Assessment Report (ZEvA P-1173-1)
on the Joint Master's Programme "European Master in Global Studies" (EMGS)
Submitted by: University of Leipzig
Faculty of Social Sciences and Philosophy
following the
European Approach for Quality Assurance of Joint Programmes

27th Meeting of the ZEvA Commission on 30 June 2026

Title of the Study Programme (implemented in …)	Awarded degree(s)	ECTS	Programme Duration	Type of Programme	Annual Intake Capacity	Average Number of Graduates per Year
European Master in Global Studies (implemented 01.01.2005)	Joint Degree (in combination with Double Degree), Master of Arts	120	2 years (4 Sem.)	full time	80	75

EQF-level: 7

Self-report submitted on: 02 February 2026
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Expert Panel (see also chapter II. 2)

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- Dr. Annette Skovsted Hansen, Associate Professor, Institute for Kultur og Samfund – Japanese Studies fag.,
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- Dr. Susan Carin Zimmermann, University Professor, Department of Historical Studies, Central European University, Wien/Austria
- Constanze Maria Litt, Head of Sector, DG BUDGET, European Commission, Brussels/Belgium (Professional expert)
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Hanover, 30 June 2026

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I. Outcomes of the Review Process and Accreditation Decision

1. Accreditation Decision of the ZEvA Commission

Based on the experts' report and recommendations, and in due consideration of the written response and submitted revisions of the self-report of the Gobal Studies consortium, the ZEvA Commission accredits the study programme "European Master in Global Studies"

offered by

Degree-awarding Partners in the consortium:

- University of Leipzig (Coordinating Institution)
- University of Vienna
- University of Wroclaw
- Roskilde University
- University of Ghent
- Addis Ababa University

Degree-awarding partner cooperating with the consortium

- London School of Economics and Political Science

Associate Partners:

- Dalhousie University/Canada
- Fudan University/China
- Macquarie University/Australia
- University of Otago/New Zealand
- University of California, Santa Barbara/USA
- University of Stellenbosch/South Africa
- Université de Yaoundé/Cameroon

without conditions for a period of six years.

The accreditation is based on the standards and criteria stipulated in the European Approach for the Quality Assurance of Joint Programmes.

2. Central Outcomes of the Assessment and Final Vote of the Expert Panel

2.1 Summary of the Experts' Findings

The expert group considers the Master's programme to be well designed. The Partnership and Cooperation Agreement from 2023 is very comprehensive and covers all relevant aspects.

The experts praise

- that the programme is exemplary in the European context because it contains many elements to be recommended as role model for other joint programmes
- the multidisciplinary approach to Global Studies
- the dedication to and investment in students on all levels, from administrators, faculty, leadership which gives a multiple input of dedication from all university partners in the consortium
- that the administration staff is very well integrated in the engagement for the programme (the consortium for example invests in the administration's engagement in the summer and winter schools)
- the good balance between the research-oriented approach and a more practical approach, depending on the co-operating university
- that the partner universities in the consortium are complementing each other with regard to their respective fields of specialisation
- that students have a positive perception of all joint activities (summer and winter schools)

2.2 Recommendations for Enhancement

The experts see room for development in some respects and, therefore, they would like to give following recommendations to the EMGS consortium. The experts advise the consortium to define approximately three (or more) of the following recommendations as being of both key importance for the future success and development of the study programme *and* realistically achievable (or supported) by all consortium members within a given time span:

Development of the consortium

The experts recommend to develop a strategy with a clear added value for finding new partners and to continue to recruit a Latin American and Asian university (with classes in English language) as full consortium members.

Quality Assurance

Since the consortium is very well experienced, the experts recommend that the consortium tries to focus on the strengths of each single partner university. The experts recommend a systematic strategic development planning.

The consortium should work on defining three aspects why students would benefit from studying at this respective university.

The experts see a lot of good approaches and ideas in the consortium. Yet, it became clear to the experts that students may not see all of this. Therefore, the consortium members should pay even more attention to its communication with students. The consortium should make sure that information is conveyed in an effective way and that it is understood by the students. The consortium should systematically double check whether information is received.

Intended Learning Outcomes (ILOs)

The experts recommend clarifying which professional skills (academic, professional and practical) are acquired in this study programme by explicitly spelling them out in the learning outcomes and course modules. Course modules and syllabuses should also explain how the intended learning outcomes are achieved through teaching methods and other means, and how attainment of the learning goals is measured at course level.

Structure and Curriculum

There was good insight during the onsite visit into the fact that different ways of thinking about what constitutes Global Studies are present in the consortium. The experts would like to encourage a more systematic reflection and visible engagement, within the consortium and in its self-representation towards the students and the broader academic public, on this variety and the complementarity of the various approaches. The fact that there is a variety of approaches, and how these address different dimensions of global studies and represent complementary thinking about what constitutes or what is important in global studies, should be clearly communicated, and in this way turned into a more visible asset of the programme.

The experts recommend to more systematically address challenges that the students face concerning the internships and learn from best practices already in place within the consortium.

The experts recommend giving cross-consortium mandatory information/problematization/best uses of AI in the beginning/during the winter schools.

Learning, Teaching and Assessment

The experts recommend setting up assessment criteria that are more explicit, more detailed and more harmonized throughout the consortium (not the least in response to the students' evaluations which were very mixed), and means of how you check on whether they are applied.

Teaching staff

The experts recommend striving for more gender balance in the core teaching staff not only at some, but at all consortium partners.

2.3 Final Vote of the Expert Panel

The expert panel recommends the Joint Master's programme European Master in Global Studies (EMGS) for accreditation without conditions. In accordance with the stipulations of the European Approach for the Quality Assurance of Joint Study Programmes, accreditation is recommended for a period of six years.

II. Assessment Report of the Expert Panel

1. Purpose, Design and Context of the Assessment Procedure

The consecutive Master's programme European Master in Global Studies (EMGS) was started in 2005 and was first accredited by the accreditation agency Centrale Evaluations- und Accreditation Agency Hanover (ZEvA) in October 2006. Since then, the study programme has undergone further development. Re-accreditations reviewed by ZEvA were successfully undertaken in 2012 and in 2020. The programme was positively reviewed and is currently accredited until 30 September 2026 (see self-report, accreditation certificate in Annex 16). Article 4 of the Partnership and Cooperation Agreement defines as one of the partners' duties to "fulfil the necessary formal requirements for accreditation of the European Master "Global Studies" Programme".

The Education, Audiovisual and Culture Executive Agency (EACEA) which administrates the Erasmus Mundus funding on behalf of the European Commission initiated further external quality assurance audits: among them the quality review by ECOTEC Research and Consulting Ltd. in October 2010, by the Education, Audiovisual and Culture Executive Agency (EACEA) in 2013, and by the Course Quality Advisory Board (CQAB) of the Erasmus Mundus Student and Alumni Association (EMA) in April 2016 (self-report, page 12)[1]. The results of these audits offered a basis for further development and for continuous funding under Erasmus Mundus.

Since its foundation, the study programme according to the self-report managed to further extend the Consortium, to deepen the cooperation and to diversify the funding sources.

Each member of the consortium follows according to article 9 of the Partnership and Cooperation Agreement (PCA) its own institutional quality assurance procedures to ensure that the programme maintains its high academic quality (self-report, annex EMGS CA 2024 all partners.pdf). In addition to the local quality assurance procedures, the study programme EMGS also has its own quality assurance mechanisms in place. These include: formal and informal feedback from students, feedback from teaching staff and co-ordinators to the steering committee, student survey, alumni survey, comments from external examiners (when possible) and examination results.

The regular trans-consortial evaluations with student representatives take place at summer and winter school and the evaluations at course level at every partner university. Every third year an overall programme evaluation is implemented by Leipzig University, including a student survey.

The programme is assessed against the criteria defined by the European Approach for Quality Assurance of Joint Programmes. The criteria are based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) 2015. The European approach is fully applicable in all the European partner countries.

The EMGS consortium applied for the re-accreditation of the Master's programme Global Studies under the European approach for the first time on 19 February 2019. The programme was re-accredited by the German Central Evaluation and Accreditation Agency (ZEvA) to fulfil the criteria of the European

[1] Examples of reports of the respective audits can be found in the self-report, annex 12.

approach, and the accreditation was recognized by the German Accreditation Council (Akkreditierungsrat).

Additionally, Leipzig University as co-ordinating institution has also proved all the premises for the use of the European approach for this Master's course according to § 33 of Musterrechtsverordnung. Leipzig University has notified the Accreditation council about the results and the decision for re-accreditation under European approach.

The programme was positively reviewed and accredited until 30 September 2026 (see self-report, accreditation certificate in Annex 16). The contract for re-accreditation has been signed by ZEvA and the Leipzig University as co-ordinating institution of the EMGS Consortium.

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

2. Panel of Experts

In all external quality assurance procedures, ZEvA applies the peer review principle. The expert group of this procedure includes three experts from academia, one from professional practice and one student. Accordingly, the panel of this procedure adequately represents expertise in the relevant disciplines, the labour market/world of work in the relevant field(s), and expertise in quality assurance in higher education. Experts are carefully selected based on the areas of expertise that have to be covered in the expert group. The panel includes members from three participating countries involved in the consortium. Additional criteria to be considered are (among others) experience with quality assurance procedures and gender diversity. Upon proposal of the project officer in charge, the panel was approved by the ZEvA Commission and by the consortium.

Besides the criteria mentioned above, panel members must be independent and impartial. ZEvA closes contractual agreements with experts which include a code of conduct and a manual detailing their task and cooperation with the agency. Through these contracts, ZEvA ensures their impartiality. The following criteria for conflict of interest are applied throughout:

- Family ties or personal relations or conflicts.
- Teaching positions (also as external lecturer or guest professor) at the university to be assessed within the last 3 years or in the foreseeable future.
- Participation in on-going or recently completed appointment procedures at the university to be assessed.
- Participation of members of the university to be assessed in recent assessments of the experts' university.
- Personal or shared economic interest in the accreditation.
- Direct competition of the university to be assessed with the expert's projects or programmes.

- Close cooperation (e.g., conjoint research projects or other close collaboration) within the last 3 years.
- Current or recent enrolment as a student at the university to be assessed.

In all procedures, the higher education institution (HEI) can object to the composition of the expert group but has no explicit vetoing right. Objections can be based either on conflicts of interest or insufficient expertise for the subject matter to be assessed. In this procedure the expert group was presented to the HEIs and no objections were raised.

The composition of the expert group is as follows:

Representation of academia:

- Dr. Andreas Nölke, Professor for Political Science, Institute for Political Science, Goethe University Frankfurt am Main
- Dr. Annette Hansen, Associate Professor of Japan and Global History and Head of the Department of Global Studies, School of Culture and Society, Aarhus University, Denmark
- Dr. Susan Carin Zimmermann, University Professor, Department of Historical Studies and Department of Gender Studies, Central European University, Wien/Austria

Representation of professional practice:

- Constanze Maria Litt, Head of Sector, DG BUDGET, European Commission, Brussels/Belgium (Professional expert)

Student Representative:

- Marco Stöhr, student of M.A. Political Science and Public Administration, M.Sc. Social and Economic Data Science, University Konstanz (Student expert)

The experts would like to thank all members of the consortium for the comprehensive self-evaluation report and everybody involved, included students and staff members, for the open, constructive discussions during the talks in Leipzig.

3. Introduction: The Study Programme at a Glance

The European Master in Global Studies (EMGS) is a jointly designed, fully-integrated, interdisciplinary study programme that issues a joint degree. It addresses students from all over the world. According to the self-report (page 6) the programme has a stable and increasing number of applicants since its inception. In 2025 about 1639 applied for an intake of about 80 study places in the consortium.

The program is jointly offered by a consortium of five European universities (the universities of Ghent/Belgium, Leipzig/Germany, Roskilde/Denmark, Vienna/Austria and Wrocław/Poland) as well as a number of cooperating higher education institutions in and outside Europe. All degree awarding institutions (among these also the London School of Economics and Political Science/England) have signed a partnership and cooperation agreement that stipulates the rights and obligations of all parties involved. The University of Leipzig functions as the central coordinating institution.

Its associated partners enhance the multi-perspectivity of the programme and increase opportunities for student and staff mobility. The regular duration of the programme is two years; to obtain the Master's degree students study 120 ECTS. All students enrolled in the programme divide their period of study between at least two of the participating HEIs, i.e. after spending the first year at one of the European universities, they move to another hosting institution for the second year. It is also possible to spend the third semester at one of the non-European partner institutions and all courses taken there are fully credited towards the Global Studies programme. In the overall majority of cases students can study at least one of the two study places they indicated as their first choice. According to the self-report however, the choice of universities is not up to the students themselves but to the steering committee of the consortium (see self-report, page 24). Requests for change of mobility track is possible in case of reasonable grounds. Depending on their individual mobility tracks, graduates of the program receive either one degree jointly issued by their two host universities (joint degree) or one degree from each of the universities (double degree).

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

The EMGS Consortium brings together the specific strengths of programmes in the fields of Global History and Developmental Studies (Vienna), International Relations/Global Studies (Wrocław), Global and Area Studies (Leipzig, Roskilde, and Ghent), and Peace and Security Studies (Addis Ababa) as well as the strengths and the different perspectives of the partner universities in the field of globalization research. The main language of instruction, examination and communication within the Consortium is English. The EMGS programme has according to the self-report (page 6) developed into a platform to analyse globalization projects and has included in all study places courses that deal with the conflicts and tensions between them as well as with the disruptions in globalization processes (including discussions around a multi-crisis shaped by climate change, global health challenges, geopolitical tensions and war as well as technological disruptions and digital transformations).

In terms of further developing and improving the composition of the consortium, Leipzig University is in negotiations with further potentially associated members of the consortium, to broaden its geographical and academic scope (i.e. Sweden, South Korea, Japan, Brazil, Ecuador and Peru). The

consortium has followed the proposal by the previous expert panel to drop the subheading "A European Perspective" from the programme's name, which was no more in line with the development of the curriculum and its enrichment with the contributions from Non-European partners in the last years.

4. Quality Assessment of the Study Programme

4.1 Eligibility

4.1.1 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.

As stated in the self-report the national Master's programmes at all degree awarding universities are fully recognized in all programme countries and all partners are state-recognized HEIs in their respective countries (self-report, page 11).

Degree-awarding Partners in the consortium are

- University of Leipzig (Coordinating Institution)
- University of Vienna
- University of Wrocław
- Roskilde University
- University of Ghent
- Addis Ababa University

Degree-awarding partner cooperating with the consortium is

- London School of Economics and Political Science

Associate Partners are

- Dalhousie University/Canada (public)
- Fudan University/China (public)
- Macquarie University/Australia (public)
- University of Otago/New Zealand (public)
- University of California, Santa Barbara/USA (public)
- University of Stellenbosch/South Africa (public)
- Université de Yaoundé/Cameroon (public)

With regard to the degree the universities of Leipzig, Vienna, Ghent, Wrocław and Addis Ababa award the joint degree „Master of Arts in Global Studies" to all students who study both years at two of the five universities. For the combinations with Roskilde graduates are awarded a double degree ("Master of Science" in Social Science, specialization Global Studies and "Master of Arts" in Global Studies).

In addition, the following national degrees are awarded by Consortiums' universities:

• University of Vienna: Master in Global Studies

• University of Wrocław: "Master of Arts" in International Relations, specialization Global Studies

Students who complete the special emphasis in Global Studies and Economic History are awarded a double degree, consisting of a "Master of Arts" in Global Studies from the University of Leipzig and a "Master of Science" in Global Economic History from University of Vienna.

All degrees are accredited with the same level of qualification in the European Qualifications Framework.

In Denmark, due to a 2005 ministerial decision, a joint degree is still not possible. The students who study in Roskilde are awarded a double degree.

Leipzig University as the coordinating institution provides all graduates of the EMGS with a Joint Transcript of Records and a Joint Diploma Supplement, in accordance with the model developed by the European Commission, the Council of Europe, and UNESCO/CEPES. The Joint Transcript of Records contains information of all courses studied at all partner universities and shows the grades and credits obtained. Credits from study mobilities at the non-European universities are fully integrated.

The diploma supplement (see self-report, annex 7) contains information on the holder of the qualification; the length and level of the qualification; the placement within the national qualifications framework, the access requirements, the study programme and obtained results, the student's learning outcomes, the description of the grading system, as well as additional information on mobility tracks and other matters. Furthermore, it contains descriptions of the national higher education systems of the partner universities, which are provided by the national higher education agencies. These documents explicitly describe the joint character of the study programme and the degree as well as the affiliation to the European Master in Global Studies (see self-report, page 11).

Experts' Appraisal

During the on-site visit, the consortium's legal and accreditation status was discussed in detail, and it is evident that the EMSG programme is supported by a robust legal framework. By also checking the information from the self-report, cooperation agreements and the universities internet platforms the expert group assured themselves of the fact that all consortium partner institutions are national or public universities and thus per se state-founded and state-recognized by the relevant authorities of their countries.

All partner institutions are fully accredited in their home countries and are legally entitled to award degrees. All HEI partners confirm this by committing themselves to award either a joint degree or - if is not possible according to the legal framework of their country – a double degree, e.g. in Roskilde / Denmark. Also, the consortium partners have all signed the cooperation agreement (see self-report, annex EMSG CA 2024 all partners.pdf) in which they confirm that the degree(s) belong to the higher education degree systems of the countries in which they are based. This guarantees that the joint degree is recognised internationally.

The experts praise the composition of the consortium with highly research-oriented universities with good reputations. In terms of further developing and improving the composition of the consortium, the consortium is in negotiations with further potentially associated members of the consortium, to broaden its geographical and academic scope (see self-report, page 8). During the on-site visit, the members confirmed their wish for further expanding, on the one hand because of students' requests and on the other hand because of geographic and academic reasons. The consortium expects to continue with future partners, e.g. Gothenburg University, Shanghai University, Sogang University. Yet,

the expert group were not convinced that there was a clear strategy or a defined vision for finding new partners. The experts recommend to develop a strategy with a clear added value for finding new partners and to continue to recruit a Latin American and Asian university (with classes in English language) as full consortium members.

The experts regard the standard as fulfilled.

Recommendation for further development:

– The consortium set up a strategy following a common vision for finding new partners for the EMSG consortium.

4.1.2 Joint Design and Delivery

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

The programme "European Master in Global Studies" (EMGS)[2] has been offered by a consortium led by Leipzig University since 2005.

The development of the design and delivery of the programme is described in the self-assessment report (SAR, pages 11 -14):

The initial curriculum of the comprehensive programme brought together the specific strengths in the fields of Global History and Developmental Studies (University Vienna), Global Economic History (London School of Economics), International Relations/Global Studies (University Wrocław), and Global Studies (University Leipzig). Over time new partners (Universities Roskilde and Ghent) were integrated.

Because of the Brexit the London School of Economics (LSE) has left the Consortium but continues to cooperate closely through a special emphasis of the MA Global Studies in form of a Double Degree between Leipzig University and the LSE in Global Studies and Economic History.

The consortium found common teaching modules while at the same time allowing the students to benefit from the particular strengths of the respective partner universities. The consortium has focused on academic and institutional innovation by: "(1) expanding blended and distance-learning methods to better involve non-European partner universities; (2) advancing the transregional approach in empirical and methodological courses; (3) co-developing joint textbooks to strengthen the discipline and offer students quality research; and (4) adding more student-driven collaborative activities." (see self-report, page 14).

The study programme has a common structure of modules; 1st term Foundational Courses, 2nd term Specializations, 3rd term Specializations and Practical Experience, 4th term Master's thesis. The modules will be described in detail in chapter 4.3.1. The early achieved harmonizing of the foundational courses and the establishment of an identical module structure at all places of study facilitates according to the SAR an easy and trouble-free transition between the different sites of the EMGS Consortium.

All current five European full partners (Leipzig, Vienna, Wrocław, Gent and Roskilde) adhere according

[2] In the beginning the title of the programme was "Global Studies – A European Perspective".

to the SAR to this structure and recognize the successful completion of the programme according to the different mobility tracks as well as the delivery of common learning outcomes. Also, according to the SAR the non-European and associated partners integrate well into this Master's programme by adding additional expertise in different topics in the third term when the students' exchange take place.

The jointly organized compulsory winter and summer schools, that are held since 2006, help to bridge the different study places. During the winter and summer schools all students of the programme come together for academic workshops and joint activities. The workshops at the winter and summer schools are co-taught by lecturers from at least two different consortium universities. The concept of the workshop is to confront students with different understandings of key concepts within a particular dimension of Global Studies in order to discuss their analytical application in relation to both topical issues and academic debates. Also, further integration of second and third semester modules is regularly prepared by co-teaching activities of scholars from different member universities of the consortium during summer and winter schools.

According to the self-report the curriculum benefits from transregional perspectives that enrich the teaching on the effects of global processes on specific regions by exploring the entanglements across continents. The consortium has adopted innovative structures and approaches from other academic systems. In return, such adoptions contributed to the development of Global Studies into an independent discipline. This intense dialogue also helped to strengthen a (pan-)European perspective.

The jointness of the study programme can also be seen in the coordinated procedure of the Master's Thesis where students during summer school receive feedback from teaching staff from the European partner universities as well as from their fellow students. The respective Board of Examiners then decides on the acceptance of the topics and assigns a supervisor and a second grader.

There are joint research initiatives undertaken among the European partner universities that are also closely connected to leading interdisciplinary research centres at the non-European partner universities (such as the Orfalea Centre for Global and International Studies at UCSB or the German-African Cooperation Centre at Yaoundé I University).

At the same time, the consortium has developed strong links to institutions representing the various dimensions of future student employment (the business world, public service, international and national NGOs, research centres, and prominent think tanks). The consortium writes in the SAR (page 13):

"Unique qualities of the programme are (1) in-depth research on the historicity of current globalization processes in comparative and transregional perspectives; (2) expert research and teaching competences for all world regions and their transregional entanglements; (3) inclusive analyses of economic, political, and cultural globalization processes; (4) embeddedness in different European societies and implementation of these perspectives on globalization; and (5) unique learning experience in a vibrant and truly multicultural learning environment; (6) integrated and well-structured study mobility at at [sic] least two universities; (7) close connections to employment opportunities. All these qualities represent the added value of the joint curriculum. None of the partners could offer such a programme on their own."

Based on their experiences in the labour market the growing number of EMGS alumni[3] is dedicated to contributing to further developing the programme according to current needs.

Experts' Appraisal

The experts evaluate that the joint programme is offered jointly, involving all cooperating institutions in the design and delivery of the programme. The summer and winter schools seem to offer important links between the cooperation partner universities as well as students of the programme from different universities. The joint design and continuous delivery of the programme for 20 years are well described in the self-report. This and the previous accreditation processes were used as opportunities to continuously develop the programme further, resulting in the curriculum that forms the basis of further assessments below.

During the on-site visit the partner universities could give examples for common existing research projects between the cooperating universities. The experts praise that the consortium will benefit from the alumni network through a new newsletter (launched in 2026).[4]

All in all, the expert group gained the impression that the consortium developed a common understanding of the project, and the jointness of the approach was evident.

The experts regard the standard as *fulfilled.*

4.1.3 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.*

The first Partnership and Co-operation Agreement was signed in 2010 by the European members of the Consortiums (self-report, page 18). In February 2018, this Agreement has been extended and signed by all European partner universities and the non-European Partner Universities with an Erasmus Mundus full member status (Fudan University, Jawaharlal Nehru University, Macquarie University and the University of Stellenbosch). Dalhousie University, the University of Otago, the University of California in Santa Barbara and the University of Yaoundé I participate in the Consortium as associate partners. The University of California in Santa Barbara did not sign the common agreement but send a letter of intent (signed 6 February 2018) with which the University declares its intention to continue to participate in the programme European Master in Global Studies (EMGS)[5].

[3] According to the SAR, page 13, there are over 1100 graduates from more than 80 countries
[4] GSPSA_Alumni_Newsletter__1-2026.pdf
[5] see appendices 1. Cooperation agreements_signed, annex UCSB_letter of Intent. pdf

The most recent Partnership and Cooperation Agreement was signed in 2023. Changes in the funding by the European Commission had been made which lead to further specified joint governance structures in the consortium and an adjusted budget management. In the preamble of the agreement the consortium states

"Jointly confirmed the integrated programme in the field of Global Studies set up in 2005 and enriched it with the contribution of the University of Roskilde since 2010 and of Ghent University from 2017. The integrated study programme is designed to make best use of each partner's strengths and competencies in the field, strictly up to date in content and truly European in shape."

The agreement contains regulations on

Article 1 Purpose and duration,

Article 2 Implementation framework,

Article 3 Structure of the Consortium,

Article 4 Rights and Obligations of the Parties,

Article 5 Intellectual Property Rights

Article 6 Confidentiality

Article 7 Publicity

Article 8 Warrant & Liability

Article 9 Evaluation/ Quality Assurance

Article 10 No partnership no agency

Article 11 Assignment

Article 12 Amendments

Article 13 Severability

Article 14 Settlement of Disputes

Article 15 Language and

Article 16 Notices as well as

Annexes

The Partnership and Cooperation Agreement regulates the admission, the student and teacher mobility, the examination and grading, the academic degrees and the degree awarding institutions, the recognition of courses, the language policy, the coordination and the rights and obligations of the parties, the evaluation and quality assurance within the consortium. It also includes common standards and progression rules for all the mobility tracks. The annexes include among others Grade Conversion Tables, a template for a joint Diploma and Diploma Supplement, a Budget plan and a Student contract.

According to the SAR all the details regarding the recognition of credits and joint degree awarding procedures are regulated by the Degree Agreement. In particular the parties fully and automatically recognise courses, which are developed for the master as well as examinations passed at the other institutions of the Consortium. signed in April 2009 by Leipzig University, the University of Vienna and the University of Wroclaw.

Beyond this cooperation agreement for the study programme EMGS the University of Leipzig has

further agreements with associated partners that contribute to the programme in valuable ways. For example, an agreement between the Leipzig University and the University of Addis Ababa concerns the exchange of students, faculty and research papers, joint research projects, as well as organizing scholarly events. Students benefit from the wide range of regional and topical expertise provided by these universities (self-report, page 14).

Experts' Appraisal

The Partnership and Cooperation Agreement determines a standard structure and curriculum of the EMGS programme (see, EMGS CA all partners, page 24 "annex 3" and chapter 4.3.1 in this report).

The implementation of this curriculum is regulated in a cooperation agreement. This agreement includes regulations for the governance of the programme and its quality management to guarantee an integrated character of the programme.

The experts evaluate the cooperation agreement as very well designed. All aspects that are expected to be regulated by the cooperation or consortium agreement are adequately covered. This includes the denomination of the degree awarded, the coordination and responsibilities of the partners involved regarding management and financial organization, the admission and selection procedures for students, the mobility of students and teachers, the examination regulations, the student assessment methods and the recognition of credits and degree awarding procedures in the consortium.

Also, the recognition of academic achievements among the partners is regulated indirectly. In annex three in the standard curriculum the consortium determines: The non-European universities are selected by the Consortium with regard to their ability and willingness to provide courses (under the full supervision of the Consortium that guarantees accordance with the curricular standards, aims and goals as well as recognition of the credits earned). Thus, recognition of credits among the consortium partners and associate universities is guaranteed.

The following chapters provide detailed information and assessment on the topics mentioned.

The experts regard the standard as *fulfilled*.

4.2 Intended Learning Outcomes (ILOs)

4.2.1 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).

The learning outcomes (ILO) include "*knowledge and skills, both academic and professional, as well as attitudes and competences that are foreseen for the second cycle*" (self-report, page 14). The ILOs of the Master's programme have according to the SAR been designed in order to correspond to level 7 of the Framework for Qualifications in the European Higher Education Area (EQF) and the National Qualification Frameworks (NQF) of the degree awarding universities. The self-report summarizes the ILOs as follows:

"Knowledge

According to the provisions of the EQF and relevant NQF students should achieve a level of highly specialized knowledge as the basis for original thinking and/or research and to develop a critical awareness of knowledge issues in the respective.

During the joint European M.A. in Global Studies students learn:

(i) to develop a multidisciplinary understanding of processes of globalisation (Global History, International Studies, Political Economy, Human Geography, Transregional and Area Studies etc.), knowing how concepts of globalisation worked out in the past and today in different world regions, and

(ii) to have insight into the production of social scientific knowledge and to relate this knowledge production to concepts of globalisation.

(iii) to develop a multidisciplinary understanding of processes of globalisation (Global History, International Studies, Political Economy, Human Geography, Transregional and Area Studies etc.), knowing how concepts of globalisation worked out in the past and today in different world regions

(iv) to have insight into the production of social scientific knowledge and to relate this knowledge production to concepts of globalisation

Skills

The EQF and the NQF foresee for level 7 specialized problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields.

The European M.A. in Global Studies enables its students to:

(i) to develop the necessary social and communicative skills to work both independently and in collaboration with others, in a profoundly multidisciplinary and multicultural context

(ii) to be aware of one's own rootedness in a specific discipline and academic culture, and to develop general and professional skills for a wide range of possible future employment via internships as well as via the teaching in class of skills that are required in specific labour markets (such as simulations of international conferences, presentations of short memos on complex topics, explanations of the organizational consequences of certain political ideas in a multilevel governance system, etc.)

(iii) to be able to compare and apply socio-political concepts and configurations and to investigate their mutual interactions

(iv) to be able to apply these insights and concepts in the design and execution of an independent study or research project, and present it in a scientifically sound paper, report or thesis."

Experts' Appraisal

The formal requirements to comply with the second cycle of "The framework of qualifications for the European Higher Education Area" are clearly fulfilled because the study program EMGS covers 120 ECTS.

The ILOs describe clearly what the "Highly specialised knowledge" in the EMGS programme is and also, what the problem-solving skills are. The students will learn to manage and transform study contexts

that are complex, unpredictable and require new strategic approaches, for example through "*simulations of international conferences, presentations of short memos on complex topics"* and other projects. The Master's programme enables students to take responsibility for contributing to professional knowledge and practice and for reviewing the strategic performance of teams, because they will have learned to "*develop the necessary social and communicative skills to work both independently and in collaboration with others, in a profoundly multidisciplinary and multicultural context"*.

The ILOs that the consortium describes in the self-report are in line with the profile in the joint diploma supplement 4.2.

All in all, the experts perceive the overarching learning outcomes regarding to methodological competences, communication and to knowledge and understanding in their field of study as adequate. The experts have no doubts that alumni have obtained the necessary learning skills to allow them to continue to study in a manner that may be largely self-directed and autonomous. To achieve this ILO, not only the teaching contents and formats contribute but in particular the chosen structure of the program that includes the necessity to make individual choices on their individual projects. In summary, the ILOs defined cover all key points of the EQF for Master's programs and the ILOs clearly correspond to a Master's level.

The experts regard the standard as *fulfilled*.

4.2.2 Disciplinary field

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

Globalization is a paradigm in many disciplines and no single discipline can provide a comprehensive explanation for globalization processes. The study programme contextualises "*Europe within a global framework, encouraging perspectives from both inside and outside the continent*" (self-report, page 16). Therefore, according to the SAR the programme Global Studies has an explicitly interdisciplinary focus: "The study programme brings together contributions from Area Studies (China; India; Japan and Central Asia; Northern, Central, and Latin America; Eastern and Western Europe; the Middle East; sub-Saharan Africa; and the Pacific region), Political Geography, Global History, Political Science, Political Economy, and Cultural Studies" (self-report, page 15). The goal of the programme is to give students a multidisciplinary "*grasp of globalisation – covering Global History, International Studies, Political Economy, and Cultural and Area Studies – to understand how globalisation projects have worked across regions and eras. This includes examining how social scientific knowledge is produced and how it is being connected to variable globalisation theories*." (self-report, page 15).

In addition to comparing different world regions the EMGS programme has over time increasingly focused on analysing transregional connections: "*Highlighting transregional phenomena offers deeper insight into the true extent of certain processes that may initially seem simply global in nature. Such a transregional agenda plays out in seminars on intercontinental migration, new geopolitics (e.g. the US-led "global war on terror" or the Chinese "One belt, one road" initiative), the emergence and development of inter-continental commodity and value chains, but also the formation and functioning of alliances of international NGOs and the emergence of new global challenges of climate change or global*

health." (self-report, page 12). The lecturers of the programme demonstrate in their research and teaching, *"how globalization processes vary profoundly in their transregional reach and scope, resulting in different spatialities and temporalities of the global*". (self-report, page 15).

To deal with this complexity of globalization the students learn both, comparisons and entanglements between different world regions and to critically reflect and discuss these different perspectives.

During the further development of the programme and its ILOs the consortium found it very important that students develop "*a sense of global citizenship through the self-reflexive and critical awareness of one's own rootedness in a specific discipline and culture, as well as a responsible and dynamic commitment to addressing complex global challenges*." (self-report, page 15). From here, students develop their specific independent research skills: "*At all study places students are trained to reflect on theories and methods used for the study of globalization, they receive training in academic writing and are offered possibilities to conduct research internships and to be involved in the research projects of the consortiums' universities*". During the winter and the summer schools of the programme, students learn about the research foci of all the different study places and to receive feedback to their own research proposals for their Master's thesis.

Exchanges among universities as well as within globally diverse student cohorts according to the SAR are fostering robust interaction and professional conduct. A culture of interdisciplinary respect is essential for a successful study in Global Studies. EMGS promotes this through courses on the history of the discipline, reflective methodologies, and key theories (self-report, page 16).

The EMGS programme imparts key competencies and lifelong learning skills for a wide range of possible future employment through the courses, via internships and also through practical orientated assessments.

Experts' Appraisal

The experts consider that the intended learning outcomes comprise very well knowledge, skills, and competencies in the disciplinary field of Global Studies. They share the consortiums view on the complexity and many-sidedness of globalization and praise that the EMGS programme owes to these different ways of thinking about what constitutes global studies.

During the onsite visit, it became clear that there are different approaches to Global Studies within the consortium. The experts would like to encourage more systematic reflection and visible engagement within the consortium and in its self-representation to students and the broader academic public on this variety of approaches and how they complement each other. It is important to clearly communicate the variety of approaches and how they address different dimensions of global studies and represent different ways of thinking about what constitutes or is important in global studies. In this way, the variety of approaches can be turned into a more visible asset of the programme.

Also, the experts evaluate that the consortium could be more explicit about the non-research competences.

The experts regard the standard as *fulfilled*.

Recommendation for further development:

- The consortium should systematically reflect on its multidisciplinary approaches to Global Studies

within the offered programme and show this variety and the complementarity of these approaches within the consortium in its self-representation to students and the broader academic public.

- The consortium should be more explicit about the non-research competences.

4.2.3 Achievement

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

The EMGS programme aims to achieve the intended learning outcomes through a combination of mandatory courses, elective projects, internships and a research-oriented Master's thesis. The students have the possibility to specialise and to connect research in Global Studies with regard to their respective own rootedness in a specific discipline and culture. Project work complements the traditional teaching formats in class.

According to the SAR the achievement of the intended learning outcomes is regularly monitored at different stages of the programme implementation (more information on quality assurance is given in chapter 4.9).

An important way to demonstrate that the intended learning outcomes are achieved are the summer and winter schools when all students from all study places come together. Here students' feedback rounds take place, the study programme evaluation is conducted by the Leipzig University and also the alumni surveys.

The uniting principle of the consortium is to understand the specificity of the various globalization projects and their mutual constitution in an increasingly interconnected world. The study places Ghent, Leipzig, and Vienna offer a wide range of Cultural-, Historical-, and Social Science-based Area Studies courses, Wrocław concentrates on post-socialist transformation in Eastern Europe and Asia, and Roskilde investigates transregional relations between Europe and African, Latin American, and Asian countries, with a methodological focus on development cooperation.

As a result, there are according to the SAR very specific mobility track options, which allow students to achieve different academic and professional specializations and which can be tailored to the particular needs and ambitions of the individual student while following the same standards across the EMGS Consortium. Students have the choice to focus on different economic, political, or cultural aspects, which will be geographically and methodologically broadened at the second-year university (self-report, pages 24 and 25).

A study period at one of the non-European partner universities can according to the SAR also contribute to further academic specialization: "*Addis Ababa U (questions of peace and security policy and African regionalism); Dalhousie U, Halifax (international development cooperation between Global North and Global South); Fudan U, Shanghai (current Chinese geopolitics and Pacific cooperation); Macquarie U, Sydney (questions of ecological and climate policy in the Anthropocene); Otago U, Dunedin (new regionalisms from a South Pacific perspective); UC Santa Barbara (the interdependency of North, South, and Meso American globalization projects); Stellenbosch U (integration processes in Southern Africa and post-apartheid transition); and U Yaoundé I (the global role of Francophonie as international organization and cultural network). At each of these universities, a globally oriented study*

programme is offered, some of them belonging to the leading GS programmes in the world. In the framework of EMGS, they offer specific courses tailored to the specific need of our student" (self-report, page 25).

In its SAR the consortium gives examples of many-sided topics of master thesis at different study places (Universities of Leipzig, Roskilde, Wroclaw, Vienna and Ghent). It illustrates both the ability of students to make use of the research foci of the respective universities and the learning outcomes achieved during the programme (self-report, pages 17 and 18).

The consortium outlines in the SAR results from the employment perspectives of graduates: "*According to the last alumni survey from 2020 (see annex 14) the majority of the alumni (83%) work in sectors that are close to the content of their studies, namely politics/policy advise, development cooperation/civil society, public administration, and doctoral and higher education research, which was to be expected given the goals of the programme. At the same time, there are also fields that were less foreseen and are therefore somewhat surprising: for example, communication technology/transportation (9%), health care (2%), energy (3%), and construction/manufacturing (3%)." (self-report, page 19).*

Therefore, the consortium concludes that the study programme equips students with skills relevant to a variety of careers, not just those directly related to their field.

The consortium draws similar conclusions for the sector of employment for those disciplinary and transdisciplinary fields undertaken by students in their PhD thesis: "*A large group (22%) stated in 2020 that they pursue a PhD in the field of political science, followed by history (7%), sociology (4%), and area studies (7%). Most specifically, and in comparison to the previous alumni [sic.] survey in 2015, Global Studies as a new research field has become most prominent for doing a PhD (30%)."* This is according to the consortium further evidence for the consolidation of the field and the academic sustainability of EMGS.

Experts' Appraisal

The experts are convinced that the described organization, implementation of the curriculum design, teaching methods, assessments and quality assurance through an open feedback culture during summer and winter schools of the programme are suitable to achieve the learning outcomes. The courses, internships and the exchange with all students in the cohort from all study places during summer and winter schools provide the students with a multidisciplinary understanding of processes of globalisation and a platform for communication and discussion.

The experts recommend to clarify, i.e., explicitly spell out in the learning outcomes and course modules, which professional skills across the board (from academic through professional to practical) are acquired in this study programme. Course modules and course syllabi should also explain, first, how, i.e., through which teaching methods and others means, the intended learning outcomes are achieved, and, secondly, how, on course level, the attainment of the learning goals is measured.

The experts praise that the Master's programme demonstrates that the intended learning outcomes are achieved by enlisting examples for the topics of Master's thesis as well as showing examples of employment perspectives for the graduates.

The results of the last study programme evaluation conducted in July 2023 (self-report, annex 14) show

a high recognizability of the qualification goals in the curriculum at all study places, which serves as a good basis for the achievement of the intended learning outcomes.

The experts regard the standard as *fulfilled*.

Recommendation for further development:

- The experts recommend clarifying which professional skills (academic, professional and practical) are acquired in this study programme by explicitly spelling them out in the learning outcomes and course modules[6]. Course modules and syllabuses should also explain how the intended learning outcomes are achieved through teaching methods and other means, and how attainment of the learning goals is measured at course level.

4.2.4 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.

4.3 Study Programme

4.3.1 Curriculum

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

During the long-term cooperation of the consortium a solid basis for the development of the curriculum was formed, from rather comparative methods towards transregional approaches to investigative themes like migration, flows of capital or ideas, and commodity and value chains (self-report, page 34/35).

Today, the programme is divided into one foundation term (with basic modules on "Introduction to Global History", "Theories of Global Studies", and "Methodology"), two specialization terms (to be spent at two different universities, including the opportunity to study at one of the non-European partner universities), and a concluding term, dedicated to the Master's thesis and its inclusion into the current state of research as well as methodological and theoretical debates (self-report, pages 15/16).

Students study at two different European universities, each for one year. They have additionally the possibility to spend one term (usually the third) at one of the exchange partner universities (self-report, page 6).

The Partnership and Cooperation Agreement from 2023 determines a standard structure and

[6] see also recommendation on page 22 concerning the curriculum/course modules

curriculum of the EMGS programme (see, EMGS CA all partners, page 24 "annex 3") as follows[7]:

Semester/Part	Module	Description
1st term: Foundational Courses	1) Introduction to Global History/Key Approaches	An introduction to main perspectives on global history is given and the development of the relationship between history and social sciences in the discussion of global processes over the 20th century is discussed. The module focuses on all dimensions of global history, from economy to the social, from the cultural to politics. The temporal focus is the late 18th to the early 21st century.
	2) Theories of Global Studies	From a perspective of transdisciplinary International Studies the roles of Global Governance and Justice, Development and Integration of World Economy as well as the main features of changing world orders are discussed. Additionally, students make their first experience with group work and own projects.
	3) Methods of Global Studies	This module serves as an introduction to the many methods applied in GS research, from quantitative to qualitative, from historical to digital humanities tools but also the regime of international organizations and multilateral efforts towards peace and security as well as other global challenges such as climate change and epidemics.
2nd term: Specialization	4/5) Regional and Thematic Specialization	In these modules students learn about at least two different world regions and their entanglements and transregional ties. Again, project work complements traditional teaching formats in class.
	6) Winter and Summer School	
3rd term: Specialization And **Practical Experience**	Semester at Non-EU University or 7/8) Regional and Thematic Specialization II 9) Semester at Non-EU	During this term students enlarge their knowledge and competences regarding different world regions and add often a stay abroad at one of the Non-European universities to their portfolio. During project work they collect material for their future Master thesis

[7] For details regarding the distribution of credits at the participating universities see annex 5 (Curriculum at a glance). For details concerning the content, learning outcomes, examination see of each module at all the degree awarding universities see annex 4 (Module descriptions).

	University or Internship or Thematic Specialization	
4rd term: Master Thesis	10) Research Seminar and Thesis Colloquium and Master Thesis	In the final term students conduct their MA thesis. This is supplemented by advanced research seminars and colloquia.

In developing this standard structure, the consortium considered that the students are from different academic backgrounds including differing previous fields of study and from different countries with different regional socializations. Therefore, in the first term, students receive introductory, i.e. foundational courses, which enable them to develop a multidisciplinary understanding of processes of globalization and to gain insight into the production of social scientific knowledge. According to the SAR the foundational courses help students to develop a self-reflexive and critical awareness of their own rootedness in a specific discipline and academic culture (self-report, page 21).

The courses of the first term are:

1) Introduction to Global History/Key Approaches

2) Theories of Global Studies

3) Methods of Global Studies

In the first semester, modules generally consist of a combination of lectures, tutorials, and seminars. Thus, the students already in the first semester gain the basic understanding of Global Studies and a "*multidisciplinary grasp of globalisation – covering Global History, International Studies, Political Economy, and Cultural and Area Studies*" (self-report, page 25).

In the second term there are two specialization modules about at least two different world regions and their entanglements and transregional ties:

4) and 5) Regional and Thematic Specialization

In advanced semesters, modules consist of research-oriented seminars with the necessary space for discussion. Project work complements traditional teaching formats in class.

Each year in December, i.e. some weeks after students have started the programme, the mandatory winter school takes place. During the winter schools the students get introductory information, among others about the complementary study programme of each partner university. In the co-taught courses that are given by representatives of at least two different EMGS universities, the students learn to compare and apply socio-political concepts and configurations. During winter school the students can also benefit from knowledge from the study places that are not part of their mobility track. According to the SAR the winter school is also an important event in order to build a common EMGS identity among the students (self-report, page 21).

In regard to the Master's Thesis the EMGS consortium follows a joint approach. In a specialized seminar at the end of the second and in the beginning of the third term, students are provided with comprehensive information on formal and content requirements. Each year in July students from all study places come together during the mandatory summer school, when co-taught courses are organized that focus on methodological aspects and intend to provide support to students for drafting their Master's thesis. In workshops students present their first ideas about the topic for a Master's thesis and

get feedback from representatives of the universities where they will write their Master's theses. The universities support the students in the choice of topics, identifying and finding the respective source material, as well as providing supervision and evaluation of the theses.

The summer school contributes to the development of necessary social and communicative skills to work in a profoundly multidisciplinary and multicultural context. In order to better prepare students for the time after graduation, EMGS alumni from diverse backgrounds talk about their career paths and give recommendations for future graduates on how to succeed on the labour market.

In the third term students either join a semester at a Non-EU University, to gain practical experience through an internship or visit additional specialization courses:

7/8) Regional and Thematic Specialization II

9) Semester at Non-EU University or Internship or Thematic Specialization

According to the SAR most students use the lecture-free period after the third term for field research or they stay in archives or libraries. Others use their time at one of the non-European partner universities for similar search of material.

In order to allow students to better integrate into the local environment, language courses in the national language are offered (the exception are universities that are located in countries where English is the official language). Students holding a fluent proficiency in the local language can also choose from a range of courses where the local language is medium of instruction.

Although the internships are not mandatory part of the curriculum, according to the SAR many students (50 % – 60%) use this opportunity to increase the career chances and to gain additional expertise (self-report, page 22). The Consortiums universities enable students to integrate internships during the study period. The Cooperation Agreement contains common Regulations on internships (self-report, annex 11). Examples of internships at the different study places are:

- Students at Vienna University have the possibility to organize their internship at the United Nations special agencies such as UNIDO, UNODC etc.
- Students from the Ghent University benefit from the proximity to Brussels with its big variety of EU institutions.
- The study period at Roskilde University offers the possibility of internships at UNDP or WHO in Copenhagen.
- At the Leipzig University the curriculum includes a research internship and students have the possibility to participate in a wide range of research projects in the field of globalization research.
- The study at Wrocław University offers them chance for internships at international companies, which have their headquarters in Wrocław.

The Consortium invites students to share their experiences during internships with other cohorts through short reports made available online. Internships can be mentioned in the transcript of records.

During the fourth term, students continue to attend a research seminar in which they present draft chapters of their theses. In addition to supervisor feedback, students benefit significantly from peer learning due to the strong academic backgrounds within the group (self-report, page 13).

In the fourth and final term students have a

10) research Seminar and Thesis Colloquium and finish their Master Thesis.

Experts' Appraisal

All in all, the experts consider that the structure of the programme and the content of the curriculum enable the students to achieve the intended learning outcomes. (Inter-)disciplinary competences are developed progressively across all semesters, ensuring that graduates are equipped for both academic and applied research in Global Studies.

The experts appreciate that the EMGS programme gives the possibility for internships that can open doors for the students' future employment. Although the regulations seem to be a bit restrictive, a lot of students seem to choose this possibility. During the onsite-talks students spoke about different experience concerning the organization of the internship, some of them worked very well while there were some challenges at the other study places. Therefore, the experts recommend to the consortium that they should more systematically address challenges that the students face concerning the internships and learn from best practices already in place within the consortium.

The experts praise the balance between theoretical knowledge and practical skills in seminars and case studies. The experts are convinced that graduates have gained practical experiences during the two years in this study programme. The experts noted that it could become more transparent which modules support the different skills and qualification goals mentioned as expected outcome of the programme as such. Therefore, the experts recommend to the consortium to clarify, i.e., explicitly spell out not merely in the learning outcomes but also in the course modules which professional skills (from academic through professional to practical) are acquired in this study programme.

During the onsite visit the experts could see that the regulations for the use of AI can vary between the different universities. They recommend that students should receive cross-consortium mandatory information/problematization/best uses on/of AI in the beginning or during the winter schools.

The experts regard the standard as *fulfilled*.

Recommendations for further development:

- The consortium should more systematically address challenges that the students face concerning the internships. The consortium should share its experiences of making internships accessible, review its best practices and standardize procedures to improve accessibility at all study locations.
- The consortium should clarify, i.e., explicitly spell out in the learning outcomes and course modules which professional skills are acquired in this study programme.
- The consortium should give cross-consortium mandatory information/problematization/best uses on/of AI in the beginning/during the winter schools.

4.3.2 Credits

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

The duration of the EMGS programme is two years that are divided into four semesters (two winter and two summer terms).

The programme has a modular structure according to the European Credit Transfer and Accumulation System (ECTS), as initiated by the Bologna Process. The number of ECTS corresponds to the achieved learning outcomes and the estimated students' workload according to the ECTS users' guide.

Students can gain 30 ECTS per semester (term). One ECTS is equivalent to a workload of 30 hours. In each academic year, 60 ECTS are usually earned for passed module exams. Thus, the workload of each term is equivalent of a study workload of 900 hours (corresponding to a standard full-time workload 1,800 hours per academic year)[8].

The total number of ECTS at the end of the successful studying of four terms including the Master's Thesis is 120 ECTS.

The modules at the study places of the consortium vary from 5 to 15 ECTS, the core modules (except for the Master's thesis) have a common value of 10 ECTS[9]. According to the SAR ECTS from study mobilities at the non-European universities are fully integrated.

All graduates of the EMGS programme receive a Joint Transcript of Records and a Joint Diploma Supplement, in accordance with the model developed by the European Commission, the Council of Europe, and UNESCO/CEPES. These documents are prepared and issued by Leipzig University which is the coordinating institution. The Joint Transcript of Records contains information on all courses studied at all partner universities and shows the grades and credits obtained. The diploma supplement contains descriptions of the national higher education systems of the partner universities, which are provided by the national higher education agencies. As can be seen from the sample in annex 7 to the self-report these documents explicitly describe the joint character of the study programme and the degree as well as the affiliation to the programme.

Experts' Appraisal

The European Credit Transfer System (ECTS) is applied properly to the EMGS programme as such and also to modules and underlying courses. The distribution of credits is clear and made transparent by the Course Catalogues or syllabi and in the regulations of the degree awarding universities (self-report, appendices 2 and 4).

The experts regard the standard as *fulfilled*.

4.3.3 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.

The Programme is made up of 120 ECTS (30 credits each term), that is equivalent of a study workload of 900 hours per term or 1,800 hours a year).

According to the SAR course evaluations are carried out at all partner universities, using mostly online

[8] see for example self-report, appendices folder 2, Leipzig, § 25 in the Examination regulations Leipzig
[9] see the distribution of credits at the degree awarding universities in self-report, annex 5

evaluation tools, which include questions regarding the workload (self-report, page 28). The programme evaluation that is conducted by the Office for Academic Affairs of the Leipzig University includes questions related to the workload at all study places of the consortium.

There are meetings of the local study and examination committees as well as meetings of the lecturers that are according to the SAR held regularly in order to guarantee common standards of teaching, supervision, and examination. In these meetings, evaluation results and measures for improvement are discussed with all stakeholders (lecturers, coordinators, and students).

For students with special needs student specific individual adjustments can be made, which has occurred in the past, for example in the case of medical problems and part-time employment. Institutional support is available at all partner universities.

According to the SAR the workload is perceived by students as high, but appropriate to the multidisciplinary and international character of the programme (self-report, page 23).

Experts' Appraisal

According to the Framework for Qualifications of the European Higher Education Area (QF-EHEA) second cycle qualifications typically include 90 or 120 ECTS credits. With the allocation of 120 ECTS the joint EMGS programme corresponds to this requirement.

The consortium could show in the SAR that the workload and the average time to complete the programme is monitored by giving examples of the evaluation results (self-report, appendices 14, folder courses). In one of the given examples from the folder "GESI_master-Studies_Lecurers_Winterterm2023_24_engl" 58,3 % of the students considered the workload to be average, 34,5 % a bit more than average, 4,8% a bit too little and only 2,4% as too much. In the Compact_Report_MA_EMGS_2025 the consortium summarizes the evaluations and show the results for their monitoring (46 % of students participated in the survey):

"*Workload: At 23 hours (median, n=63) per week, the perceived workload is below the administrative recommendation (35 hours/week, HRK/KMK reference value). There are a few respondents who report outlier values of over 40-100 hours per week in terms of workload. The majority feel that the preparation and follow-up time for courses is just right (60 %), while another part of respondents (31 %) feel it is (too) excessive. 32 % of the students feel (very) strongly stressed about the amount of time spent on self-study. Compared to 2022 (36 hours/week, n= 24 !), it seems as if the workload estimated by students has declined. The proportion of respondents who have approximately the recommended amount of workload has hardly changed since the 2022 survey. For a weekly workload of 31-40 hours, the figure was approximately 21% in 2022 and 19 % in the current survey. While 17 % of students spent more than 40 hours per week on their studies in 2022, the number was approximately 16 % in 2025. The proportion of people studying between 15 and 20 hours per week has increased, which is why the average workload is lower than in 2022.*"

The expert group concludes that the allocation of credits according to the estimated workload of modules seems plausible and assumes that the consortium is monitoring the workload in the future, too.

The experts regard the standard as *fulfilled*.

4.4 Admission and Recognition

4.4.1 Admission

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

According to the SAR a joint call for application is sent each year to more than 3,500 stakeholders of the programme as well as shared through specialized mailing lists of the partners and social media. The call is also published on the joint EMGS website.

To ensure that only those students are enrolled that meet the programme's requirements and who are highly motivated the consortium developed a set of tools. The regulations of the Admission and Selection is attached to the self-report in annex 3. The requirements are weighted, for example "*sufficient language skills (exclusion criterion), study results (academic excellence), and quality/recognition of home institution having awarded the first degree (weighted altogether 50%); match of previous degree(s) with the content of a MA in Global Studies (20%); motivation and academic potential (15%); as well as work experience/professional qualifications (15%). In addition to these criteria, health, political, and social handicaps are considered in an appropriate way. For each criterion, points between 100 (high fit) and 0 (no fit) are awarded. Applicants selected for the programme need to reach at least 55 points in total*" (self-report, page 21).

The application and admission process are organized jointly (self-report, page 23). The application procedure is coordinated by the University of Leipzig where a pre- check of the applications is carried out (e.g. sorting of received documents and checking if applications comply with admission criteria [e.g. BA degree or equivalent in the Humanities and Social Sciences, sufficient language skills (excellent command of English (e.g. TOEFL (internet-based) minimum score of 80) and command in second foreign language), etc.]).

Eligible applications are sent online to the EMGS Selection Committee, which is composed of representatives from the partner universities. The selection decision is based on the criteria named above.

A detailed description on the application documents and procedures is found on the EMGS website (https://globalstudies-masters.eu/admission/application/).

Experts' Appraisal

The expert group perceives the admission criteria and the selection procedure as transparent and adequate. The criteria are transparent and all information is public. The admission process is sufficiently formalized in the joint regulations of the consortium.

The selection procedure is documented each year, for example in the Minutes of the Selection Procedure for 2024 Enrolment (self-report, appendices 3). Here one can see the members of the selection committee, i.e. one from each degree awarding university plus the coordinating programme director of the Global and European Studies Institute, Leipzig.

The experts regard the standard as *fulfilled*.

4.4.2 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.

The consortium secures both inner-European student mobility and subsequent mutual credit recognition and joint issuance of the Transcript of Records by enrolling all students of the EMGS programme on the one hand at the universities where they undertake their student mobility and on the other hand in addition at Leipzig University, being the coordinating institution of the EMGS Consortium (self-report, page 22):

"*The recognition of study performances rendered at the Consortium's universities and its non-European partner universities as well as the conversion of the respective grades is carried out by means of the integrated study programme based on the principle of equivalence and in accordance with the Partnership and Cooperation Agreement (PCA) of the European Master in Global Studies Consortium*" (self-report, Partnership and Cooperation Agreement (PCA) and the Grade Conversion Table in annex 1).

The recognition of qualifications and of periods of study, including recognition of prior learning at Consortiums universities is regulated according to the Lisbon Recognition Convention and the respective subsidiary documents. The recognition is based on the learning outcomes, the procedures are described in the examination regulations. The decision concerning the recognition is taken by the Committee of Examiners (self-report, recognition procedure in annex 8).

Students who wish to replace a regular module by an internship need to apply for the recognition of the respective achievements based on the learning outcomes. The procedures are described in the examination regulations.

The recognition procedure is coordinated and documented by the Leipzig University (see the description of the procedure and the respective forms under annex 11). The decision concerning the recognition is taken by the Committee of Examiners of the Consortium (self-report, page 22).

Experts' Appraisal

The recognition of qualifications and of periods of studies (including recognition of prior learning) are fully in line with the Lisbon Recognition Convention and its subsidiary documents. Also, the implementation during the admission procedure is well regulated and transparent.

The experts consider it as positive that the consortium has a joint Examination Committee that decides on the recognition requests in order to use identical evaluation standards across the EMGS consortium.

The experts regard the standard as *fulfilled*.

4.5 Learning, Teaching and Assessment

4.5.1 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.

As could be seen in chapter 4.3.1 the structure of the terms and the course design corresponds with the ILOs: "*The curriculum of the programme is according to the SAR based on principles of constructive alignment. All study places offer equivalent foundation courses during the first semester. In the second and third semester, the research specializations take place, which are based on the research foci of the chosen partner university. They all follow the same pattern of connecting expertise on individual regions by emphasizing their transregional entanglements as well as the mechanisms and contexts (both geographical and historical) that lead to a specific globalization project*" (self-report, page 24).

According to the SAR the main methods of teaching applied at all study places are lectures accompanied by reading courses and seminars in the foundational modules, research and project seminars in the specialization terms and colloquia and research seminars in the concluding term. Additionally, the Consortium's universities develop special methods of teaching for the winter and summer term (self-report, page 25).

Special co-teaching courses during winter and summer schools are prepared jointly by lecturers from different universities, which according to the consortium supports a common understanding of key concepts and methodology in the EMGS programme.

In many of the project seminars students themselves develop their own projects through group work and the presentation of (preliminary) results to the class.

A unified approach to foundational course was designed, to ensure that all students with their diverse cultural and linguistic backgrounds reach a shared level of knowledge and skills. While the differences can be challenging, the consortium states that lecturers also find that the classroom's multicultural and multidisciplinary mix enhances their own perspectives.

Students' learning is supported in many ways: They get comprehensive written information on the study programme. Also, students always have the possibility to ask for individual consultations with lecturers of the programme and/or the local academic coordinators.

To improve their academic writing skills special courses are offered, e.g. academic writing courses, use of specific online tools. The curriculum also foresees tutorials and colloquia in order to give students a platform where they can discuss and further deepen the knowledge gained in other courses.

Another pillar of support for students are the teaching materials developed by the consortium (self-report, page 21.) The EMGS Consortium recently established joint textbooks and commonly used blended-learning components using new technologies[10]. They, according to the SAR, also constitute an element of quality assurance since the feedback received can be fed into the course content and thus allow for continuous course development.

Also, the EMGS programme offers students possibilities to design their personal study profile by their choice of projects, a stay at a non-European university or an internship. As a research-focused Master's programme, EMGS encourages the autonomy of learners while ensuring necessary guidance and support from lecturers.

Experts' Appraisal

The experts evaluate that the teaching approaches applied are adequate to achieve the ILOs.

[10] The first joint textbooks of the EMGS were published in 2018 (Middell (ed.), *Routledge Handbook of Transregional Studies*) and in 2019 (Loeke/ Middell (eds.), *The Many Facets of Global Studies*).

The EMGS programme respects the diversity and different cultural backgrounds of students and their needs and attends to that in the implementation and execution of the programme with comprehensive information and personal support by teaching staff and programme directors. The experts consider it very positive that sessions on essay writing are offered during the introductory programme and at the end of the first semester to help students better understand the standards of scientific writing and to further develop their skills at all study places. The intention of this introductory teaching is also to educate students about plagiarism (of facts, words, ideas) (self-report, Partnership and Cooperation Agreement annex 1, Common Standards).

The experts praise the concept of co-teaching during summer and winter schools as exemplary for other joint programmes. The consistent application of team-teaching is very appropriate for the topic of Global Studies and for a joint programme.

The experts regard the standard as *fulfilled*.

4.5.2 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.

The study and examination system in the EMGS consortium consist of different regulations at national, university and department levels that according to the SAR all stick to the Bologna standards, but sometimes differ in their hierarchy, structure and terminology used (self-report, page 26 and documents in annex 2).

Details about examination regulations and required documents for each study location in the EMGS programme are available on the programme's website.

The criteria for and methods of assessment and the grading criteria are published for each course in the beginning of the semester (self-report, page 25).

Usually at least two examiners are involved in performance evaluation. Assessment is based on the general learning outcomes of the programme and the particular learning objectives of the modules. Students receive feedback from the lecturers not only after the final grade but also during the learning process for in-class assignments, or at consultations with the lecturers.

Common standards for assessment

The assessment of student performance is based on joint standards for examinations that are stipulated in the annex of the Consortium Agreement (self-report, Partnership and Cooperation Agreement annex 1, Common Standards). The consortium has worked out a style sheet for essays, the main examination form with the EMGS programme and a form that according to the agreement has in some regions of the world no tradition. Common standards are set up for the Master's thesis, as well as reset regulations in case of a failed exam. Common criteria for handling plagiarism and other forms of academic misconduct are also regulated here.

Monitoring of the assessment procedures

All partner universities have installed a board of examiners or examination committees, which supervise and monitor the correct execution of examinations. The committees are formed by

representatives of the teaching staff as well as of the students.

The consortium has an Examination Committee that monitors the compliance with the joint rules. The Examination Committee consists of one representative of the local examination committees. It supervises the issuing of the degrees as well as the Joint Diploma Supplement and transcript of records.

By also considering best practice examples from other universities in Europe the Examination Committee endeavours to continuously further develop all procedures related to degree issuing and organization of examination.

Appeals body

The Examination Board of the EMGS Consortium is the instance that decides in case of student complaints against the result of exams; however, it hands the complaint over to the local institutions in case the rules of the individual university are concerned.

Grade conversion

The Examination Committee can be consulted in case of an appeal procedure related to grade conversion. The EMGS consortium (including all non-European partner universities) have agreed on a common grade conversion table to guarantee a fair and common recognition of grades and credits for the programme.

The Examination Board regularly reviews grade conversion scales and adapts them if necessary. In this process, tools like ECTS grades and Egracons (European Grade Conversion System) are used.

Assessment of the Master's thesis

In the Cooperation Agreement of the EMGS consortium (annex 1) there are common regulations for the Master's thesis topics, training, supervision, co-supervision and external supervision. The Master's thesis is assessed by two members of the teaching staff from two different universities.

The students are advised to also consult the external supervisor (from the other study place within the consortium) for a detailed feedback after the submission of the exposé and also after the submission of the first draft of the thesis. After the submission of the Master's thesis the two supervisors write their references. Both grades count equally. If a defence is foreseen by the examination regulations, the external supervisor doesn't need to attend it, but the grade from the reference counts equally for the final grade of the master thesis.

Final grades

The overall grade for the Master's programme is calculated by the programme coordinator at the University Leipzig in accordance with the study coordinators at the European partner universities. The overall grade corresponds to the German grading system and represents the arithmetic mean of the grades of the module examinations and the Master's thesis weighted by credit points. Study results from the other EMGS Consortium's universities as well as the conversion of the respective grades are carried out within the integrated study programme according to the principle of equivalence and the Partnership and Cooperation Agreement.

Grade scales and detailed description of the national grading systems are explained in the Diploma Supplement.

Experts' Appraisal

The EMGS programme's assessment system is comprehensive, transparent, and harmonized across partner institutions, ensuring that all students are evaluated fairly and in alignment with the intended learning outcomes. The system supports continuous improvement and inclusivity, with clear communication and documentation at every stage.

Since the range in the students' evaluations with regard to the assessments was a bit mixed the experts recommend setting up assessment criteria that are more explicit, more detailed and more harmonized throughout the consortium. After that the consortium should systematically establish methods to check on whether they are applied in all universities.

The different forms of assessment are well suited to support the achievement of the intended learning outcomes. The module descriptions provide proof that the assessment of the achieved learning outcomes correspond with the intended learning outcomes. A consistent application among partner institutions is guaranteed through the joint examination regulations and the frequent monitoring by the Examination Board of the EMGS Consortium.

The expert group appreciates the fact that two supervisors are nominated for the Master thesis. Also, the joint evaluation during the thesis colloquium seems to be a very good approach to underline the cooperation of the partner universities.

The experts regard the standard as *fulfilled*.

Recommendation for further development:

- The consortium should set up assessment criteria that are more explicit, more detailed and even more harmonized throughout the consortium.

4.6 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.

In order to support students' studying process throughout all terms an administrative as well as an academic support scheme has been implemented at all study places (self-report, page 33).

Coordinators

An administrative coordinator was appointed for the entire EMGS Consortium.

Also, at each study place, a local administrative and a local academic coordinator are at disposal of students and also guest scholars.

Information material, sources and contact persons

After students have been admitted to the EMGS programme they receive a pre-arrival support and information (e.g. on housing, visa, insurance, study programme, administrative procedures, e.g.).

Online Q&A sessions are offered to help the admitted students to prepare their entrance into the programme.

Specific study guides prepare students for studies at the respective study place. If necessary, pick-up services are offered to students.

Throughout the entire study year, students can consult the local coordinators in case

difficulties/uncertainties arise.

Students can also meet regularly with the student representatives in order to assure that the programme is running smoothly.

Orientation days, introduction days, social events

At the beginning of the lecture period orientation days at the different study places are offered, e.g. enrolment, city registration, application for a residence permit, medical insurance, etc. Students are made familiar with the infrastructure (e.g. libraries, online tools, international centres, career services, and cafeterias).

The social integration of students of the programme starts during the introductory days, where social events are offered in order to ease establishing contacts with other students both inside and beyond the EMGS programme.

During the terms, each university organizes a number of social events (like key note talks, movie nights, summer and Christmas parties, excursions, etc.) in order to make students feel at home at the respective university and to bring the first- and second-year students at the respective universities together.

All students are strongly encouraged to participate in language courses in the local language in order to reduce language barriers and allow them to have easier contact with locals.

Financial support, part-time jobs and internships

Additionally, the EMGS consortium share details regarding the financial assistance for special needs made possible through the EMJM grant.

To address these requirements and monitor the provision of financial support, the consortium has established the EMGS Special Needs Committee, comprised of experts in inclusion and equity. The committee provides regular reports to the programme's Steering Committee.

Also, the coordinators of the programme supply students with information on scholarships, part-time jobs, as well as internships. Since 2005, the programme has been funded as part of the Erasmus Mundus scheme. The largest part of the EU funds is used to provide scholarships for students as well as mobility grants for students and faculty.

Experts' Appraisal

The experts evaluate that the student support services contribute to the achievement of the intended learning outcomes. Student support is well planned and seems to be sufficient and functional. During the on-site visit students emphasised that they are in constant email contact with the lecturers and programme director and that they have good access to each other's.

The EMGS consortium considers the specific challenges of mobile students.

During the talks in Leipzig the programme coordinators expressed their confidence in the continuation of the programme beyond the end of the current EU funding period (Multiannual Financial Framework 2021 – 2027).

The experts regard the standard as *fulfilled*.

4.7 Resources

4.7.1 Staff

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

Teaching staff

The senior staff members of EMGS have according to the SAR (page 28) long experiences in teaching and researching as well as in managing interdisciplinary and transnational study programmes. In order to show that the staff of the consortium belongs to a worldwide group of researchers in the field of Global Studies that in addition to outstanding research have also produced numerous international publications, the CVs of the core faculty at all study places was added to the SAR in annex 9. The specializations of the core staff at the different universities support the already mentioned different specialisations and competences of the partner universities.

The programme is organized at all places within interdisciplinary structures – within centres or institutes – in which these specializations are embedded into a broad portfolio of Global Studies.

The researchers at the different partner institutions of the EMGS consortium are in each case experts for particular global processes and challenges: "*at Leipzig University colleagues specialize in transregional studies, global histories of socialism, international development, migration, energy regimes and resource distribution; at Ghent University in global history and the political economy of globalisation, combined with specific foci on Europe as a global actor; conflict and development in a globalising world; at Roskilde University in global governance as a result of recent globalization processes, including new regionalisms; at University of Vienna in global history of work and labour relations, development studies, indigenous rights in a global perspective; international courts and the problem of mapping the seas; at University of Wrocław in post-socialist transformation in East-Central Europe and Asia under globalization processes; at Addis Ababa University in peace and security policy, especially in Africa; at Fudan University, Shanghai in new geopolitics of emerging powers in the recent wave of globalization; at Stellenbosch University in ethics and politics of development cooperation between the Global South and Global North; and at Macquarie University, Sydney in ecological politics and regional integration in the Pacific."* (see self-report, page 29).

Researchers from all partner universities engage in teaching exchanges within the EMGS programme. This scholarly exchange facilitates a regular exchange of research agendas and perspectives with colleagues from all over the world. The exchange contributes to the cooperation among the partner universities also from an administrative and organizational point of view. From a strategic perspective, the academic exchange helps to attract highly qualified students from the scholar's home institution. Guest scholars also contribute to curriculum design.

In recent years, a younger generation of researchers who have been awarded a PhD in Global Studies was according to the SAR integrated in teaching in the programme.

In London, Leipzig and Vienna teaching and learning centres offer a wide range of courses for the further didactical training of faculty and staff.

Administrative staff

The EMGS Consortium is managed by the coordinator, who is employed at Leipzig University. This person is supported by an administrative coordinator, also employed at Leipzig University.

Each partner university delegates an academic coordinator to the EMGS Steering Committee. This person acts as the representative of their home institution and reports to the responsible bodies of their university (self-report, page 29).

The partner institutions are supported by their respective international offices, which provide organizational support and funding for teaching mobility. Most institutions, in addition to the Erasmus Mundus mobility grants, have also acquired additional funding instruments, such as Erasmus+ (KA 107) funds ((self-report, page 29).

Experts' Appraisal

Across the consortium the vast majority of courses are taught by full-time tenured faculty. Although part-time lecturers are occasionally hired, it is ensured that the core curriculum lies within the responsibility of fully tenured professors. The experts have no doubts that the teaching staff is adequate in terms of quantity and quality for the EMGS programme. The consortium has given the CVs of the core faculty at all study places in annex 9.

During the site visit, the expert group gained the impression that the participants all appeared highly motivated and have developed a shared understanding of this programme.

The concept of co-teaching during summer and winter schools adds to ensure a regular exchange between the partners of the consortium and enables learning from each other also with regard to their pedagogical and didactical teaching.

Yet, the expert group observed from the CVs that core teaching staff from some partner universities lack in gender balance. The experts recommend to take measures to further improve the gender balance at all consortium partners.

The experts regard the standard as *fulfilled*.

Recommendations for further development:

The experts recommend that the consortium strive for more gender balance in the core teaching staff at all consortium partners.

4.7.2 Facilities

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

Lecture halls, well equipped seminar rooms, teaching and learning platforms as well as central and specialized libraries are at students' disposal at all study places of the EMGS consortium. The consortium has given a summary of the details on teaching capacity, infrastructure and resources at all degree awarding universities in annex 6. According to the SAR there is access to the relevant digital collections at all study places (self-report, page 29).

At Leipzig University the EMGS programme is at a Global and European Studies Institute. The institute

is located in a building close to the city centre where office space and a lecture hall as well as two rather small seminar rooms are available. Most teaching happens in a central complex with modern and recently renovated lecture halls and seminar rooms. Currently, a new research building specifically devoted to scholars and students in the field of global and transregional studies is built in Leipzig: the "Global Hub". It will be located at the very city centre, in close proximity to other major research institutes and facilities, providing a new home for the Global and European Studies Institute. In the central library of the university the disciplinary field of Global Studies has according to the SAR its own departments (self-report, page 30).

At Ghent University Global Studies is part of the Faculty of Political and Social Sciences, while the local study programme director is traditionally from the Faculty of Arts and Philosophy (Department of History). According to the SAR the course offer draws upon the expertise of the Ghent Centre for Global Studies, an interdisciplinary research platform that unites scholars from world history, International and EU Studies, global ethics, urban geography and world cities research, conflict and development studies, macroeconomics, sociology, human rights law and social welfare studies, around the critical study of global processes (self-report, page 30).

At Roskilde University teaching on Global Studies is carried out at the Department of Social Sciences and Business which has an annual budget of 10 million Euros. Teaching is offered in three modern buildings 6700 m^2. The lecture halls and seminar rooms are equipped with video projectors. In the main building all resources are accessible for physically impaired students and staff. Over 50 tenured faculty staff members are working with various aspects of relevance to the EMGS programme from the vantage point of political science, sociology, economics, law, anthropology and history. Additional researchers, fixed term and part time teachers add to the staff that teaches in the EMGS programme. According to the SAR the department has 7 research groups "*Changing Societies: Citizenship, Participation and Power Democratic Network Governance GlobAsia - Global, Regional and Local Development, Globalisation and Europeanization, Interfaces of Development: Global Challenges, Local Complexities Politics, Culture and Global Change Welfare, diversity and social cohesion"*. According to the SAR they all contribute to the programme. The department has fully funded PhD-students who also make contributions to the programme through seminar participation and occasional lectures (self-report, page 30).

At the University of Vienna, the EMGS programme is embedded in several departments: Development Studies, Department of Social- and Economic History, Department of east European History, Department of contemporary History as well as all other partners on Faculty of Historical and Cultural Studies and the Faculty of Philological and Cultural Studies (self-report, page 30). The students of the EMGS programme have access to the University Library together with its branches at the departments, technical equipment and the services of the Informatics Service of the University of Vienna and special equipment provided by the departments of the University of Vienna itself. The programme also has access to the facilities of Research Groups and partners outside the University like the "Bruno Kreisky Archiv", and the Research Platform "Human Rights in European Context" within the University.

At the University of Wrocław the EMGS progamme is hosted by the Institute for International Studies of the University of Wrocław, which its activity is financed from public means and offers also several programmes in Polish and one programme in English (International Relations). The institute has its own building with 20 technically well equipped (beamer, AV and wireless internet) seminary rooms.

This institute has 50 scholars, 20 % of them according to the SAR being actively involved in teaching for the Global Studies programme. The courses in English are partially financed from the budget of the rector.

At the Addis Ababa University the Centre for Peace and Security Studies (CPSS) is located on the Business and Finance campus, according to the SAR in walking distance to the main campus (self-report, page 31). WiFi is provided at CPSS. The campus is gated and secured providing adequate security precautions for students and faculty members. The main building has a computer room with six working stations that can be used by all students. Students have access to the library of the CPSS that is equipped with books for the EMGS programme. In addition to this specific section there is the main library the John F. Kennedy Library which was recently updated and now provides digital access to all Ethiopian journals and magazines. The Ethiopian Studies department is well equipped with books about local contexts. Projectors, video conference technology and audio support are available in the main seminar rooms. Next to the CPSS the Goethe Institute offers access to journals and news in German and English.

4.7.3 Financial resources

According to the SAR the main funding sources of the programme are the contributions of the Consortium universities, the annual participation fees of students of 2000€ per student and the funding supplied by the EU in the framework of the Erasmus Mundus Joint Master programmes, which has supported the programme since its beginning until today, with the last application in 2023 being again successful (self-report, page 31).

Additionally, the EMGS consortium has successfully applied for partial funding from the DAAD for three successive alumni conventions.

The budget calculation of the EMGS consortium is based on the statements of partner universities regarding the costs and financial contributions (which according to the SAR vary due to the differing national/regional/university-specific regulations) related to the operation of the EMGS programme.

The costs for academic staff as well as infrastructure are in large parts covered by the partner universities. All the other costs are covered by annual participation fees as well as by the lump sums provided through the Erasmus Mundus funding.

The participation fees of €2,000 per student and year are equal for all students.

The specific amount of participation costs as well as the specific budget planning is monitored and if needed adapted by the Steering Committee, which decides on an annual basis about the financial plan.

According to the SAR at all partner universities, third-party funded projects that were initiated by EMGS Consortium members have been successfully secured in the past years. Within these projects, it is often possible to hire EMGS students as student assistants, which helps the students not only to partly finance their living costs but also to gain valuable working experience.

The EMGS Consortium has also raised scholarship from diverse sources (e.g. the Erasmus+ programme [KA 103 and KA 107], the German Deutschlandstipendium, as well as support by various foundations and donors often having a specific profile so that the EMGS consortium can be of help in finding the right match between applicants and the funding body.

Experts' Appraisal

The experts have no reason to doubt that the adequacy of the facilities and services at different locations is given. The various ways of funding of the programme seems to work well for the near future.

The on-site visit at Leipzig University highlighted the excellent learning and teaching facilities for the EMGS programme students there. The experts were shown around the central building complex in the city of Leipzig with modern and recently renovated lecture halls and seminar rooms. But also, the material from the other partner universities convinced the experts that the standard is very well fulfilled at any study place of the consortium.

During the on-site visit the experts also spoke to the teaching staff and the support staff, i.e. the administrative coordinators of all partners, representatives of international office, Academic lab and Equal opportunities council. These talks also highlighted the significant expertise and commitment to the programme of the academic and administrative staff across all partner institutions. This diverse team plays a crucial role to ensure the programme's interdisciplinary and international character, contributing to both teaching and research. The staff's wide-ranging academic backgrounds provide students with access to multiple perspectives, enriching the learning environment and fostering a deep understanding of Global Studies in various cultural, political and social contexts.

The experts regard the standard as *fulfilled*.

4.8 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.

The self-report covers all the criteria required by the European Approach. Many appendices support statements of the self-report and provide further evidence.

Information about the EMGS Master's programme including admission requirements and procedures, the joint curriculum, modules and course catalogue, syllabi of the main courses, examination and assessment procedures, mobility tracks, online learning, language policy, preparatory material and information about the Master's Thesis are published on the programme's website (https://globalstudies-masters.eu). Multiple links to the websites of the different partner universities are also provided there. All material and documents, for example the regulations and the course catalogue, are presented in English.

Practical information on all study places is published in the welcome guides (see self-report, annex 10). Information concerning examination requirements, progression rules and financial aspects is included in the student contract (see self-report, appendices 18).

Each university hands out welcome brochures (" Students' handbook")[11] with information about the study places. They contain information about registration procedures, enrolment procedures, visa, accommodation and other helpful services (self-report, annex 10).

[11] the broshures look all a bit different, yet, the students seem to find the information they need

Experts' Appraisal

The experts praise that the information the EMGS consortium provides on the programme's website is very comprehensive. All relevant information about the programme like admission requirements and procedures, course catalogue, examination and assessment procedures etc. are well documented and published on the website.

The consortium has set up a grade conversion table (see excels-folder in appendix 1 "cooperation agreements (signed)) which supports transparency with regard to the different grading systems.

The information that is given is also considering the specific needs of mobile students (i.e. information on Living and Studying such as living cost, accommodation, insurances and assistances as well as questions about visa requirements).

The experts regard the standard as *fulfilled*.

4.9 Quality Assurance

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

The EMGS programme has run for more than 20 years and has continuously been adjusted to new developments. The consortium according to the SAR especially focusses to continually improve the student support structure as well as the way courses are offered and examined (self-report, page 32).

The consortium has added evaluation reports at course, module and study programme level to the SAR in annex 14. According to the SAR the EMGS consortium has implemented quality assurance mechanisms in accordance with the European Approach for Quality Assurance of Joint Programmes and the Standards and Guidelines for Quality Assurance in the EHEA.

The consortium evaluates single milestones and events during the students' life cycle involving all stakeholders of the EMGS programme (lecturers, coordinators, and students): Separate evaluations are conducted to measure the quality of the introductory weeks and pre-arrival support as well as winter and summer schools.

At all partner universities, courses are evaluated using online evaluation tools. This takes place shortly before the end of each semester in order to allow lecturers to discuss the results with students.

Common standards of teaching, supervision and examination are reached through regular

- meetings of the local study and examination committees and
- meetings of the lecturers are held to guarantee (self-report, minutes of such feedback sessions in annex 14).

Previously executed measures are monitored in order to create a functioning feedback loop.

A joint online survey is conducted every three years to evaluate the entire study programme at the different universities. The results of these evaluations are collected by the local coordinator, who prepares an overall evaluation report and identifies improvement measures for the next term. Based on these regular evaluations and student assessments, the curriculum at the universities has been further consolidated and systematized.

The EMGS programme benefits from the feedback given by lecturers from collaborating institutions since they complement the experience of the tenure teaching staff with an external perspective.

Guest scholars have been invited to provide feedback on how the programme can be further improved.

During the compulsory winter and summer schools, i.e. twice a year, students are invited to feedback sessions to discuss the EMGS programme with representatives from the entire EMGS Consortium. Here problems as well as best practice measures can be identified, resulting in the development of common strategies to guarantee quality assurance. According to the SAR the feedback meeting at the summer school also serves as a follow-up session for the discussions during the winter school of the previous semester.

In addition, annually (prior to the summer school), the EMGS Consortium requests quality reports from the participation universities, which contain:

- The number and quality of received applications and the results of the admission process in order to attract excellent students and increase competitiveness in relation to competing programmes worldwide (which is prepared by Leipzig University as the coordinating institution, which also manages the application process);
- The description of teaching content and its relation to the joint teaching objectives;
- The quality assessment of conducted courses and academic and non-academic supervision as well as measures for improvement;
- The presentation and evaluation of student performance and examination results; and
- The statements by the student representatives.

The Strategic Advisory Board on Employability, which according to the SAR consists of representatives working in branches that are relevant fields of employment for EMGS graduates, discusses in accordance with the EMGS Alumni Association, annually issues of employability and evaluates internship reports of the students (self-report, page 33).

Experts' Appraisal

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

The experts can see that assessments reveal a high satisfaction of students with the programme. In particular, students like the high academic quality of lectures and seminars as well as the variety of modules.

During the onsite visit the experts got the impression that the responsible programme managers have a lot of good ideas for the programme. Yet, the students seem not to see all of this. Therefore, the experts recommend to the consortium members to pay even more attention to making sure that information is conveyed in a way that it is seen and becomes effective. The members of the consortium should double check systematically whether information is received by the students. The outcome of measures should be well communicated.

Since the consortium has successfully worked together for more than 20 years the experts recommend that the partner universities might come up, jointly, with two to three key goals where they want to improve within a given time span, and which they deem achievable. They should invent means to check on whether and how they have been achieved.

Since the consortium is very well experienced already, the experts recommend that the consortium tries to focus even more on the strengths of each single partner university. Each partner university should work on finding three aspects why students would benefit from studying at this respective university.

During the visit, it became clear that faculty are deeply involved in mentoring and guiding students through their academic journey, providing regular feedback and individual consultations. The feedback system should, on all levels, include information provided to the students on how their feedback will be processed and what results they might expect.

The aforementioned varied feedback from the students regarding the accessibility of internships indicates opportunities for harmonization and sharing of best practices within the consortium. Therefore, the consortium should share its experiences on the accessibility of internships, check its best practices within the consortium and harmonize the procedures to improve at all study places (see recommendation in chapter curriculum, page 22).

The experts regard the standard as *fulfilled*.

Recommendations for further development:

- The consortium should come up, jointly, with two to three key goals where they want to improve within a given time span, and which they deem achievable; and invent means to check on whether and how they have been achieved.
- The consortium should focus even more on the strengths of each single partner university, making visible how the approaches and themes highlighted at each partner university are different from and complement each other.
- The experts recommend to the consortium to systematically double check whether information is received by the students.

III. **Appendix**

1. Schedule and Participants of the Site Visit (*names deleted for publication*)

8:30-9:30 am	**Meeting with representatives of university/faculty management (deans, vice deans, head of departments etc.)** *Proposed Topics: General development and strategy of the programme and the co-operations, joint development of programme, Joint management and quality assurance of the programme, internationalisation and mobility, learning environment and support services for students, Infrastructure and resources, further training & qualification of lecturers, etc.* *Participants: …*
9:30-9:45 am	Coffee Break
9:45-11:00 am	**Talks with Students and Graduates (at least 2 representatives of related programmes per partner university that is degree awarding and if possible one from the other partners)** *Proposed topics: Contents and structure of study programmes, qualification profile and preparation for the job market, student workload, examination system and assessment, counselling, student support and advisory services, general conditions of studying, student mobility, quality assurance and student participation* *Participants: …*
11:00-11:15 am	Coffee Break
11:15am-12:00 pm	**Meeting with support staff (representatives of career service, student counselling… of all partners, …)** *Proposed Topics: student support and advisory services, examination system, matriculation, student mobility, quality assurance and student participation* *Participants: …*
12:00-12:45 pm	Lunch Break
1:00-2:15 pm	**Meeting with Coordinators, Academic Directors and Teaching Staff (including representatives of all partner universities)** *Proposed topics:* *Intended Learning Outcomes, curriculum, teaching methods; design and organization of (joint) student assessment, further training & qualification of teachers, mobility of students and faculty, quality assurance, Roles and co-operation of the partners within the network, Career Paths*

	Participants: …
2:30-3:15 pm	**Onsite Walk on Campus/ infrastructure/ if University uses digital teaching in this programme, demonstration of online tools** *a short-guided tour on the main campus including seminar facilities*
3:15-4:30 pm	**Internal Meeting of the Expert Panel** *Proposed topics: Summary of the findings, commendations and recommendations of the expert panel, agreement on the basic contents of the expert report and the overall vote of the panel*
4:30-5:00 pm	**Final Feedback Meeting** (open to all) *Proposed topics: General feedback/central findings of the panel, outline of further steps, clarification of open questions*

2. Response of the Consortium to the Expert Report

The consortium waives the opportunity to make further comments.