

**ASSESSMENT REPORT OF JOINT MASTER STUDY PROGRAMME
EUROPEAN MASTER IN MIGRATION AND INTERCULTURAL RELATIONS**

1. Introduction

Evaluation of joint master study programme European master in migration and intercultural relations (hereinafter: EMMIR study programme) was carried out in accordance with “Assessment framework for joint programmes” that has been specified in the project Joint programmes: Quality Assurance and Recognition of degrees awarded (hereinafter: JOQAR), coordinated by European Consortium for Accreditation in higher education (hereinafter: ECA).

The process of evaluation of EMMIR study programme began with the application for extension of accreditation submitted by the University of Nova Gorica (as one of the partner institutions of EMMIR study programme) on 15 October 2012. According to the jurisdiction the application was sent to Slovenian Quality Assurance Agency Higher Education (hereinafter: SQAA) which conducted entire process of evaluation and acted as a Coordinating agency of single accreditation procedure. Based on the assessment procedure that was specified in “Assessment framework for joint programmes” various stakeholders proposed individual experts to participate in the assessment panel: 1) SQAA proposed an expert with prominent discipline specific expertise; 2) AQAS e.V. - Agentur für Qualitätssicherung durch Akkreditierung von Studiengängen (hereinafter: AQAS) proposed a representative of employers; 3) ECA proposed an expert with experience in quality assurance in higher education and 4) European Students Union (hereinafter: ESU) proposed a student expert. In agreement with the Coordination Point which acts as an ECA advisory board for joint study programmes, SQAA at its 56th session of 18 October 2012 nominated the following assessment panel: 1) dr. Mojca Ramšak, University of Ljubljana, Faculty of Arts, Slovenia (chair); 2) dr. Andreas Kapphan, Senate Representative for Integration and Migration, Germany (member); 3) Esther Adot Giménez, Catalan University Quality Assurance Agency, Spain (member); Éva Réka Fazekas, ESU, Hungary (member). Dr. Alenka Braček Lalić was appointed by SQAA as a panel secretary.

After formal nomination, SQAA sent the assessment panel self-evaluation report of the EMMIR study programme, which was agreed within the consortium of EMMIR study programme.

Considering the fact that the coordinator of EMMIR study programme is the University of Oldenburg and the reason that in December each year the University of Oldenburg conducts “proposal colloquium” for all the students as well as academic staff, the assessment panel decided to conduct external evaluation (hereinafter: site visit) of EMMIR study programme at the University of Oldenburg in December 2012. All communication regarding the organization of the site visit was hereinafter taken solely with the University of Oldenburg. The University of Nova Gorica, which formally submitted an application and initiated the procedure, was kept only informed about the procedure.

Based on decision of the University of Oldenburg that accreditation decision should be taken by AQAS the assessment panel had to take in consideration not only the compliance or non-compliance with European quality standards for the assessment of joint study programmes but also compliance or non-compliance with special national criteria for the assessment of joint study programmes in Germany. AQAS also expressed interest to participate in the site visit therefore it proposed Mr. Ronny Heintze M.A. as an observer to the site visit. Additionally, the assessment panel had to focus also on special national criteria for the assessment of joint study programmes in Czech Republic; hence one of the partner institutions (University of South Bohemia) is operating in this country. Since partner institution from Norway (University of Stavanger) has self-accreditation authority the assessment panel did not focus on special national criteria for the assessment of joint study programmes in Norway.

On 27 November 2012 dr. Mojca Ramšak, Ms. Esther Adot Gimenez, dr. Alenka Braček Lalić and Mr. Ronny Heintze attended JOQAR pilots’ procedures preparation workshop which was held in Hague. The workshop was intended to clarify the assessment framework and to achieve consistency regarding the understanding of European quality standards for the assessment of joint study programmes. On 28 November 2012 the assessment panel requested the University of Oldenburg to send in advance the following data: 1) student enrolment data (by nationality, gender, previous graduate study); 2) description of all courses (pedagogical approach, course objectives, intended learning outcomes, way of examination); 3) data from student surveys; 4) description of facilities of African partner institutions. The assessment panel also asked that the University of Oldenburg on the site visit provides the assessment panel with: 1) examples of student seminar works; examples of JMMIR master thesis; 2) data of research projects related

to the EMMIR study programme (from all partner institutions); 3) examples of improving action plans from last two years. The University of Oldenburg sent all requested documents to the assessment panel on 3 December 2012.

The day before the external evaluation was held; the assessment panel had a preparatory meeting where potential questions and structure of interviews were discussed. On 11 and 12 December 2012 the assessment panel conducted the site visit of EMMIR study programme, which was successfully concluded with the presentation of findings related to the quality standards for the assessment of joint study programmes. The assessment panel also highlighted strengths, weaknesses and recommendations that could lead to improvements in the implementation of EMMIR study programme.

2. General overview

2.1. Overview of the joint programme

- Name(s) of the qualification
European Master in Migration and Intercultural Relations
- Number of credits: 120 ECTS
- Specialisations (if any): none
- ISCED field(s) of study: social and behavioural science
- Locations: Oldenburg (Germany), Stavanger (Norway), České Budějovice (Czech Republic), Nova Gorica (Slovenia), Omdurman (Sudan), Kampala (Uganda), Mbarara (Uganda)

2.2. Overview of the consortium

Table 1: List of EMMIR study programme partner institutions

Partner institution	Country	Legal status	Role in the EMMIR study programme	Degree awarded*
Carl von Ossietzky Universität Oldenburg (University of Oldenburg, UOL)	Germany	public university	coordinator	European Master in Migration and Intercultural Relations
Universitetet in Stavanger (University of Stavanger, UIS)	Norway	public university	partner institution	European Master in Migration and Intercultural Relations
Jihočeská univerzita v Českých Budějovicích (University of South Bohemia, USB)	Czech Republic	public university	partner institution	European Master in Migration and Intercultural Relations
Univerza v Novi Gorici (University of Nova Gorica, UNG)	Slovenia	private university	partner institution	European Master in Migration and Intercultural Relations
Ahfad University for Women (AUW)	Sudan	private university	partner institution	European Master in Migration and Intercultural Relations
Mbarara University of Science & Technology (MUST)	Uganda	public university	partner institution	European Master in Migration and Intercultural Relations
Makerere University Kampala (MAK)	Uganda	public university	partner institution	European Master in Migration and Intercultural Relations

* EMMIR study programme started with its implementation in study year 2011/2012. In December 2012 when site visit was held only second cohort of students was admitted and no degree has been issued yet. Intention of the consortium is to issue joint degree “European Master in Migration and Intercultural Relations”. This aim is clearly stated in the Consortium Agreement and Financial Framework for the Erasmus Mundus Master Course – EMMIR (European Master in Migration and Intercultural Relations) signed by all partner institutions (hereinafter: consortium agreement). The consortium agreement on page 8 states: “The completion of the curriculum is rewarded by Joint master Degree jointly issued by all seven partner institution detailing both the common and specialised curriculum”. Due to the fact that degree of EMMIR study programme has not been issued yet the assessment panel could not assess if the intention stated in the consortium agreement could be realized.

2.3. Overview of relevant external quality assurance

Table 2: List of EMMIR study programme accreditation status

Partner institution	Country	Accreditation agency	Accreditation status	Date of approval	Validation
Carl von Ossietzky Universität Oldenburg (University of Oldenburg, UOL)	Germany	ZEVA	JMMIR was not accredited; after initial feedback by the agency the process was not reopened	n/a**	n/a**
		AQAS	international accreditation for EMMIR within JOQAR	tba**	tba**
Universitetet in Stavanger (University of Stavanger, UIS)	Norway	University of Stavanger (self-accreditation authority)	restructuring of JMMIR in EMMIR	30. 10. 2010	30. 10. 2015
Jihočeská univerzita v Českých Budějovicích (University of South Bohemia, USB)	Czech Republic	Accreditation Commission Czech Republic	initial accreditation	30. 4. 2008*	31. 10. 2016*
Univerza v Novi Gorici (University of Nova Gorica, UNG)	Slovenia	Higher Education Council was restructured to SQAA	initial accreditation	11. 5. 2007*	31. 10. 2015*
Ahfad University for Women (AUW)	Sudan	information could not be obtained by the assessment panel nor by the Coordinating agency			
Mbarara University of Science & Technology (MUST)	Uganda				
Makerere University Kampala (MAK)	Uganda				

* Regarding the accreditation status it has to be highlighted that predecessor of EMMIR study programme was Joint Master in Migration and Intercultural Migrations (hereinafter: JMMIR study programme) accredited: 1) in Norway in 2007 by the University of Stavanger; 2) in Germany JMMIR was not accredited; after initial feedback by the agency the process was not reopened; 3) in Czech Republic in 2008 by Accreditation Commission Czech Republic and 4) in Slovenia in 2007 by Higher Education Council. In 2010 JMMIR study programme was transformed in EMMIR study programme which was eventually applied for Erasmus Mundus funds and started with implementation in 2011/2012. The main differences between JMMIR and EMMIR study programmes are presented in the table (table 3).

** Regarding the unfinished accreditation of JMMIR study programme it has to be clarified that the main key point of the feedback by ZEVA was the request to improve and demonstrate the structural integration of JMMIR study programme into the University of Oldenburg. JMMIR study programme was based in

Faculty I (School of Education and Social Sciences). As the requested improvement could not be implemented, the agreement between the university and the consortium was that the Oldenburg University did not admit students for the 2nd JMMIR study programme cohorte, but continued with the agreed upon contribution to teaching and supervision. EMMIR study programme is now based in Faculty III which considers EMMIR study programme part of its profile and actively supports the programme on the institutional, staff and infrastructure level.

Table 3: Comparison of JMMIR and EMMIR study programme

JMMIR study programme	EMMIR study programme
Title: Joint Master in Migration and Intercultural Migrations (JMMIR)	Title: European Master in Migration and Intercultural Migrations (EMMIR)
Coordinator: JMMIR study programme was coordinated by the University of Stavanger, Norway.	Coordinator: EMMIR study programme is coordinated by the University of Oldenburg, Germany.
Partner Consortium: University of Stavanger, University of Oldenburg, University of South Bohemia, University of Nova Gorica, University of Zagreb, Open University Lisbon	Partner Consortium: University of Stavanger, University of Oldenburg, University of South Bohemia, University of Nova Gorica, Ahfad University for Women, Mbarara University of Science & Technology, Makerere University Kampala
Implementation: JMMIR study programme was based on blended learning strategies with limited student and academic mobility.	Implementation: Without e-learning component but with full student mobility and expanded academic mobility (most students receive Erasmus Mundus scholarships).
Content: Focus on migration and intercultural relations studies.	Content: Focus on migration and intercultural relations studies. Most of the subjects in EMMIR study programme are the same as in JMMIR study programme. Additionally, study programme is extended also on woman and African studies as a result of expended partnership (African partner institutions).
Admission: Admission in JMMIR study programme was according to national regulations by each partner institutions.	Admission: EMMIR study programme has joint admission procedure.
Degree: JMMIR study programme awarded national diplomas and joint diploma (certificate) of Joint Master in Migration and Intercultural Relations by JMMIR Consortium Committee. Students also received a Diploma Supplement.	Degree: EMMIR study programme is planning to issue joint degree European Master in Migration and Intercultural Relations which will be awarded by all partner institutions (partner institutions from Africa are included).

In Germany, Norway, Czech Republic and Slovenia the transformation of JMMIR study programme in EMMIR study programme was acknowledged only as a restructure or change of the JMMIR study programme. Considering the fact that JMMIR has been restructured in the content, organisation and partnership point of view the assessment panel focused only on implementation of EMMIR study programme and did not evaluate implementation of JMMIR study programme.

3. Assessment criteria

Standard 1. General conditions

Criterion 1a: Recognition

The institutions in the consortium are legally recognised as higher education institutions and their respective national legal frameworks allow them to participate in this joint programme. If the joint programme awards a joint degree then this should be in accordance with the legislation governing the awarding institutions.

Findings: All four European partner institutions are legally recognised as higher education institutions (source: ERIC/NARIC's) and respective national legal frameworks allow them to participate in this joint programme (see table 1 in chapter 2.3.). EMMIR study programme is planning to award joint degree which is in accordance with the legislation in Germany, Norway, Czech Republic and Slovenia. All three African partner institutions are also legally recognised as higher education institutions (source: African Studies Center) however, the assessment panel could not find public available information nor has obtained information from national legal authorities if joint degree which is planned to be awarded is in accordance with the legislation in Uganda and Sudan.

Conclusion and recommendations: Criterion on recognition is fulfilled for European partner institutions. For African partner institutions the criterion on recognition is fulfilled only partially. Consortium of EMMIR study programme has to obtain information for African partner institutions if their respective national legal frameworks allow them to participate in EMMIR study programme and if awarding a joint degree is in accordance with their legislation.

Criterion 1b: Cooperation agreement

It is clear from both the cooperation agreement and the subsequent implementation that the partners in the consortium agree on the following points:

- Overall coordination of the programme and/or sharing of responsibilities;
- Admission and selection procedures for students;
- Mobility of students and teachers;
- Examination regulations, student assessment and recognition of credits in the consortium;
- Type of degree (joint, multiple) and awarding modalities;
- Teaching language(s);
- Coordination and responsibilities regarding internal quality assurance;
- Administration of student's data and performance records;
- Support for student mobility;
- Public information on the programme;
- Financial organisation (including sharing of costs and incomes, charging registration and/or tuition fees, grants and fellowships);
- Change in partnership.

Findings: From consortium agreement signed by representatives of all partner institutions on 7 February 2011 it is clearly evident that consortium has agreed upon all elements described in criterion 1b. Regarding the responsibilities the consortium agreement clearly defines the responsibilities of EMMIR study programme coordinating institution and what is expected from other partner institutions included in the consortium. The consortium agreement also clearly defines the responsibilities of Consortium Committee and its composition and tasks. Furthermore the consortium agreement very detailed specifies decision taking procedure and funding distribution. At the end of the consortium agreement detailed presentation of the following aspects are provided: termination, exit strategy, force majeure and warranties and indemnities. Based on the subsequent implementation of EMMIR study programme and its documentation it is also clear that the consortium fully agree on the above mentioned elements. However, during the subsequent implementation of EMMIR study programme the consortium was confronted with non-respect of consortium agreement and a lack of institutional engagement from the side of the Makerere University Kampala. This issue eventually directly or indirectly impacted on most of the elements that were agreed within the consortium agreement, such as: overall coordination of the programme and/or sharing of responsibilities; mobility of students and academic staff; coordination and responsibilities regarding internal quality assurance; support for student mobility; public information on the programme. Moreover, this problem had negative impacts also on other standards included in the assessment criteria and are transparently presented in the assessment report. The consortium already tried to solve the problem, however it has not been successful yet.

Conclusion and recommendations: Criterion on cooperation agreement is fulfilled only partially. It is clear from both the cooperation agreement and the subsequent implementation that six partner institutions (University of Oldenburg, University of Stavanger, University of South Bohemia, University of Nova Gorica, Ahfad University for Women and Mbarara University of Science & Technology) agree on all elements described in the criterion. However, seventh partner institution (Makerere University Kampala) provided a lack of capacity and engagement that had negative impact on some of the quality standards. Assessment panel therefore recommends that according to the Administrative and financial handbook - action 1: Erasmus Mundus masters courses (source: Education, Audiovisual and Culture Executive Agency, 2012,

chapter: A.1) the consortium excludes Makerere University Kampala from the consortium of EMMIR study programme in order to improve its overall quality.

Criterion 1c: Added value

The programme can demonstrate the added value of offering this joint programme in international perspective.

Findings: EMMIR study programme is focused on migration and intercultural studies. Due to the nature of the study programme students are unable to gain knowledge and skills only within a national framework, but the intended learning outcomes can be obtained only in an international context, with mobility, with learning about other cultures and migration processes on a global level. One of the added values of the study programme is definitely the fact that study programme is implemented in international context as a joint study programme in which students are able to gain insight into different cultures and thus acquire the required competences for work or research of this specific discipline. Another added value is that EMMIR study programme is in all partner countries unique study programme which is not otherwise implemented by other higher education institutions. Third added value of EMMIR study programme is the possibility of perception not only the European culture, but also the African culture and direct insight into migration processes which are in Africa serious issue. Partner institutions from Africa bring the African perspective on migration in EMMIR study programme. The second aspect of added value is that one of the African partner institutions is specialized for gender studies. Fourth added value of EMMIR study programme is connected with transnationality of consortium which leads to: transfer of knowledge among academic staff, visiting lectures, broad European-African network and last but not least diversity of academic staff and students as well. Last but not least the added value of study programme is provision of equal opportunities in admission of students (especially from African partner institutions).

Conclusion and recommendations: Criterion on added value is fulfilled. Added value of EMMIR study programme is clearly defined and shared among all partner institutions. The study programme can evidently demonstrate the added value of offering this joint programme in international perspective. Recommendation in this criterion could be to spread the information about added value also to the main social actors to get feedback of the society's needs for this research field. So far EMMIR study programme defines added value from the higher education

institution's point of view, but not so much from the point of view of the society, governmental institutions, non-governmental organizations, international governmental institutions.

Standard 2. Intended learning outcomes

Criterion 2a: Shared

The intended learning outcomes are developed and shared by all partners.

Findings: EMMIR study programme has developed the following intended learning outcomes:

1. an overview of migration processes in the past (a) and present (b), their structures and consequences, including the ability to critically evaluate categories and approaches of migration research and to apply them in a reflecting manner (LO 1 a, b),
2. in-depth knowledge about theories on migration (a) and intercultural relations/multiculturalism, (b) and the ability to contextualize them in related fields (LO 2 a, b),
3. knowledge about and experience with research methodology/methods for transcultural contexts (LO 3),
4. knowledge about how to design a research agenda, how to develop and conduct research projects (LO 4),
5. other module specific knowledge and competencies (understanding of processes of identity formation) (LO 5),
6. understanding of the relevance of disciplinary as well as multi-/inter-/transdisciplinary
7. approaches to specific research questions including the ability to position one's own and other work (LO 6), an individual profile (LO 7): linking his/her disciplinary with transdisciplinary perspectives, having expert knowledge in a specific area, documented through internship and Master thesis, further accentuated by: a) bi-/multilingual profile (LO 8), applied in the context of EMMIR for research, interaction in the field (internship) and/or academic writing, b) experience in handling new media and communication technology (LO 9), c) the ability to present work results to various audiences/in a variety of contexts (LO 10), d) expertise in academic writing in English (LO 11), documented in various genres (e.g. abstract, prospectus, report, research paper/thesis, book review),
8. competencies in self-management, including e.g. goal-setting and decision-making (LO 12),

9. the ability to engage in self-reflective interaction, including the identification and critique of power-driven, discriminating forms of communication/interaction (LO 13),
10. competencies in team-work in inter-/ trans-cultural contexts and skills around orienting oneself and working in hitherto unfamiliar areas/countries (LO 14),
11. knowledge on gender concepts, strategies and policies in a variety of cultural/national contexts (LO 15).

The cross-cutting aim of all learning outcomes is to impact problem solving skills and the ability of knowledge transfer. It is clear that all intended learning outcomes are shared among partner institutions. Furthermore, coordinating institution even developed specific tool for monitoring accomplishment of intended learning outcomes.

Conclusion and recommendations: Criterion on developed and shared intended learning outcomes is totally fulfilled. Intended learning outcomes are developed and clearly shared among partner institutions. Assessment panel does not have any recommendation.

Criterion 2b: Level

The intended learning outcomes align with the corresponding level in the Framework for Qualifications in the European Higher Education Area (the so-called Dublin descriptors) or the European Qualifications Framework.

Findings: EMMIR study programme is structured according to the Bologna principles, level of the study programme is second (second cycle). According to the levels in the European Qualifications Framework (hereinafter: EQF) EMMIR study programme represents seventh level. Descriptors defining the seventh level in EQF are divided to: a) knowledge (highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research; critical awareness of knowledge issues in a field and at the interface between different fields); b) skills (specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields); c) competences (manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams).

Intended learning outcomes described in the criterion 2a fully follow the above mentioned descriptors in EQF as well the principle of advancement from first to second cycle according to Bologna Declaration which is especially showed in intended learning outcomes that are focused on research, such as: knowledge about and experience with research methodology, knowledge about how to design a research agenda, how to develop and conduct research projects.

Conclusion and recommendations: Criterion on level of intended learning outcomes is totally fulfilled. On a base of comparison of the intended learning outcomes of EMMIR study programme and presented knowledge, skills and competences in EQF (level seventh) which in sum present learning outcomes it can be concluded that intended learning outcomes align with the corresponding level in the EQF. Assessment panel does not have any recommendation.

Criterion 2c: Subject/discipline

The intended learning outcomes comply with the requirements in the subject/discipline and, where applicable, the professional field.

Findings: EMMIR study programme provides knowledge, skills and competences from the following key areas of migration studies: forced migration, genocide, refugee, asylum, emigration, immigration, assimilation, segregation, integration and also knowledge, skills and competences that are required in the following disciplines: intercultural relations, gender, diversity, education, human rights, museum displays. Besides core subjects students also have a chance to attend some general, epistemological and methodological subjects like: qualitative/quantitative methods, mixed methods research, empirical research process (field work, data collection, storytelling, interpretation of data), ethics, academic writing, German language. From professional point of view all above mentioned content is extremely important and required in the migration in intercultural relations studies. The intended learning outcomes described in the criterion 2a therefore totally comply with the requirements in the migration in intercultural relations field. However, according to demands of the professional field, further aspects should be considered in the curricula. These are: economic situation, understanding of processes of policy-making and decision making, legal framework for immigration on international level and more methodological contents, especially connected with fieldwork or obtaining other relevant sources on migration processes.

Conclusion and recommendations: Criterion on subject/discipline is fulfilled. The intended learning outcomes comply with the requirements in professional field. Assessment panel recommends that curricula should be enriched by involving more economic, political, legal and methodological aspects.

Standard 3. Programme

Criterion 3a: Admission

The admission criteria and selection procedures are in line with the joint programme's level and discipline.

Findings: Admission requirement for enter in EMMIR study programme is Bachelor degree or an equivalent qualification in a field related to migration studies (social sciences, history, cultural studies, educational sciences, law, economics, development studies, journalism). The final grade of the first degree must be a minimum (or equivalent) of C+ and proven by certificates. Applicants have to document knowledge of migration studies, intercultural relations and empirical methods. Modules completed at the undergraduate level, papers, essays and examination results are considered as valid documentation. Preference is given to qualified applicants who, in addition, have relevant professional experience. The last degree obtained must not be older than 5 years. The Consortium Committee appoints a Selection Board which takes into account relevance and level of academic qualification, relevance and level of research/professional experience, motivation, knowledge of second/third language. Criteria for admission are clear and published (on the web site of EMMIR study programme) for interested public and are in line with the study programme's level and discipline. It has to emphasize the provision of equal opportunities in admission of students (especially from African partner institutions).

Conclusion and recommendations: Criterion on admission is totally fulfilled. The admission criteria and selection procedures are in line with the study programme's level and discipline. Assessment panel does not have any recommendation.

Criterion 3b: Structure

The structure and content of the curriculum and its pedagogical approach correspond with the intended learning outcomes.

Findings: EMMIR study programme has 120 ECTS and is divided into four semesters. Students spend their first semester at the University of Oldenburg, but they become acquainted with all partner institutions and their academic staff. Each student is provided with an individual study plan and mobility track. In the second semester students go to the University of Stavanger. In the third semester students can choose one of the partner institutions (either in Europe or in Africa) where they have project-based internships and attend research foci of chosen partner institution. In the end of third semester full cohort meets at the University of Oldenburg with intention to prepare the concept for their Master thesis, in cooperation with supervisors. Students are supposed to dedicate the fourth semester entirely to writing their Master thesis at the chosen partner institution and submit it in July. The graduation ceremony takes place at the University of Oldenburg in the beginning of September each year.

Content of study programme's curriculum is already described in criterion 2c and 3c. From professional point of view the content corresponds with the intended learning outcomes. Regarding the pedagogical approach and intended learning outcomes it is clear that EMMIR study programme has an adequate structure with which the intended learning outcomes can be fully reached. Some of the intended learning outcomes of the study programme can be reached only with internship and mobility. Possibilities for internship experience provided by associated partner institutions are of high relevance for achieving intended learning outcomes. Therefore, the structure of EMMIR study programme which is consisted of internship and mobility is fully in line with the intended learning outcomes. Considering the different students background (academic, cultural) consortium also integrates other stakeholders (language centre) to balance differences in in order to achieve intended learning outcomes.

Conclusion and recommendations: Criterion on structure is totally fulfilled. The structure and content of the curriculum and its pedagogical approach correspond with the intended learning outcomes. Assessment panel does not have any recommendation.

Criterion 3c: Credits

The distribution of credits is clear.

Findings: EMMIR study programme has 120 ECTS. The modules have different number of credits: 2 modules have 8 ECTS (Introduction to Migration Studies, Theorizing Historical and Contemporary Migration Processes & Intercultural Relations), 1 module has 12 ECTS (Emigration and Immigration: A Northern European Perspective), 1 module has 14 ECTS (Evaluating and Developing Research Methods for Transcultural Contexts), 2 modules have 15 ECTS (Project-based Internship, Research Foci: Migration & Multicultural Societies), 1 module has 18 ECTS (Theorizing Migration and Multiculturalism) and Master thesis has 30 ECTS.

ECTS are clearly distributed among partner institutions. First semester is provided by the University of Oldenburg (30 ECTS), second semester is provided by the University of Stavanger (30 ECTS). In third semester students can choose research foci provided by one of the partner institutions (15 ECTS). The same is with project-based internship (15 ECTS). In the last semester students can choose one of the partner institutions to prepare Master thesis (30 ECTS).

Conclusion and recommendations: Criterion on credits is totally fulfilled. The distribution of credits among partners is clear and transparent. Assessment panel does not have any recommendation.

Standard 4. Internal quality assurance system

Criterion 4a: Common understanding

There is a common understanding of the internal quality assurance system for this joint programme in which responsibilities are clearly shared and coordinated.

Findings: The consortium agreement clearly defines the responsibilities of EMMIR study programme coordinating institution and the responsibilities of other partner institutions included in the consortium. The consortium agreement also clearly defines composition of the Consortium Committee and its responsibilities which are:

1. conducting the recruitment and selection of all students and nominating students for scholarships according to the criteria set out in the Erasmus Mundus application and contract;
2. ensuring the counselling, welfare and discipline of students in accordance with the Erasmus Mundus procedures and regulations;
3. design and administration of internal evaluation procedures for the EMMIR study programme including yearly evaluation of programme outcomes, staff and student evaluations and alumni follow-up;
4. provision of periodic reports for the European Commission and approving promotional materials, web-based materials;
5. setting the policy, reviewing course content and structure, making adjustments to the running of the course in order to ensure compliance with the Erasmus Mundus contract and objectives and also with the degrees which the partners have committed to award to successful students;
6. maintenance of conduct and standards within EMMIR study programme;
7. reviewing annually whether the distribution of students and also their registrations for fee calculation purposes is appropriate and fair;
8. responsibility for any amendments to the curriculum.

Between February 2011 and December 2012 several Consortium Committee Meetings (hereinafter: CCM) took place where all relevant issues were discussed and jointly decided upon (predominantly unanimous votes). In each case, all partner institutions delegated at least one representative. There is a common understanding of the internal quality assurance system for EMMIR study programme in which responsibilities are clearly shared and coordinated. Regarding the internal quality assurance system for EMMIR study programme it was found out that from beginning of 2011 to December of 2012 several mechanisms in order to improve internal quality assurance system were implemented, such as:

1. evaluation of EMMIR study programme by students (with questionnaires and group discussions) focused on: a) information and support granted, b) implementation of academic objectives, c) quality of teaching, d) workload, e) materials and media used, f) content of the

- module, and g) personal experiences. In addition students are asked to evaluate the overall organisation, accommodation and infrastructure provided;
2. guest lecturers from associated partners are invited to provide peer review of the management and implementation of the programme at strategic points of the course;
 3. results of evaluation were discussed on CCM and relevant changes were agreed upon, such as:
 - a) EMMIR improving actions plan 2011/2012 on student's selection, organisation, management and student orientation, teaching and research and the Makerere University. Each section included objectives, measures and evaluation;
 - b) progress report with identification examples of good practices, problems and difficulties encountered and possible solutions.

At the moment of the site visit the International Board was established by Consortium Committee with intention to assure the programme's quality. International Board is composed of delegates of associates and other experts in the field. It will propose quality assurance measures based on Consortium Committee evaluation reports, third semester student thesis proposals and meetings with academic staff and junior and senior students.

Regardless of finding that there is a common understanding of the internal quality assurance system for EMMIR study programme in which responsibilities are clearly shared and coordinated it has to be underlined that the statement applies only for six partner institution, without one of the partner institutions (Makerere University Kampala). Namely, it was identified that consortium has serious problems with the Makerere University Kampala which does not respect the consortium agreement and neither has common understanding of the internal quality assurance system. The issues with Makerere University Kampala had not been apparent until the actual stay of students at Makerere University Kampala (summer 2012). Therefore the following actions were implemented in order to improve teaching and institutional support of third and fourth semester in the Makerere University Kampala: 1) negotiations with the Makerere University Kampala Dean and Principal; 2) development of interim solution (module) with the Mbarara University of Science and Technology; 3) revision and integration of the Makerere University Kampala module in cooperation with the Makerere University Kampala academic staff. However, according to problems that have emerged during the stay of students

at the Makerere University Kampala it is clear that organisational problems and provision of support for students and academic teaching have not been solved yet.

Conclusion and recommendations: Criterion on common understanding of the internal quality assurance system in which responsibilities are clearly shared and coordinated is fulfilled only partially. Common understanding of the internal quality assurance system for EMMIR study programme in which responsibilities are clearly shared and coordinated applies only for six partner institutions, without the Makerere University Kampala. Considering the serious problems with the Makerere University of Kampala which have negative impact on the overall quality of the study programme assessment panel has the same recommendation as in criterion 1 b.

Second recommendation is that consortium defines an action plan how to avoid or minimize the impact of such undesirable situations. Prior sending students to partner institution in the consortium a checklist should be done to assure that the same quality among the partners will be assured. Third set of recommendations regarding the quality assurance process could be assignment of tutor to each student or group of students that follow-up their progress along the course. The academic staff should have a place where they can share their perceptions about student group in order to adapt the teaching methods or contents to students' needs. The periodical nature of the coordination meetings has to permit implementing necessary changes while the modules are developing. The coordinators of the modules, especially the first "intensive module", should define how to avoid the repeating of contents of different sessions and the overload of students' work.

Criterion 4b: Stakeholder involvement

The stakeholders (students, staff, employers, graduates, etc.) are involved in the internal quality assurance activities (including graduate surveys and employability issues).

Findings: Consortium Committee consists of two members from each of the partner as well as two elected student representatives. EMMIR study programme has also 29 associate partners (data for June 2012) from all partner countries in the areas of aid and advocacy, civil society and culture, research and documentation, local authorities. Associate partners and other actors provide internships and employ graduates, provide guest lectures and information on

developments in the labour market, including skills and qualification profiles in demand. According to a relatively “new” study programme only staff and students are involved in the internal quality assurance. However, this is not the case of potential employers, graduates and associated partners.

Conclusion and recommendations: Criterion on stakeholder involvement is fulfilled only partially. Student and staff are involved in internal quality assurance system, however this statement does not apply for potential employers, graduates and associated partners which should be also involved in the internal quality assurance activities (as part of the Consortium Committee). Feedback from stakeholders, especially students and associated partners, could be shared more systematically by the programme management and the teaching staff.

Criterion 4c: Continuous improvement

The effectiveness of the system with regard to the continuous improvement of the programme can be demonstrated.

Findings: The consortium follows a comprehensive strategy and implements mechanisms for internal evaluation. Each year the consortium committee delivers an evaluation report to the partner institutions including precise suggestions on how to improve or adjust courses. This report is based on partners’ regular review of the quality of the course content and the teaching. According to the evaluation report and students interests the following improvements were made by the consortium:

1. new edition of student handbook;
2. “Monday morning wake-up call”;
3. the web-based management platform eConsort was adapted and all information about the students, including assignments and grading, was managed transparently via this tool (which is accessible to all lecturers). Students have individual websites to communicate and manage their course selection, submit assignments and follow up their mobility path information. All students made extensive use of the tool;
4. individual consultation session with each student early in the first semester;
5. introduction of route card for each student in order to improve trans-semester communication and create synergies;

6. initial consultations concerning each student's mobility path took place: students had the opportunity to familiarise themselves with the possibilities of mobility within EMMIR, in particular during the Intensive Phase where each partner institution presented its profile and network of associated partners;
7. the development of an individual mobility path was the focus of several individual and group meetings;
8. earlier deadline for students decision on mobility path;
9. seminars for academic writing for students;
10. English language was adjusted for second cohort;
11. preparation of research projects in small work groups followed by presentations in class as well as individual assignments such as book reviews, reflection papers and a research-oriented term paper;
12. presentation skills course was organized;
13. more individual coaching for presentation was provided.

Scholars and invited guest lecturers on both national and international levels gave public lectures, workshops, language tutoring and participated in the joint grading of EMMIR students' performance (in group presentations and written assignments). With regard to research, initial meetings for future cooperation with other departments took place; currently joint publications and a conference presentation by partners and selected scholars' scholarship holders are being conceptualised. Concerning the ethical issues with which students of EMMIR study programme are confronted during the internships consortium provided guidance, organized tutorials on ethical issues and specific trainings. Regardless of several improvements that were made the problem connected with the Makerere University Kampala still exists and has not been solved or improved yet.

Conclusion and recommendations: Criterion on continuous improvement is fulfilled only partially. Assessment panel identified several improvements that were made from the beginning of EMMIR study programme and had positive impact on quality of the study programme. However, the lack of institutional engagement from the side of the Makerere University Kampala still exists and the problem was not solved or improved yet. Therefore, the assessment

panel has the same recommendation as in criterion 1 b in order to continue with the same insensitivity of improvements also in the future.

Standard 5. Facilities and student support

Criterion 5a: Facilities

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

Findings: Facilities of the University Oldenburg, the University of Stavanger, the University of Nova Gorica, the University of South Bohemia are described in self-evaluation report, later the assessment panel obtained also description of African partner institutions. From the site visit and the documents it can be identified that all partner institutions provide high quality facilities.

Conclusion and recommendations: Criterion on facilities is fulfilled. Provided facilities are on a high quality level in all partner institutions. Recommendation of the assessment panel regarding the facilities of the Makerere University Kampala is connected with the finding under Criterion 5c. The Makerere University Kampala university should provide full access to all university's facilities.

Criterion 5b: Support

Student support provided by the joint programme contributes to the achievement of the learning outcomes and, where applicable, to designing individual study pathways.

Findings: Students of EMMIR are acquainted with six partner institutions and their academic staff from the beginning. Students get intensive support from academic staff and profit from constant communication among the six partner institution. It has to be emphasized that support provided by highly dedicated professional staff working at the University of Oldenburg is excellent. Students constantly receive also individual consultation concerning mobility path, individual coaching for presentation and guidance and support regarding ethical issues during the internships. However, students do not get enough support from the Makerere University Kampala. It was also identified that students do not receive enough support by choosing their internships in the third semester.

Conclusion and recommendations: Criterion on support is fulfilled only partially. Students get full support by six partner institutions which contribute to the achievement of the learning outcomes. However, assessment panel recommends that students should get more support before they choose their internships and they should know who are their supervisors in the third semester. According to the lack of support provided by the Makerere University Kampala assessment panel has the same recommendation as in criterion 1 b.

Criterion 5c: Services

The programme provides adequate student services to facilitate mobility (e.g. housing, guidance for incoming and outgoing students, visa issues, etc.).

Findings: After their admission is confirmed by the Consortium Committee, students receive an information package with student handbook covering all relevant information regarding travel preparations and the study programme. After choosing their mobility path, students receive similar information packages about the partner institutions hosting the following semesters. EMMIR study programme coordinator at the University Oldenburg assists students going to a non-European country in semester three with visa procedures. The consortium also developed an online platform especially designed for the needs of EMMIR students. It contains all relevant information on the partner institutions, the course structure, the modules and assignments and the mobility path. With the pre-arrival package students receive a password to get access to the platform. Consortium coordinators offer advices via Skype. The possibility of study and research in one of the African partner institutions is one of the strengths and added value of the EMMIR study programme. It has to be emphasized once again that services provided by highly dedicated professional staff working at the University of Oldenburg is excellent. However, level of support provided to the students by the Makerere University Kampala has not been satisfying enough. Students who stayed at the Makerere University Kampala at the beginning of the third semester (summer 2012) have reported lack of support, reliable assistance and lack of access (library).

Conclusion and recommendations: Criterion on services is fulfilled only partially. Students get adequate services to facilitate mobility by six partner institutions. According to the lack of services provided by the Makerere University Kampala assessment panel has the same recommendation as in criterion 1 b.

Standard 6. Teaching and learning

Criterion 6a: Staff

The composition of the staff (quantity, qualifications, professional and international experience, etc.) is adequate for the achievement of the intended learning outcomes.

Findings: According to the professional biography and bibliography of academic staff it can be evaluated that the composition of academic staff in EMMIR study programme is of high academic quality and it has high research potential. The composition is also very heterogeneous: different levels of experience, high number of academic staff involved in each module, different academic fields, the continuous changes of academic staff (they are not the same from one year to another). This can be seen as an added value, but also as a potential risk. Again, there is a lack of institutional as well as academic engagement from the Makerere University Kampala.

Conclusion and recommendations: Criterion on composition of staff is fulfilled only partially. The composition of staff of six partner institutions is adequate for the achievement of the intended learning outcomes and very enthusiastic, dedicated and reliable. However, there is a lack of institutional as well as academic engagement from the Makerere University Kampala. Therefore the assessment panel has the same recommendation as in criterion 1 b. Assessment panel also recommends that academic staff involved in teaching and managing activities should have additional assistance.

Criterion 6b: Assessment of students

The examination regulations and the assessment of the achievements of learning outcomes are applied in a consistent manner among partner institutions and oriented to the intended learning outcomes.

Findings: EMMIR module examinations and assessments together comprise the professional Master degree. Throughout the course students are asked to prove their commitment toward a successful completion of the programme. Student's attendance of all scheduled classes, tutorials and other forms of meetings with academic staff and/or fellow students is considered to be an integral part of the assignments. Assignments which are oriented to the intended learning outcomes are graded according to a shared framework among the partner institutions. Requirements for examinations and assessments guarantee standards in terms of the period of study and the content of the course, which is geared towards professional practice. Thus, all assignments are intended to test students' ability and skills to work according to academic

principles and for transition to professional practice. Most courses require a number of weekly or bi-weekly small assignments and a concluding final paper. The module requirements may contain several components. While the kinds of assignment vary according to the instructors' course design and projected learning outcomes, there are shared standards for each kind of assignment to ensure reliability for students and the quality of EMMIR study programme.

Conclusion and recommendations: Criterion on assessment of student is totally fulfilled. The examination regulations and the assessment of the achievements of learning outcomes are applied in a consistent manner among partner institutions and oriented to the intended learning outcomes. Assessment panel does not have any recommendation.

Criterion 6c: Achievement

The programme can demonstrate that the learning outcomes are achieved.

Findings: Based on the examples of student seminar works and examples of JMMIR master thesis which were provided on the site visit; data of research projects related to the EMMIR study programme (from all partner institutions); examples of improving action plans (from the last two years) it can be identified that intended learning outcomes of the study programme are achieved. Furthermore, from the documentation and interviews with the students it can be identified that students acquire an overview of migration processes in different geographical and historical settings, knowledge on gender concepts, research methodology and conducting research projects. They get multilingual profile, skills of academic writing, experiences in handling new media and communication technology, the ability to present work results to various audiences, competencies in self-management (goal-setting, decision-making), the ability to engage and identify discriminatory forms, competencies in team-work, strategies and policies for work in a variety of cultural/national contexts. Last but not least from the interviews with the students it can be identified that internship and mobility are very important elements and are very crucial in achievement intended learning outcomes.

Conclusion and recommendations: Criterion on achievement is totally fulfilled. Based on documentation and interviews with students it can be concluded that the study programme can demonstrate that the learning outcomes are achieved. The assessment panel recommends that

all Master thesis and seminar works are available to students and academic staff at all partner institutions. Research works of EMMIR study programme published online (with limited access) would be helpful for students. They could compare previous experiences and selected topics and upgrade research works that have already been done. In case that online documentation collection is not possible it would be sufficient to have published list of all research works and a small reference library at the University of Oldenburg.

Standard 7. National component (country)

Table 4: National components – compliance/non-compliance

Germany	
<p>1. Transparency</p> <p>a. The study programme, course of study, examination requirements and the prerequisites for admittance including the regulations for compensating disadvantages of handicapped students are documented and published.</p>	<p>Assessment criteria is totally fulfilled.</p>
<p>2. Equal opportunity</p> <p>a. Regulations are provided for compensating disadvantages of handicapped students;</p> <p>b. The interests of handicapped students are taken into consideration throughout the study process;</p> <p>c. Compensating disadvantages of handicapped students with regard to time-related and formal guidelines in the studies as well as in the final performance tests and those during the studies is ensured;</p> <p>d. The concepts of the Higher Education Institution for gender justice and for the promotion of equal opportunities of students in special situations such as students having health impairments, students having children, foreign students, students with migration background and/or from so-called educationally disadvantaged classes are implemented at the level of the programme.</p>	<p>Assessment criteria is totally fulfilled.</p>
<p>3. Formal requirements regarding the length and content of studies</p> <p>a. The standard period of study for full-time study amounts to four, three or two semesters for Master's programmes;</p> <p>b. A Master's qualification requires 300 ECTS credits including the preceding programmes for the first qualification for entry into a profession. This requirement may be waived in special cases where students can demonstrate that they are suitably qualified;</p> <p>c. Master's programmes require a dissertation, the purpose of which is to demonstrate the ability to deal independently with a problem in the relevant subject area on the basis of academic methods within a set period of time.</p> <p>d. The Master's dissertation should range from 15 to 30 ECTS credits.</p> <p>e. A module (which may comprise content taught within one semester or academic year, or extend over several semesters) is generally concluded with one examination and should account for at least five ECTS credits.</p>	<p>Assessment criteria is totally fulfilled.</p>
<p>4. Formal requirements regarding consecutive or further education programmes</p> <p>a. Master's programmes should be assigned to one of the categories "consecutive study courses" or "study courses providing further education".</p> <p>b. Consecutive master's programmes are to be structured as study courses which consolidate or extend knowledge, are multi-disciplinary or cover a different subject.</p> <p>c. Further education programmes require qualified practical professional experience of, as a rule, no less than one year.</p> <p>d. The content of the Master's programmes providing further education should take professional experience into account and build on it.</p>	<p>Assessment criteria is totally fulfilled.</p>
Czech Republic	
<p>The joint programme has its „guarantee“ (coordinator) at the Czech partner institution. This refers to a professor or an associate professor who is a full-time employee at the institution and not more than half-time employed at some other institution and whose research and publishing activities are closely connected to the specific joint programme.</p>	<p>Assessment criteria</p>

	is totally fulfilled.
If substantial changes occurred since the last accreditation (curriculum, subjects, staff, etc.), this has to be stated and described in the reaccreditation application.	Assessment criteria is totally fulfilled.
Norway	
The University of Stavanger has self-accreditation authority the assessment panel did not focus on special national criteria for the assessment of joint study programmes in Norway.	

Conclusion and recommendations: Criterion on national component is totally fulfilled. Assessment panel does not have any recommendation.

4. Final conclusions and recommendations

Final conclusions and recommendations are further on summarized according to the quality standards:

General conditions

The assessment panel concludes that two criteria are fulfilled only partially, third criterion on added value is totally fulfilled. All partner institutions are legally recognized and respective national legal frameworks of all European countries allow them to participate in EMMIR study programme and awarding a joint degree. However, there is a lack of information regarding African partner institutions. Assessment panel recommends consortium to obtain missing information for African partner institutions. Second criterion which is fulfilled only partially is cooperation agreement. It is evident that six partner institutions (University of Oldenburg, University of Stavanger, University of South Bohemia, University of Nova Gorica, Ahfad University for Women and Mbarara University of Science & Technology) agreed on all cooperation elements and share common understanding. However, seventh partner institution (Makerere University Kampala) provided a lack of capacity and engagement therefore it is recommended that consortium excludes the Makerere University Kampala from the consortium of EMMIR study programme in order to improve its quality. Third criterion on added value is totally fulfilled. EMMIR study programme can evidently demonstrate the added value of offering this joint programme in international perspective, such as: uniqueness, African perspective,

internship, transnationality, diversity. Recommendation of the assessment panel is that added value should be spread also to the main social actors.

Intended learning outcomes

Assessment panel concludes that all criteria on intended learning outcomes are totally fulfilled. EMMIR study programme has developed intended learning outcomes which are evidently shared among partner institutions. The intended learning outcomes are also in line with the corresponding level in the EQF and totally comply with the requirements in the migration in intercultural relations field. Regarding the curriculum assessment panel recommends that curricula should be enriched by involving more economic, political, legal and methodological aspects.

Programme

Assessment panel concludes that all criteria on intended learning outcomes are totally fulfilled. The admission criteria and selection procedures are in line with the study programme's level and discipline and structure as well as content of the curriculum corresponds with the intended learning outcomes. Regarding the pedagogical approach and intended learning outcomes it is clear that EMMIR study programme has an adequate structure with which the intended learning outcomes can be fully reached. Possibilities for internship experience provided by associated partner institutions are of high relevance for achieving intended learning outcomes. ECTS are clearly and transparently distributed among all partner institutions.

Internal quality assurance system

Assessment panel concludes that all criteria on internal quality assurance system are fulfilled only partially. It is totally evident that six partner institutions (University of Oldenburg, University of Stavanger, University of South Bohemia, University of Nova Gorica, Ahfad University for Women and Mbarara University of Science & Technology) have established common understating and are very enthusiastic in improving the internal quality assurance system. However, it was identified that consortium has serious problems with the Makerere University Kampala which have negative impact on overall quality of the study programme. Therefore, the assessment panel once again recommends that consortium excludes Makerere University Kampala from the consortium of EMMIR study programme in order to improve its

overall quality. Assessment panel also recommends that potential employers, graduates and associated partners should also be involved in the internal quality assurance activities (as part of the Consortium Committee).

Facilities and student support

Provided facilities are on a high quality level in all partner institutions. Regarding the support and services students get full support and services by six partner institutions which contribute to the achievement of the learning outcomes. However, assessment panel recommends that students should get more support before they choose their internships and they should know who are their supervisors in the third semester. According to the lack of support provided by the Makerere University Kampala assessment panel has the same recommendation as was stated previously.

Teaching and learning

Criterion on assessment of students and achievement are totally fulfilled. The examination regulations and the assessment of the achievements of learning outcomes are applied in a consistent manner among partner institutions and oriented to the intended learning outcomes. It can be also concluded that the study programme can demonstrate that the learning outcomes are achieved. The assessment panel only recommends that all Master thesis and seminar works are available to students and academic staff at all partner institutions. The composition of staff of six partner institutions is adequate for the achievement of the intended learning outcomes and very enthusiastic and reliable. However, there is a lack of institutional as well as academic engagement from the Makerere University Kampala.

National component

Criterion on national components for Germany and Czech Republic are totally fulfilled. Assessment panel does not have any recommendation.

Final conclusion

In final conclusion the assessment panel has to emphasize that EMMIR study programme is excellent in the following standards: intended learning outcomes (shared, level, subject/discipline), programme (admission, structure, credits) and partially also in the standard on teaching and learning (assessment of students, achievement).

The main problem of the study programme lies in the lack of institutional engagement from the side of the Makerere University of Kampala which eventually negatively impacted on most of the elements that were agreed within the consortium agreement, such as: overall coordination of the programme and/or sharing of responsibilities; mobility of students and academic staff; coordination and responsibilities regarding internal quality assurance; support for student mobility; public information on the programme. Moreover, this problem had negative impacts on the following assessment criteria/standards: cooperation agreement, internal quality assurance system, facilities and student support (therefore the standards are evaluated as satisfactory or good).

It has to be emphasized that in case that the assessment panel would assess only six partner institutions included in the consortium (University of Oldenburg, University of Stavanger, University of South Bohemia, University of Nova Gorica, Ahfad University for Women and Mbarara University of Science & Technology) without the Makerere University of Kampala it could conclude that study programme has good internal quality assurance system, has adequate facilities, provides excellent support and services to the students and has excellent staff. However, the assessment panel had to assess overall quality of the study programme (including the Makerere University of Kampala) therefore, the previously mentioned standards are evaluated as satisfactory and not good (or some even excellent). The assessment panel therefore recommends that according to the Administrative and financial handbook - action 1: Erasmus Mundus masters courses (source: Education, Audiovisual and Culture Executive Agency, 2012, chapter: A.1) the consortium excludes Makerere University Kampala from the consortium of EMMIR study programme in order to improve the quality of assessed standards.

Table 5: Assessment scale according to the findings

Standard	Criterion	Level of fulfilment			
		Excellent	Good	Satisfactory	Unsatisfactory
1. General conditions	1a. Recognition			X	
	1b. Cooperation agreement			X	
	1c. Added value		X		
2. Intended learning outcomes	2a. Shared	X			
	2b. Level	X			
	2c. Subject/discipline		X		
3. Programme	3a. Admission	X			
	3b. Structure	X			
	3c. Credits	X			
4. Internal quality assurance system	4a. Common understanding			X	
	4b. Stakeholder involvement			X	
	4c. Continuous improvement			X	
5. Facilities and student support	5a. Facilities		X		
	5b. Support			X	
	5c. Services			X	
6. Teaching and learning	6a. Staff			X	
	6b. Assessment of students	X			
	6c. Achievement	X			
7. National component	(Germany, Czech Republic)	X			

<p>Chair of the assessment panel</p> <p>Dr. Mojca Ramšak</p> 	<p>Panel secretary</p> <p>Dr. Alenka Braček Lalić</p> 
--	--

5. Annexes

- Annex 1 Composition of the panel
- ANNEX 2 & 3 Site visit schedule

ANNEX 1

Composition of the assessment panel:

1. dr. Mojca Ramšak, University of Ljubljana, Faculty of Arts, Slovenia (chair);
2. dr. Andreas Kapphan, Senate Representative for Integration and Migration, Germany (member);
3. Ms. Esther Adot Giménez, Catalan University Quality Assurance Agency, Spain (member);
4. Ms. Éva Réka Fazekas, ESU, Hungary (member)

Representatives from the Quality Assurance Agencies:

1. Dr. Alenka Braček Lalić was appointed by SQAA as a panel secretary
2. Mr. Ronny Heintze M.A. was appointed by AQAS as a silent observer to the site visit

ANNEX 2&3

SITE VISIT SCHEDULE OF THE JOINT MASTER STUDY PROGRAMME
“EUROPEAN MASTER IN MIGRATION AND INTERCULTURAL RELATIONS”

11th December 2012, 8:30–18:00 (University of Oldenburg)

Hour	Activity	
8:30–10:00	Coordination meeting of the assessment panel	
10:00-12:00	Meeting with the representatives of the university and the representatives of the joint master study programme EMMIR	University of Oldenburg <ul style="list-style-type: none"> - Prof. Dr. Budde (vice president for study affairs) - Prof. Dr. Kyora (dean School of Linguistics and Cultural Studies) - Prof. Dr. Karen Ellwanger (vice dean School of Linguistics and Cultural Studies) - Ursula Schnurpel (consultant for external evaluation and accreditation) - Isabel Müskens (head of division of study affairs) EMMIR <ul style="list-style-type: none"> - Dr. Lydia Potts (EMMIR coordinator) - Sabine Lohwasser (UOL) - Prof. Dr. Roberts Muriisa (MUST) - Prof. Dr. Ahmed Gamal Eldin (AUW) - Dr. Jure Gombac (UNG) - Prof. Dr. Nils-Olaf Östrem (UIS) - Dr. Ram Thein (USB) - Anna Marsikova (USB) - Jan Kühnemund (EMMIR management) - Carlotta Schulte Ostermann (EMMIR management)
12:00-12:45	Tour of the Campus	
13:00-14:30	Lunch	
14:30-16:15	Meeting with academic staff representatives	<ul style="list-style-type: none"> - Prof. Dr. Martin Butler - Dr. Lydia Potts - Dr. Maïke Engelhardt (head of language centre) - Jan Kühnemund - Prof. Dr. Roberts Muriisa (MUST) - Prof. Dr. Ahmed Gamal Eldin (AUW) - Dr. Jure Gombac (UNG) - Prof. Dr. Nils-Olaf Östrem (UIS) - Dr. Ram Thein (USB)
16:30-18:00	Meeting with the students	Cohort 1: <ul style="list-style-type: none"> - Oleksandr Ryndyk, Mercy Mashingaidze (category A); - Ina Jahn, David Himler(category B); - Bojana Babic (West Balkans...window); - Laura Tommila (self payer) Cohort 2: <ul style="list-style-type: none"> - Ligia Lopez, Cyntia Sampaio (category A); - Matteo Carbognani, Jaafar Alloul (category B); - Svetlana Kjoseva (West Balkans... window); - Sven Vierus (self-payer)

12th December 2012, 9:00–14:00 (University of Oldenburg)

Hour	Activity	
9:00–10:30	Meeting with the administrative units	<ul style="list-style-type: none"> - Prof. Dr. Kohler (dean of study affairs, MGP advisory board) - Sabine Lohwasser (head of administration, office of the dean) - Lars Behnke (teaching evaluation) - Klaus Wettwer (Examination office) - Nicola Albrecht (consultant for internal evaluation) - Jenka Schmidt (International Student Office) - Ursula Schnurpel (consultant for external evaluation and accreditation) - Dr. Lydia Potts (EMMIR coordinator) - Jan Kühnemund (EMMIR management) - Carlotta Schulte Ostermann (EMMIR management) - Anna Marsikova (USB)
10:30–12:30	Break and preparation/synthesis of findings of the assessment panel	
12:30–14:00	Presentation of findings of the assessment panel	<ul style="list-style-type: none"> - Prof. Dr. Karen Ellwanger (vice dean) - Prof. Dr. Kohler (dean study affairs) - Dr. Lydia Potts (EMMIR coordinator) - Ursula Schnurpel (consultant for external evaluation and accreditation) - Isabel Müskens (head of division of study affairs) - Prof. Dr. Martin Butler (EMMIR Consortium Committee member) - Sabine Lohwasser (EMMIR Consortium Committee member) - Prof. Dr. Roberts Muriisa (MUST) - Prof. Dr. Ahmed Gamal Eldin (AUW) - Dr. Jure Gombac (UNG) - Prof. Dr. Nils-Olav Östrem (UIS) - Dr. Ram Thein (USB) - Anna Marsikova (USB) - Jan Kühnemund (EMMIR management) - Carlotta Schulte Ostermann (EMMIR management)