works well, as the consortium agreed on working with the ECTS. Partner institutions communicate student attainment accordingly. Lecturers/professors may grade student's work based on the scale generally in use in the partner university. To enter the grade in the student's examination records, it is transformed into the adjusted EMMIR grade in correspondence with the conversion table agreed upon by all EMMIR partners and specified in the regulations.

ASSESSMENT

EMMIR attracts students from a broad set of broad prior education and professional competences and also acknowledges these in its admission and study programme structures. Due to the specialised and highly interdisciplinary structure of the programme, it is also taken up as a specialising second graduate study. The recognition of qualifications is in principle possible and has a structured and set model – in line with the Lisbon Recognition Convention.

However, students have not yet requested any recognition of their prior education and knowledge about the possibility to do so and the procedure is limited. This is partly due to EMMIR's specialised interdisciplinary curriculum but also because of the already existing organisational challenges connected with an international programme that is designed to include mobility.

Interviews indicated student interest in recognition procedures, yet a lack of sufficient information. The ongoing efforts of informing students about the possibility of these procedures will however benefit from a further use of E-Consort and the close contact with student representatives.

The panel concludes that the standard on Recognition of qualifications and of periods of studies is fulfilled.

6. Learning, Teaching and Assessment

6.1 LEARNING AND TEACHING

The programme should be designed to correspond with the intended learning outcomes, and the learning and teaching approaches applied should be adequate to achieve those. The diversity of students and their needs should be respected and attended to, especially in view of potential different cultural backgrounds of the students.

EVIDENCE

In order to train self-motivation and problem-solving skills, the didactics of EMMIR are explained to be built around the idea that young professionals need a) state of the art, in-depth-knowledge in their field and the ability to critically reflect on their perspective and position in the field, and b) the tools to present and negotiate, to apply and to conceptualize, to cooperate, administrate and to manage.

The consortium explains that teaching in EMMIR is first of all supposed to take into account the diverse composition of the student group. Accordingly, an important starting point for each cohort is the query of students' experiences and expectations (academic, professional, personal, cultural), allowing teaching staff to adapt to the group of students. Also, the didactical forms employed in the first semester are supposed to allow an assessment of student qualifications and academic skills and give the students the opportunity to practice a variety of research and learning methods individually as well as in small groups. In case students need specific support to reach the defined qualification objectives – which is explained not to be uncommon considering the students' diverse academic backgrounds – there is a variety of support structures in place. These include individual consultation hours with teaching staff, practice sessions and tutorials in specific modules, individually tailored academic writing support, presentation workshops, and individual as well as group supervision for the MA thesis.

ASSESSMENT

The diverse composition of the students is without a doubt one of the greatest assets, but at the same time a challenge of the EMMIR programme. This is because the programme tries to attract international students and does so very successfully from a range of different national, cultural, academic, disciplinary and linguistic backgrounds. As explained in the self-evaluation report, meeting the needs of, and adapting to its very diverse student body is in many ways at the centre of the programme. Some of the methods used include the querying of students' experiences and expectations, the semester curriculum, the design of the Intensive Phase, the first-semester didactical forms, and small group assignments. Furthermore, there are also support structures in place for students requiring further assistance. These include tutorials, writing support and presentation workshops.

The well designed first semester delivers content at UOL and focuses on theories, history and methodologies and gives broadness, encouraging the students to define their interests more

closely and precisely. Didactically well embedded it supports them in mapping individual and diverse learning paths. Beside the introductory Phase (IP) the Annual conference opens the academic year and gives students an overview of the study programme goals and fields, the curriculum content and its organization. Working groups coordinated by the programme's partners offer a large scale of topics and a student visit to the emigration centre gives a first input to the study fields. Students' evaluations support this phase but see it more as an adaptation phase and, reflecting the voices from students' interviews; it could benefit from a stronger focus on major thematic issues.

It was clear that the students really valued the programme's diversity and, whilst they also recognised it as being one of the programme's main challenges, they nevertheless emphasised that they saw it as an inherent part of the programme and something that they learnt from. They did, however, acknowledge that it was difficult at times to meet the needs and expectations of all students. With regards to MM11 Introduction to Migration Studies, it is difficult to clearly see from the outside exactly how this module prepares students for the programme more broadly and how exactly it brings them all to the same level from a range of different discipline / subject backgrounds and perspectives. This is especially important because the content is rarely taught in the format of lectures, which is how students traditionally obtain the essential information, concepts and theories. Thus, the readings, theories and content that are at the centre of this module become even more crucial as they are expected to bring all students up to speed and act as a foundation for the rest of the programme. Yet how exactly this material is decided upon and how teaching staff adapt it depending on the student cohort is difficult to measure. Nevertheless, MM11 is to be commended for introducing students to lecturers' research interests (both those at Oldenburg and across the partner institutions), whilst also encouraging students to start to think about how they can develop independently within these academic topics. It should also be applauded for drawing upon such a wide range of pedagogical tools in this process, including seminars and museums.

Regarding MM11 Introduction to Migration Studies specifically, the students felt that some of them found it too introductory because they already had a background in migration studies, whilst others really benefited from the content it offered. While this can be interpreted as a typical challenge of levelling/introduction modules, the consortium is encouraged to keep experimenting with different didactical approaches in this module to continuously improve the efficiency of this module. Beyond the issue of diversity, it is clear that the programme meets students' expectations in a number of ways: they found it to be suitably challenging, they praised the mixture of academic and practical work and activities, they made clear links between the programme and their future career goals, they valued being able to focus on their individual interests and shape their own pathways, and they appreciated the way in which the programme allowed them to gain access to international placements. However, they did feel that the programme did not always address the most pressing issues in the field of migration studies, but rather reflected their lecturers' research interests. Thus, they felt that some topics were at times left out. More specifically, they thought that some of the more contemporary topics were missing from the curriculum, and they explicitly mentioned the legal aspect and a focus on the local level (also see chapter 4.1)

MM12 (Developing Research methods and academic writing) and MM13 (Historical and contemporary migration) are very complex, articulated and demanding as the students must

commit themselves to the working schedule of all-day attendance, parallel additional readings and offered elective courses. Even elective courses include required preparation work, attendance and active participation. A large scale of teachers and assistants are sharing the modules' content offering a variety of research and giving learning tasks to students. The students' evaluation data of this package show that they acquire experiences, methodology and knowledge but easily consider it to be an overload of assignments. Clearly the programme develops its character on Master level at this stage.

In the second semester MM21 (regional perspective) and MM22 (Migration and multiculturalism) take place at the University of Stavanger, delivered by the Norwegian partner and the Slovenian University of Nova Gorica. Both modules offer a well-balanced, broad and interesting content, and the students gain expert knowledge on the specific geographical area and interdisciplinary perspective of migration and intercultural relations.

MM4 consists of proposal colloquium and writing and submitting the master thesis. With the dissertation the student proves his / her knowledge, competences and skills to conduct independent research in an intercultural context in the field of migration studies and attitude to connect methodological, theoretical and empirical knowledge. As the panel learned during the interviews, a good indicator is the fact that assessors (peer-review assessment) of the master thesis coming from different institutions rarely disagree regarding the final achievement; it speaks for a joint culture and approach as well as a joint view on the achievement of the LO of the EMMIR programme.

The internationally oriented and interdisciplinary structured master programme follows the needs of intended working fields of future professionals. Multilingualism and interculturalism are the tool to fix learning outcomes of EMMIR in their future carrier and the plurilingual competence of the single student (at least at the lower level) is necessary. Consequently English – being a lingua franca – was chosen as teaching language and an assessment regarding English language capacity and academic writing skills is mandatory during the IP. It results from the structure of the programme as students are fixed to be in Norway and Germany for a full semester that students have the option to study Norwegian and German. For both, language course credits are given. Encouraging students to have internships in partner institution allows them to study other national languages too, but they rarely decide to take courses in other language than these mentioned.

As already discussed in chapter 3.3 learning outcome 10 addresses language learning and proficiency, and states that students acquire 'enhanced proficiency in several languages'. However, it is clear from the self-evaluation report, as well as from the oral testimonies of both staff and students, that language learning and proficiency is desirable rather than essential in the programme. If multilingualism will remain an intended outcome this will require additional pathways towards languages. The expert panel is convinced that the EMMIR consortium can find the best of them and ameliorate the study programme.

With regards to teaching and learning in such a diverse programme that is implemented across a number of institutions and countries, the expert panel found with surprise that the potential of virtual learning environments remains unused. Particularly when aiming for consistency for both staff and students across the programme such platforms might offer good solutions as they deliver the same experience independent from the physical place of the user.

The panel concludes that standard on learning and teaching is substantially fulfilled.

RECOMMENDATIONS

8) If the consortium intends to keep multilingualism as an overall outcome, additional pathways towards teaching languages are needed.

9) The consortium should continue to carefully review didactics and content, theories and methodologies in MM11 Introduction to Migration Studies that prepare the diverse student body for the programme.

10) The consortium should consider the benefits of a more in-depth use of a Virtual Learning Environment Platforms in the programme.

6.2 ASSESSMENT OF STUDENTS

The examination regulations and the assessment of the achieved learning outcomes should correspond with the intended learning outcomes. They should be applied consistently among partner institutions.

EVIDENCE

Assessment specific requirements for each module are defined in the respective module descriptions. The module requirements may contain several components. Most modules require a number of weekly or bi-weekly small assignments and a concluding final paper. While the kinds of assignment vary according to the instructors' course design and projected learning outcomes, there are shared standards across the consortium for each kind of assignment to ensure reliability for students and the quality of EMMIR.

Performance evaluation is explained to be based on the EMMIR examination regulations. The assessment is based on a) the grading table as per the examination regulations, defining how student performance translates into a respective letter grade and b) a jointly agreed upon EMMIR grading grid, which more closely defines expectations and criteria and which is explained to be communicated to students from the very beginning in order to make them familiar with grading procedures and criteria.

ASSESSMENT

The EMMIR system of assessment of students (examinations regulation and assessments tools) comprise the requirements that guarantee the achievement of standards in terms of the period of study and its content, which is geared towards professional practice. Most of the standards to be achieved correspond to ESG 2015, elaborated gradually in 15 learning outcomes (LO) of the master programme.

The teachers apply a variety of teaching forms and didactical approaches which than also translates into assessment. Rarely taught in the format of lectures, the students meet in seminars and tutorials, workshops and independent learner groups. Teaching formats include (interdisciplinary) lectures (incl. tutorials), seminars, (elective) workshops; field trips, study trips, or excursions; individual and group supervision; MA dissertation proposal colloquia; and

occasionally conferences. All requirements throughout the programme (in term of assignments and research work) are to be successfully completed during the course of study, based on regular attendance and active participation in the modules, including tutorials, and other forms of teaching. This policy is generally the same across the consortium partners.

Regarding student assessment methods, the range and types of tasks and assessment is impressive (e.g. presentations, research papers, book reviews, internship log), and really offer the students a chance to engage with, and think about, the fields of migration and intercultural relations in a number of different ways, including through practical experiences. Furthermore, it is commendable that students are able to complete both a research-based dissertation and practical activities through the internship.

The evaluating system is complex but transparent, with a consensually elaborated grading criteria and grading scale. Even if matching between studies' content and practical requirement is not always optimal (data from alumni survey), the broadness of courses clearly is a challenge when it comes to assessment as diversity is big. Without providing reason for criticism the experts recognized the student's perception that grading is a little bit on the generous side at EMMIR.

It's hard to reach equality at the level of evaluating, reporting, and providing feedback when different evaluators (subject specialists and other supervising examiners) are involved. However, the students have the well-defined possibility to appeal to the course director. The grade of the final paper is the grade of the module; the master thesis is the scientific application of the knowledge and skills achieved by the student. The master thesis is reviewed under consensual criteria. In case of doubt on the grading by the two involved reviewers there is a possibility to interact with the third evaluator. The panel of experts has scanned some master thesis (from grade A+ to D+) and concludes that there is a solid implementation of the grading criteria.

Overall, the learning, teaching and assessment aspects of the EMMIR programme are impressive. The students, and particularly their inherent diversity, are at the centre of the programme's teaching approach and learning methods. Students are encouraged to develop their own interests within migration and intercultural relations, and shape their pathway through the programme around them. This, combined with the range of assessment methods and learning tasks, makes this programme unique in the field of migration studies.

The panel concludes that the standard on assessment of students is fulfilled.

7. Student Support

The student support services should contribute to the achievement of the intended learning outcomes. They should take into account specific challenges of mobile students.

EVIDENCE

The consortium explains that it aims at providing future students with the means to be ideally prepared for their study in Europe and Africa. Prior to their arrival, they are made familiar with the cultural and academic environment of EMMIR. The SER explains that immediately after admission is confirmed by the Consortium Committee, a student receives an information package including a 95-page student handbook covering all relevant information regarding visa and travel preparations, arrival and residence in Germany and the partner countries, student life and facilities, the EMMIR partnership and organisational and structural aspects of the programme, including the details of course directors, administrative staff, mobility path, and the module catalogue.

It also contains a letter of acceptance by the consortium and UOL; plus an invitation letter for visa application purposes. A special pre-arrival package by UOL's International Student Office, tailored to the needs of international students and including information on various practical issues; plus information about UOL's offer to participate in a preparatory German language course (Beginners' level) is delivered to the new students right before the start of the programme.

Students also receive a digital reader for the Intensive Phase as well as a detailed module catalogue with syllabi.

As the SER explains the main areas of support prior to each further mobility include visa application (for non-Schengen states) and accommodation as well as advice for third party-grant applications (mainly but not exclusively for self-paying students). The SER also explains that while in Oldenburg and Stavanger, the coordinators are strongly supported by international offices, the support at the other institutions is – due to the manageable size of the groups – mainly facilitated by the respective EMMIR course directors and administrators (also in cooperation with international offices, if necessary).

The consortium explains that apart from support prior to mobility, the international offices or contact desks for international students at all partner institutions provide hosted students and scholars with assistance regarding the significant aspects of their stay at the respective university, always in consultation with the EMMIR coordinator. While these offices are well established at most institutions, the consortium contributed (also financially) to capacity building regarding international students' assistance particularly at AUW and MUST so that by now the support of EMMIR students is described to run smoothly.

ASSESSMENT

EMMIR is an ambitious study programme with a high grade of integration of very diverse study structures and organisational approaches. Through its comprehensive international character, it provides a set of special organisational challenges. The student support structure, however,

provides a clear framework which is well-used and evident in very high student satisfaction and a very good established support culture.

Confirmed by the interviews on site the panel learned that the student support starts at the moment of application and heavily relies on E-Consort which has proved to be a reliable online platform for study organisations to both sides. It is an adequate and well-considered tool which seems to have even the potential to be expanded and interconnected further with the separate online learning platform.

Furthermore, the different international structures within EMMIR demonstrate to be well integrated because of good collaboration between staff, an adequate framework provided by the consortium and exchange between partners. Support and coaching between the different partners have shown an added value and an increase of friction between partners.

Due to the international student body, visa, banking, and other student's needs provide particular and precedent challenges. However, from the expert's panel point of view UOL's support in matters of arrival and orientation within EMMIR and outside of university is reliable and adequate. The student contract and student insurance are clearly phrased and transparent to students.

The student support system has been able to perform very well in matters of special needs and students are well informed about their contact person and procedures. Information on these is accessible online throughout the studies and is provided in orientation sessions at the start of the study programme. Student support matters in cases of special needs, disability etc. have furthermore been handled on an individual and case by case level. This has proven to be very beneficial for students. It is evident to the panel that a well-organized and implemented student support-service is the backbone of the academic success story of the programme. It will require continuous attention and should be seen as an unnegotiable part of the programme implementation.

Overall the student support system and its implementation are very good and should be assisted and encouraged to further develop on their path.

The panel concludes that the standard on student support services is fulfilled.

8. Resources

8.1 STAFF

The staff should be sufficient and adequate (qualifications, professional and international experience) to implement the study programme.

EVIDENCE

A full list of permanent and temporary staff that contribute substantial components to the EMMIR curriculum is available as part of the documentation of the consortium. All teaching staff is offering and will offer their modules regularly; none of the staff listed there is known to phase out before 2023. Teaching staff is explained to have access to higher education didactic seminars for continuous education and staff-training courses at their respective institutions.

A large contribution, particularly in the fields of specialization, is realized by 21 guest lecturers and scholars that contribute to the teaching process.

ASSESSMENT

Academic Staff

The full institutional context of the EMMIR staff is presented in the SER indicating that EMMIR can build on excellent academic staff resources. The list of permanent and temporary academic staff and guests / visiting professors and CVs of the academic staff at all partner institutions show that the higher education expertise in EMMIR can contribute substantially to its curriculum. International academic staff can offer collected knowledge, research expertise in different fields and backgrounds; it is a unique study opportunity for students. A number of guest lecturers from Africa enlarge the field Nord – South and move the acquisition of knowledge from Eurocentric approaches to African centred ones. The high number of guest lecturers (at least ten in the first two semesters) and the annual conference that connects at least two cohorts include a diverse set of speakers with different nationalities and research areas. Guest lecturers are co-opted according to conceptual and didactical aims, based on qualification and research focus. However what's the approach toward guest lectures selection is not very clear (also see 4.1).

The teaching staff has a solid academic background but should also be commended for the intensive support provided to students that proves that the pedagogical approach characterizes highly devoted professionals. Individual consultation with students concerning mobility paths, individual coaching for presentations and guidance and support regarding ethical issues during the internships are some of those qualities. Teacher mobility is also a central component in EMMIR. All partners send representatives for the Intensive Phase at UOL, which is taught jointly, as well as for the Proposal Colloquium at UOL at the beginning of the fourth semester. EMMIR teaching staff exchanges and students' mobility paths are challenging and give attraction to the EMMIR curriculum.

Professional staff

Very collegial and qualified support is provided to students from the application to the master diploma: transparent information package with student handbook, information regarding travel preparations and the study programme, information packages about the hosting partner institutions, advices via skype and last but not least the Navigating EMMIR platform. The international office and the language centre with well qualified and motivated staff is also in charge of offering student services. EMMIR coordinators are supporting students from the moment the application is open. Apart from this, the course directors and the coordinator's team provide administrative and academic support in form of a one-stop office

EMMIR services provided by highly dedicated professional staff working at the University of Oldenburg are excellent. Interviews with students confirmed that this is equally the case at the other consortium partners. The coordination between the hosting institution and UOL is divided but carefully followed. Members from the consortium across the universities function as links between the students and their host institutions.

The panel concludes that the standard on staff is fulfilled.

8.2 FACILITIES

The facilities provided should be sufficient and adequate in view of the intended learning outcomes.

EVIDENCE

In terms of student facilities, all partner universities (and the Studentenwerk at UOL) offer student halls/dormitories and assist students with applying for a room in one of them based on special arrangements in place between EMMIR and the respective student services. The Ser describes that all universities have IT facilities available to students and scholars, wireless internet access on campus, and computer/internet facilities with printing service which are either located in the university library or in separate rooms. The partner universities also offer support to scholars in terms of accommodation and office space, including PC, printer and copy facilities and internet access.

ASSESSMENT

Facilities of the University Oldenburg, University of Stavanger, University of Nova Gorica and University of South Bohemia are well described in the SER and prove to be appropriate to support the aims of the programme. At a later stage the expert panel also obtained the description of that partner institutions. From the site visit in Oldenburg and from documents on facilities in partners' institutions it can be identified that all partner institutions provide high quality facilities and full access to the infrastructures. While information provided on infrastructure of WITS was rather minimal, it was enough to make an assessment when combined with the information provided in the interviews. Across the consortium housing offers differ: Oldenburg, Stavanger and WITS provide information on private housing; in the Czech Republic and Slovenia they provide housing in students' dorms; in Affad housing is provided

on campus. The panel also learned that in Oldenburg also former landlords reach out to EMMIR as international students sometimes are very welcome to create an international environment in the families/homes. At the same time traditional dorms are challenging as they usually only rent for the traditional semester times which do not meet with EMMIR requirements. The panel also learned that for housing also the alumni connections are very helpful.

The panel concludes that the standard on facilities is fulfilled.

9. Transparency and Documentation

Relevant information about the programme like admission requirements and procedures, course catalogue, examination and assessment procedures etc. should be well documented and published by taking into account specific needs of mobile students.

EVIDENCE

Information relevant to prospective students (including information on the application process, minimum application requirements, admission regulations, study and examination regulations, study plan, learning outcomes, etc.) are available online from the EMMIR website www.emmir.org and the participating universities' websites. The information available on the website is explained to correspond with the requirements for programme websites set by the Education, Audiovisual and Culture Executive Agency.

Transparency with respect to the programme management and workings of the consortium committee is supposed to be established in two directions: a) the consortium committee comprises not only two representatives of each partner university but also two elected student representatives, one of each active cohort. These student representatives serve as liaison to their respective cohort and communicate feedback from the cohort to the rest of the committee and vice versa. In addition, the EMMIR alumni elect two representatives who are granted advisory votes in all questions pertaining to the overall structure of the programme and quality assurance; b) the coordinator reports regularly to the EACEA about all aspects of the programme.

ASSESSMENT

The expert panel learned that the consortium pays good attention to transparency requirements. Transparency is a high value for the programme which goes beyond just giving the relevant information. While it builds on the role of the student as an active part of the learner the consortium provides all relevant information to the students and potential students mainly using the website. However, the consortium also designs communication opportunities and creates room for direct interaction. Also teaching and learning is very transparent: Staff of all consortium members come together at the end of November and everyone reads student papers creating opportunities for direct exchange and creating transparency.

Every year there is a major international conference that is integrated in the programme but also provides opportunity for external exchange of information. The fact that there is a very low dropout rate also underlines the good level of information students already have before their application. They are familiar with the expectations and what lies ahead, which is very important as the programme includes mobility from the first semester. So, drop outs usually also have bigger impact as the life is arranged around the programme.

Considering the very good transparency making it easy to find relevant information about the programme the expert panel was still surprised that most students hear about the programme from alumni. This, however, only speaks for the programme.

The panel concludes that the standard on transparency and documentation is fulfilled.

10. Quality Assurance

The cooperating institutions should apply joint internal quality assurance processes in accordance with part one of the ESG.

EVIDENCE

One part of Quality Assurance results from the implementation of the strategies to ensure transparency and the documentation of relevant regulations, procedures, and documents that are explained to cover all phases of the students' stages in the programme. However, the consortium has committed to further quality assurance mechanisms. The consortium describes that the consistency of a) the structure and content of the study plan, b) the choice of teaching staff as well as teaching and learning approaches, c) the choice of assessment criteria, and d) the evaluation mechanisms and feedback-based improvements are reviewed continuously. For the evaluation of the programme, qualitative and quantitative approaches are supposed to be combined – respecting national legislation and referring to tools and guidelines used to evaluate national degrees at the respective partner institutions as well as tools developed specifically in the context of the intercontinental partnership and international dimension of the programme.

According to the SER, internal evaluation measures are multi-layered and include:

- Module and Workshop evaluations: Upon completion of a module, students are asked to fill in an anonymous qualitative online-evaluation form assessing the a) content and academic objectives, b) quality of teaching, c) workload, d) materials and media used, e) realisation of learning outcomes, f) information and support granted and g) personal experiences.
- Programme evaluations: Annually in June (apart from 2017), students are asked to conclude an online questionnaire focussing on various crucial aspects of the programme such as consistency, realisation of learning outcomes and compliance with individual study goals and employment prospects.
- Informal feedback: Especially throughout the first year, students are given the opportunity to discuss academic, organisational (e.g. assignments) and infrastructural (e.g. accommodation) issues in weekly and monthly meetings with the members of the coordinating team.
- Reports (oral and/or in writing) of student representatives to the Consortium Committee and discussions.
- Statistics: An important aspect is the monitoring of statistics, i.e. numbers of applications, self-paying students, drop-outs, graduates according to schedule and qualitative information regarding alumni employment. Statistical data is provided by the coordinating institution's statistical office and gathered in alumni surveys.
- Alumni surveys

ASSESSMENT

EMMIR remains one of the rare master study programs on migrations in Europe. Implemented in international context it gathered the best experiences in higher education policy on internationalization and the scientific expertise at the academic level. The possibility of perception not just European, but also the African insight into migration is unique. EMMIR is

part of the internationalisation strategy not just at the Oldenburg University; it's a motor to create further international Master programmes for all partners, so it builds on standing relationships among them that grew over for years. This of course also impacts the intrinsic motivation towards assuring a high level of quality.

EMMIR is clearly a complex master programme as the coordination in organising, delivering and following the studies due to partners from Europe and Africa is required. After having studied the consortium agreement, the SER with numerous annexes, and considering the interviews with the managerial body, teachers, students and administrative staff the assessment panel can understand the quality assurance (QA) system of EMMIR. The QA process and procedures are based on the cooperation agreement that is the starting points for all partners, but in parallel each partner follows and applies the national quality standards.

Including EMMIR in the evaluation procedures of partners' universities is challenging as EMMIR itself has a stronger evaluation mechanism when compared to the single institution involved. The consortium agreement clearly defines the responsibilities of the coordinating institution and the responsibilities of other partner institutions included in the consortium. The consortium follows a comprehensive strategy and implements mechanisms for an internal evaluation system. The data obtained by assessment tools (students' questionnaire, programme monitoring) are analysed and interpreted in details. Monthly meetings of program's coordinators are centred on how to react to student feedback (data from students' questionnaire and beyond) strictly observing study and examination regulations.

The SER presented in detail the overall evaluation 2016/17 that was prepared in common and discussed in the consortium. Besides in single bodies, dealing with evaluation at the level of modules and the study programme, quality is a permanent topic of discussion in the consortium meetings. There is also the "navigating EMMIR" group that meets every two weeks to act as a direct tool to address all relevant issues at the low level already. Alumni survey assessed the employment situation of graduates and gave suggestions to the management on the future prospects of EMMIR.

All mentioned elements within the QA procedures prove that an internal quality assurance is established and works appropriately. The panel also learned examples of improvement measures that were implemented based on the reflection of student's achievement. The panel positively appreciate how the partners consider the monitoring of quality a win-win situation. Finally, the expert panel concludes that in organising and delivering EMMIR the managerial, academic and administrative staff makes a constant effort to reach a common understanding of a quality culture.

The panel concludes that standard on Quality assurance is fulfilled.

11. Summary and Recommendation

11.1 SUMMARY OF RECOMMENDATIONS

- 1) The consortium has to reconsider Learning Outcome 10: “enhanced proficiency in several languages interaction in the field and academic writing, thus further accentuating his/her bi-/multilingual profile” and critically reflect whether or not this is actually achieved in the programme.
- 2) The consortium has to review the high number of learning outcomes and map them across both individual modules and assignments in order to ensure that they are both fully assessed and achieved.
- 3) The consortium should ensure that the programme’s students fully understand the learning outcomes and how they are measured and assessed in their modules, placements and assignments.
- 4) The consortium should reflect upon the aspects and topics within the field of migration studies that are not currently fully part of the curriculum with the view to continue and intensify efforts to include them, especially the legal aspect, the grassroots / bottom-up perspective, and the local level.
- 5) The consortium should revisit the selection process and overall rationale with regards to guest lecturers in order to ensure that they are selected and used in a way that improves and enhances the curriculum on offer to students.
- 6) The consortium should ensure that students understand the reasons why the first semester’s workload is more intense and can thus feel more stressful.
- 7) The consortium should evaluate its admission criteria and process regarding the resulting gender distribution.
- 8) If the consortium intends to keep multilingualism as an overall outcome, additional pathways towards teaching languages are needed.
- 9) The consortium should continue to carefully review didactics and content, theories and methodologies in MM11 Introduction to Migration Studies that prepare the diverse student body for the programme.
- 10) The consortium should consider the benefits of a more in-depth use of a Virtual Learning Environment Platforms in the programme.

11.2 RECOMMENDATION OF THE PANEL OF EXPERTS

The panel concludes that the European Master in Migration and Intercultural Relations (EMMIR) (M.A.) substantially complies with the Standards of the European Approach for Quality Assurance of Joint Programmes and recommends an accreditation of the programme considering the above listed findings.

12.1 PANEL OF EXPERTS

The review panel consisted of:

- **Prof.Dr. em. Lucija Čok**, Intercultural Studies, University of Primorska, Slovenia
- **Dr. Sarah Hackett**, Modern European History, Bath Spa University, Bath, United Kingdom
- **Dr. Mithu Melanie Sanyal**, Journalist and Author, Düsseldorf, Germany (representative from the labour market)
- **Aria Askari**, Student at Vienna University, Vienna, Austria (student representative)

12.2 SCHEDULE OF SITE VISIT

13th December 2018 - Day 1 (Thursday)

Individual arrival of the experts to the hotel in Oldenburg

14.00 **Internal discussion of the expert panel** to prepare the site visit (experts only)

17.30 – 18.15 Discussion with the **Management of University of Oldenburg**

The discussion serves to acquaint the experts with the University, with its overall strategies with regard to its study programmes. The experts may wish to discuss questions of past and future development of UOL as well as general questions to understand the university context.

Participants from University of Oldenburg:

- *Prof. Dr. Sabine Kyora, Vice President for Instruction and Equal Opportunities*
- *Dr. Susanne Haberstroh, Academic Study and Teaching Unit, Deputy Head*
- *Martina Hoffmann, Academic Study and Teaching Unit*
- *Uschi Schnurpel, Academic Study and Teaching Unit*
- *Prof. Dr. Karen Ellwanger, Dean of Studies, Faculty III - Linguistics and Cultural Studies*
- *Sabine Lohwasser, Managing Director, Faculty III - Linguistics and Cultural Studies*
- *Nicole Griese, Study Coordinator, Faculty III - Linguistics and Cultural Studies*
- *Lauren Freede, Institute for English and American Studies, Lecturer and Translator*

18.15 – 19.00 Guided tour through the relevant parts of the campus (library, special class rooms, particular equipment etc.). The experts have the opportunity to take a look at the premises and facilities that are relevant to the programme.

Presentation: EMMIR Management and Learning Platform EConsort

19.30 Joint dinner of the expert panel

14th December 2018 – Day 2 (Friday)

08.30 – 09.30 Discussion with the **coordinators of the programme**

Participants:

- *Dr. Lydia Potts, University of Oldenburg (Germany) (UOL), Consortium Coordinator*
- *Prof. Dr. Roberts Muriisa, Mbarara University of Science and Technology (Uganda) (MUST), Member of Consortium*
- *Prof. Dr. Ikhlas N. Osman, Ahfad University for Women, Omdurman (Sudan), (AUW), Member of Consortium*

- *Prof. Dr. Salim Murad, University of South Bohemia (Czech Republic) (USB), Member of Consortium*
- *Prof. Dr. Jure Gombac, University of Nova Gorica (Slovenia) (UNG), Member of Consortium*
- *Prof. Dr. Martin Butler, University of Oldenburg (Germany) (UOL), Course Director*
- *Dr. Hanna Straß-Senol, University of Oldenburg (Germany) (UOL), Academic Coordinator*

Optional: the following professors can be virtually present if wished:

- *Prof. Dr. Ketil F. Hansen, University of Stavanger (Norway) (UiS), Member of Consortium, Head of Examination Board*
- *Prof. Dr. Jo Vearey, University of the Witwatersrand (South Africa) (Wits), Member of Consortium*

09.30 – 09.45 Break

09.45 – 10.45 Discussion with **students** of the programme

The experts may wish to discuss how students are involved in the evaluation of teaching and learning, feasibility of study and assessment, feedback, student support etc.

Participants from EMMIR-Programme:

- *Cyntia de Albuquerque Sampaio (Alumna C2, Brazil, scholarship holder)*
- *Yordanos Seifu (Alumnus C3, Ethiopia, scholarship holder)*
- *Elisabeth Roura Bosch (Alumna C6, Spain, self-payer)*
- *Stephen Ogwere (C7, Uganda, scholarship holder)*
- *Justine Grace Abrugena (C7, Philippines, scholarship holder)*
- *Renata di Siqueira (C7, Brazil, scholarship holder)*
- *Fernando Hernandez (C7, France/USA, self-payer)*
- *Tinyiko Sithole (C8, South Africa, scholarship holder)*
- *Fernanda Madrigal Navarro (C8, Mexico, scholarship holder)*

10.45 – 11.00 Break

11.00 – 12.00 Discussion with **teachers** of the programme

Participants from EMMIR-Programme:

- *Dr. Lydia Potts, UOL, Institute for English/American Studies*
- *Prof. Dr. Roberts Muriisa, MUST, Faculty of Interdisciplinary Studies*
- *Prof. Dr. Ikhlas N. Osman, AUW, Regional Institute of Gender, Diversity, Peace and Rights*
- *Prof. Dr. Salim Murad, USB, Department of Social Science*
- *Prof. Dr. Jure Gombac, UNG, Research Centre of the Slovenian Academy of the Sciences and Arts*
- *Prof. Dr. Martin Butler, UOL, Institute for English/American Studies*
- *Dr. Hanna Straß-Senol, UOL, Institute for English/American Studies*

- *Dr. Duduzile Ndlovu, Wits, African Centre for Migration & Society*
- *Dr. Lüder Tietz, UOL, Institute of Material Culture*
- *Dr. Berna Öney, UOL, Institute for Social Sciences*

Optional: the following professors can be virtually present if wished:

- *Prof. Dr. Ketil F. Hansen, UiS, Faculty of Arts and Education*
- *Prof. Dr. Jo Vearey, Wits, African Centre for Migration & Society, School of Social Sciences*

12.00 – 13.00 Lunch Break

13.00 – 13.45 Discussion with **International Office and Student support team** of the programme

Participants from EMMIR-Programme:

- *Dr. Hanna Straß-Senol, UOL, Academic Coordinator*
- *Daniela Arias Vargas, UOL, Programme Coordinator*
- *Laura Sadowski, UOL, Application Management*
- *Claudia Rosam, UOL, Administrator*
- *Jenka Schmidt, UOL, Head of International Student Office*

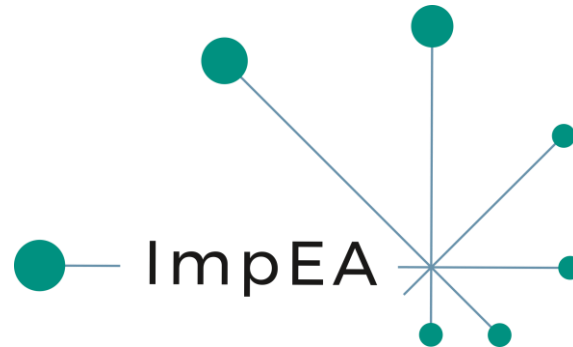
13.45 – 15.00 **Internal Discussion of the panel**, discussion of findings and preparation of the experts report

15.00 – 15.30 Feedback to the **Department / Programme**

Participants from EMMIR-Programme:

- *Members of the Consortium and Coordination Team*
- *Prof. Dr. Karen Ellwanger, UOL, Dean of Studies, Faculty III - Linguistics and Cultural Studies*
- *Sabine Lohwasser, UOL, Managing Director, Faculty III - Linguistics and Cultural Studies*
- *Nicole Griese, UOL, Study Coordinator, Faculty III - Linguistics and Cultural Studies*
- *Martina Hoffmann, UOL, Academic Study and Teaching Unit*
- *Uschi Schnurpel, UOL, Academic Study and Teaching Unit*

15.30 Departure of the panel



Facilitating implementation of the European Approach for Quality Assurance of Joint Programmes



Project leader



Project partners

