



**Assessment report of the Erasmus Mundus Joint Master's Programme in International Humanitarian Action (NOHA) offered by**

- Aix-Marseille Université / AMU France
- University of Malta / UoM Malta
- Rijksuniversiteit Groningen / RUG The Netherlands
- Ruhr-Universität Bochum / RUB Germany
- Universidad de Deusto / UD Spain
- University College Dublin / UCD Ireland
- Uniwersytet Warszawski / UW Poland
- Uppsala universitet / UU Sweden

included in the Spanish Register of Universities, Centres and Degrees (RUCT) as: Máster Universitario Erasmus Mundus en Acción Internacional Humanitaria / Joint Master's Programme in International Humanitarian Action por la Universidad de Deusto; Aix-Marseille Université (Francia); Rijksuniversiteit Groningen-University of Groningen (Países Bajos); Ruhr-Universität Bochum (Alemania); University College Dublin, National University of Ireland, DU (Irlanda); Università à Malta (Malta); Uniwersytet Warszawski (Polonia) y Uppsala Universitet (Suecia)

**Review coordinated by Unibasq following the European Approach on Quality Assurance for Joint Programmes**

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## Executive Summary

This report is issued by the panel appointed by Unibasq-the Agency for Quality of the Basque University System in the framework of the review procedure following the European Approach for Quality Assurance of Joint Programmes to review the Joint Master's Degree Programme in International Humanitarian Action (NOHA) submitted by the University of Deusto on behalf of the NOHA consortium:

- Aix-Marseille Université / AMU France
- University of Malta / UoM Malta
- Rijksuniversiteit Groningen / RUG The Netherlands
- Ruhr-Universität Bochum / RUB Germany
- Universidad de Deusto / UD Spain
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The application concerns a joint master programme of 120 ECTS offered as a full-time two-year programme. The NOHA programme comprises four components spread over four semesters: Foundation period; Specialisation period; Contextualisation period and Research period. It is a multidisciplinary, multilingual and multicultural postgraduate programme that provides academic education and professional competences for personnel working or intending to work in humanitarian action.

The self-assessment report, the extensive programme materials before the site visit and on site and the conversations with highly motivated delegations have provided the panel with a comprehensive view of the programme. According to the panel, who based its assessment on the standards of the European Approach for Quality Assurance of Joint Programmes, the NOHA programme fulfils all standards. Consequently, the panel assesses the overall quality of the programme as positive.

The panel is particularly positive about the joint procedures that make it a real joint programme, the interdisciplinary approach, the broad choice open to students thanks to the variety of learning methods and itineraries and the additional seminars. The panel would also like to highlight the joint internal quality assurance system developed by NOHA and materialized in a comprehensive Quality Assurance Handbook, the Mentoring programme and the Brightspace platform.

Furthermore, the panel considers that some of the programme strengths are due to its joint design with consortium partners being represented equally and involving staff, students and the professional field. The representatives of the participating institutions underlined the added value of the joint programme and how it builds on the synergies and shared resources of the partners.

Without affecting its overall positive appreciation of the programme, the panel has noticed some potential areas for enhancement. Therefore, it suggests NOHA to consider:

1. The development of a matrix which shows how the achievement of each learning outcome is assessed.
2. The different requirements for language level depending on the language in the admission process.

3. Reflecting on the grading and how to further promote consistent assessment in all the partners. The further use of already established initiatives, such as enhanced communication (meetings and workshops) and the sharing of good practices could be promoted.

The panel is also of the opinion that the programme has adequately addressed most of the recommendations from the previous review.

Regarding the enhancement option about developing a longer-term strategic vision and integrating more its new and distant partners to achieve a better balance between all partners, the panel considers that the consortium is robust and that there is clear evidence of the integration of the partners and that the associated partners are being more integrated as the years pass by.

## The review process

The Joint Master's Degree Programme in International Humanitarian Action (NOHA) is provided by eight higher education institutions in France, Malta, The Netherlands, Germany, Spain, Ireland, Poland and Sweden and the request was submitted on 17 October 2025 on behalf of the NOHA consortium by the University of Deusto, which coordinates the programme.

The panel of reviewers was appointed on 23 October 2025 with the following composition:

- Dr. Cecilia Ruiz Esteban, University lecturer of Psychology of Education, University of Murcia (Spain);
- Dr. Valerie de Koeijer - University of Leiden (The Netherlands);
- Kateryna Shalimova - ESU students pool of experts (Ukraine);
- Dr. Sacha de Wijs - Crisis Action (Germany);
- Ronny Heintze - AQAS (Germany).

The review process was coordinated by Eva Fernández de Labastida on behalf of Unibasq. All panel members signed a statement of independence and confidentiality.

The panel based its assessment on the Standards for Quality Assurance of Joint Programmes in the European Higher Education Area (EHEA) adopted by the EHEA ministers in May 2015.

The panel members studied the application documentation of the proposed programme and reported on their preliminary findings. At the preparatory meeting on the 5 November 2025, the panel discussed the preliminary findings, identified the most important issues for discussion on site and prepared the sessions with the delegations.

The site visit took place on 19-20 November 2025 at the University of Deusto in Bilbao. The panel discussed with the management of the institutions, the consortium (including some associated partners) and the programme, as well as with lecturers, students/graduates and the professional field. The schedule of the visit is available as an annex. The materials made available by the programme either before or during the site visit are also listed at the end of the report.

Right after the discussions, the panel formulated its considerations and preliminary conclusions per standard. These are based on the findings of the site visit and build on the assessment of the programme documents.

The coordinator then drafted the report and circulated it to all panel members for review and feedback. The comments of the members were incorporated in a final version, which was validated by the chair on 10 February 2025. The draft report was sent to NOHA for factual check and after receiving their comments the chair of the panel validated the report on 28 February.

## Overview of the programme

The Erasmus Mundus Joint Master’s Degree Programme in International Humanitarian Action (NOHA) was established in 1993 emerging from the collaborative efforts of the NOHA partners together with the European Commission’s Directorates-General for Humanitarian Aid and Civil Protection (ECHO) and Education and Culture. The programme was created due to the growing need for professionals with higher education qualifications to address complex humanitarian emergencies. In 2009, under the umbrella of the NOHA universities, the International Humanitarian Studies Association was launched at the University of Groningen, to address the evolving nature of humanitarian studies, examining how crises affect people, communities, and societies, and the responses they generate.

The NOHA programme has adapted to the developments in the humanitarian sector and to meet labour market demands. In 2017, the programme was revised and expanded from 90 to 120 ECTS, increasing the number of partner institutions from 6 to 8 and extending partnerships with associated academic and non-educational institutions to enhance employability, innovation, and internationalization in higher education.

Nowadays, NOHA provides academic education and professional training for individuals working or aspiring to work in humanitarian action. The SER outlines that NOHA is the first and only joint, integrated, international, multidisciplinary, and interdisciplinary study programme in the field of humanitarian action leading to a joint degree award (when possible). It is a two-year Master’s programme (120 ECTS) spread across 4 semesters (30 ECTS). A general overview of the NOHA learning path can be seen in the following figure:

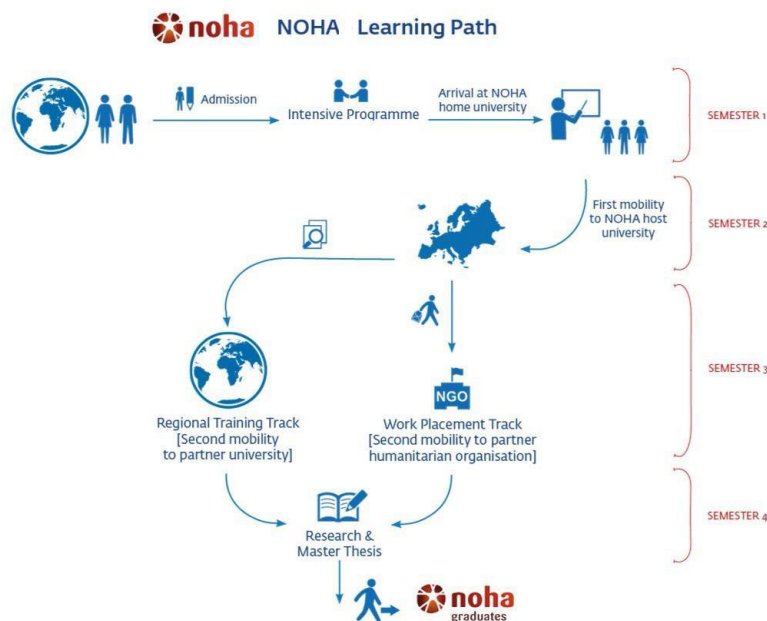


Figure 1. NOHA learning path (Source NOHA SER 2024).

The NOHA programme is delivered by an international consortium of 8 European universities, including Aix-Marseille Université, University of Malta, Rijksuniversiteit Groningen, Ruhr-Universität Bochum, Universidad de Deusto, University College Dublin, Uniwersytet Warszawski, and Uppsala University. Each

year, up to 150 students start the programme, with 20 students per university. The programme has over 4,000 alumni.

For the third semester, the programme collaborates with 11 associated partner universities worldwide offering region-specific training: Tata Institute of Social Sciences (India), Universidad Javeriana, (Colombia), Universitas Gadjah Mada (Indonesia), Université Saint-Joseph (Lebanon), Chiang Mai University (Thailand), Deakin University (Australia), Fordham University (USA), German Jordanian University (Jordan), DOHA institute for Graduate Studies (Qatar), University of Makeni (Sierra Leone) and Universidad Rafael Landivar (Guatemala).

NOHA network also has agreements (updated annually) with various work placement providers: Action Against Hunger, Aktion Deutschland Hilft, Cooperativa Humanitaria, Croix-Rouge de Belgique, Arbeiter Samariter Bund, INTERSOS, Ärzte der Welt, CUAMM Medici con l’Africa, Deutsches Rotes Kreuz, Dråpen i Havet, Humanity & Inclusion (formerly Handicap International), Kindernothilfe, METAdrasi, Oxfam Solidarité, Diakonie Katastrophenhilfe, Polish Humanitarian Action, RedR UK, Restless Development Nepal, Solar Cookers International, Trust Consultancy & Development, Welthungerhilfe, Comhlamh, Centre for Humanitarian Action and Norwegian Refugee Council. Additionally, NOHA universities cooperate with local NGOs and organizations, allowing students to find their own placement options.

## Assessment

### 1. Eligibility

#### 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.*

#### Evidence

The Erasmus Mundus Joint Master's Degree Programme in International Humanitarian Action (NOHA) is delivered by eight European universities belonging to the Network on Humanitarian Action (NOHA network):

- Aix-Marseille Université / AMU France
- University of Malta / UoM Malta
- Rijksuniversiteit Groningen / RUG The Netherlands
- Ruhr-Universität Bochum / RUB Germany
- Universidad de Deusto / UD Spain
- University College Dublin / UCD Ireland
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As outlined in the SER the institutions that offer the joint programme are recognised as higher education institutions by the relevant authorities of their countries. There have not been any changes in the composition of the Consortium since the last review, when it was confirmed that all the partners were recognised as higher education institutions by the relevant authorities of their countries. Moreover, the respective national legal frameworks enable the institutions to participate in the joint programme and where necessary the joint programme has been accredited following their national frameworks.

During the third semester, the programme is delivered in partnership with associated partner universities and organisations in the field of humanitarian action, as mentioned in the previous section, integrating different regional and cultural perspectives of the world of humanitarian aid as well as of the world of work (through student placements). Each associated partner university is assigned to a NOHA Focal Point (one of the consortium partners). This way academic coordination and academic standards of the regional training programmes are assured. Moreover, a local tutor together with the NOHA Focal Point, oversees the students' academic progress and support their research/practical experiences during their stay.

The SER describes the different roles and responsibilities of the partners and associated partners. All the partners participate in the delivery of their corresponding modules (see 1.2 Joint design and delivery), but there are some specific roles as:

- Coordinator: Universidad de Deusto.
- Joint Degree Office/Joint Career Development/Communication and marketing: Ruhr-Universität Bochum.
- E-learning platform (Brightspace)/Data Collection: Rijksuniversiteit Groningen.

- Publication management (Journal of International Humanitarian Action): Uniwersytet Warszawski.
- Organizing the Intensive Programme (IP): Managed by Uniwersytet Warszawski and Ruhr-Universität Bochum, with rotating academic leadership among partner universities.

Associate partner universities help contextualize humanitarian action by providing insights into regional dynamics and adapting the core curriculum to local contexts. This enhances students' understanding and intercultural skills, especially during the third semester's region-specific training programmes.

They offer:

- Knowledge Transfer and Training: Lectures and seminars.
- Regional Training Programmes: Specialized third-semester training.
- Student Placement Support: Assistance with internships and practical experiences.

Humanitarian Agency Partners contribute through:

- Practical Experience and Training: Supervised placements.
- Practical Insights and Expertise: Field practice.
- Workshops and Guest Lectures: Real-world perspectives.
- Joint Research Initiatives: Collaborative research.
- Mentorships: Career preparation.
- Advocacy and Policy Development: Programme improvement through sector engagement.

According to the Consortium Agreement, each student who successfully completes the degree programme as described in the Study and Examination Regulations, including the compulsory mobility programme of at least 30 ECTS, and who has fulfilled the requirements of the applicable national legislations shall receive a joint Master's degree testified by a joint diploma issued on behalf of the degree-awarding Partner Institutions involved in the delivery of the degree programme to that particular student. Ruhr-Universität Bochum (RUB) is responsible for the issuing of the physical Joint Degree award and its Joint Diploma Supplement on behalf of the Consortium. Where the national regulations of a degree-awarding university prevent the recognition of a diploma issued by RUB, that university is responsible for the student's registration in the fourth semester and the issuing of the joint degree (University College Dublin and Uppsala universitet). The students of these two universities will receive a double Degree, and all students will receive additionally a Joint Certificate testifying the support and joint involvement of the wider consortium in their programme. Each joint degree award is accompanied by a diploma supplement presenting the details of the student's academic programme and achievements, following the DS template developed by the European Commission, the Council of Europe and UNESCO/CEPES and adapted to any further specifications in national legislation where applicable.

### **Assessment**

There is no doubt that the institutions part of the NOHA consortium are recognised as HEIs by the relevant authorities of their corresponding countries as outlined in the SER and evidenced by the legal documents available. As confirmed by the documentation and discussed during the interviews, particularly with the leadership of the institutions, their national legal frameworks enable all the partners to participate in the joint programme, while awarding a joint degree is still a challenge for some partners and they continue working on it. It is worth mentioning that during the interviews with the leadership of the institutions all

highlighted the added value of NOHA programme and their full support to international joint programmes building on the synergies of the partners and sharing resources.

The panel considers that the Consortium has done everything in their hands to award a joint degree when possible and the recommendation from the previous review in this sense doesn't apply. The institutions awarding the degrees ensure that the awarded degrees belong to the HE system where they are based and depending on the country the programme is accredited at programme or institutional level. Each NOHA student who successfully completes the programme and who has fulfilled the requirements of the applicable national legislations receives a joint Master's degree; the degree is testified by a joint diploma issued on behalf of the degree-awarding partner institutions involved in the delivery of the degree programme (at least 30 ECTS) to that student. Graduates also receive a Diploma Supplement that provides comprehensive information (grading systems, educational systems, module credits...) and other relevant details. Additionally, graduates receive a joint certificate signed by the NOHA president and secretariat. Therefore, NOHA implements an effective way to address the various regulations in the different countries enabling to provide a degree that meets the respective requirements and the provided qualification.

The panel concludes that the standard is fulfilled.

## 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.*

### Evidence

As outlined in the SER, all consortium partners have successfully collaborated in the past, being members of the Network on Humanitarian Action (NOHA): Aix-Marseille Université (AMU), Ruhr-Universität Bochum (RUB) and Universidad de Deusto (UD) since 1993, Uppsala universitet (UU) and University College Dublin (UCD) – since 1997, Rijksuniversiteit Groningen (RUG) – since 1999, Uniwersytet Warszawski (UW) – since 2008 and L-Università ta' Malta (UM) – since 2014. The programme's curriculum has been developed jointly by the Consortium partners, based on over 30 years of cooperative experience in implementing the NOHA programme and considering the different stakeholders' opinions.

The SER outlines several elements which show the jointness of NOHA programme:

- Jointly designed and integrated curriculum, including mobility periods for students.
- Common implementation procedures with aligned processes across all participating institutions.
- Joint eligibility criteria and admission procedures for candidates, including a joint appeal procedure for rejected candidates.
- Joint Study and Examination Regulations, standardized across the partners, including a joint guide and a joint assessment procedure for the Master thesis.
- Jointly developed and shared quality assurance procedures (Internal Quality Handbook).
- Joint governance structure for the programme and joint administrative and financial management, shared responsibilities.
- Jointly agreed participation costs.
- Joint Degree Award and joint Diploma Supplement (see 1.1 Eligibility and 1.3 Consortium Agreement).

- Joint Learning Platform: A shared online platform (NOHA Brightspace) for students and staff.
- Joint Career Development: Coordinated career development services and support.

All the partners participate in the programme design and its delivery while each partner leads specific joint modules, while offering unique areas of expertise which give added value to the programme, building on the complementarity and expertise of the partners:

University	Module leader	Specialization
Rijksuniversiteit Groningen	Public Health	Humanitarian Analysis and Intervention Design
Aix-Marseille Université	Law	Legal and Geopolitical Approach of Humanitarian Action
Universidad de Deusto	Anthropology	Protection in Humanitarian Action
	Master Thesis	
University College Dublin	Methodology	Resilience: localising the aid effort
University of Malta	International Relations	Forced Migration and Human Security
Uniwersytet Warszawski	Intensive Programme	Armed Conflicts and Humanitarian Action
Ruhr-Universität Bochum	Career Development	Humanitarian Policy and Practice
	Intensive Programme	
Uppsala Universitet	Management	Conflict, Peacebuilding, and Religion

Table 1. Leading university for the modules of the foundation period (1st semester) and corresponding specializations in the 2nd semester.

The Intensive Programme is organized on a yearly basis with a lead university where the intensive week takes place (University of Warsaw, University of Bochum) together with another university, chosen on a rotation basis every year, that acts as a partner focused on academic issues. All universities contribute with their own lecturers, practitioners, organizations and overall expertise by leading panels, participating as speakers, workshop providers etc.

Each NOHA university is responsible for offering the first and second semesters, as well as the shared supervision of students in their final semester. Additionally, during the third semester, NOHA universities are responsible for delivering the Career Development module, providing internship advisors for students pursuing the Work Placement Track and act as Focal Points to support the associated partners and the students on the regional track.

During the third semester, students can choose between a regional training at one of the associated partner universities or a work-placement at one of the humanitarian partner organizations, while the formal enrolment is at the home university.

Additionally, each partner participates in:

- Thesis Supervision. The home university acts as supervisor while the host university from the second semester acts as second examiner.
- Joint Admission and Selection: following a centralized admission process (see 4.1 Admission).

- Student Services with support provided equally to students.
- Promotion of the Degree Programme internationally.
- Quality Assurance with shared responsibility for maintaining academic standards.

As part of the improvements of the programme following the 2019 review, the SER outlines that the role of the Joint Career Development Coordinator has gained greater relevance within the programme and career development resources and tools are now available to all students, ensuring broader access to support for their professional growth and career planning.

The programme has a joint governance structure outlined in its Consortium Agreement. Each consortium partner is represented in the governing bodies (NOHA Master's Board of Directors; Joint Admission Board; Joint Examination Board; Joint Programme Committee; Quality Enhancement Curriculum Development Committee and Advisory Board). The joint Programme Coordinator guarantees operational coordination and implementation of the governance bodies' strategies and policies.

Each Consortium partner appoints a senior academic staff member as its local NOHA Director, who is responsible for the academic programme, liaises with the other directors at the other Consortium partners on all matters concerning the programme and ensures that the programme at their university is consistent with the joint agreements. The local NOHA Directors represent their universities on the Board of Directors. This Board meets at least twice a year in person, and a total of 4-6 times a year, to discuss and decide on ordinary management, strategy and fundamental issues. NOHA local coordinators (administrative staff) are responsible for programme content and implementation; supporting local faculty and processing new student applications, assisting students with any issue they might have (registration, accommodation, internships, mobility, ...) and maintaining NOHA's visibility and outreach. They meet every month or every two months.

The NOHA Faculty focuses on approaches of teaching and learning, assessment and performance, and comparative analysis of student workload. As ways of coordination, the NOHA Faculty meets at least once each year at the Intensive Programme and interacts constantly and continuously through electronic communication. Specialized Faculty meetings enable ongoing joint curriculum development. The university leading each module coordinates its revision involving lecturers from all universities on a yearly basis.

## **Assessment**

The joint programme is a clear outcome of the cooperation of the partners for more than thirty years. As described in the SER and evidenced during the interviews, there is a long story of collaboration including the active participation of the partners in the EUPRHA project (European Universities on Professionalization on Humanitarian Action) to develop the European Humanitarian Action Qualification Framework and identifying new skills for the humanitarian sector, and the EUHAP project (European Humanitarian Action Partnership) to foster collaboration between qualifications and skills in the humanitarian field. Moreover, they created the International Humanitarian Studies Association.

The panel considers that in addition to the joint design all institutions are involved in the delivery of the programme, leading a joint module of the first semester and the specialization modules on the second semester. There is a double supervision system of the Master's thesis involving a supervisor at the home university and second examiner at host university. Regarding coordination, there are regular meetings of the Directors and Coordinators at each university, which facilitates the detection of options for improvement.

Based on the discussions on site the panel believes that there is a spirit of shared ownership and mutual contribution to a truly joint programme. The panel wants to highlight the joint procedures that make this a real joint programme with an interdisciplinary approach. Moreover, the response given to the recommendation of the previous review regarding the creation of a joint Career office has materialized in the Joint Career Development Coordinator. Currently the career development resources and tools are now available to all students, and they are more visible ensuring broader access to support for their professional growth and career planning. The panel believes that there is a clear partnership and collaboration of all the institutions.

The panel considers that the standard is fulfilled.

### 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.*

### Evidence

The NOHA Consortium Agreement (Annex 2) has been developed by the Partner Institutions in accordance with legislation in their respective jurisdictions and it establishes joint procedures and criteria for awarding a joint degree covering, among others, the following issues:

- Legal framework, which establishes the rights and obligations of the partners' institutions.
- Programme governance, where the roles and duties of the partners are outlined.
- Degree programme information (Academic programme and semester structure, including mobility paths).
- Student administration, which includes all the issues regarding students as application, selection and admission procedures, mobility, EMJMD scholarship management system, performance monitoring, degree awarding and recognition, services available and rights and responsibilities.
- Staff, including teaching and administrative staff, covering the mobility options.
- Quality Assurance, referring to the Internal Quality Handbook.
- Publicity, awareness-raising and marketing.

- Financial management, where the financial management and the students' participation costs are outlined.
- Agreed intellectual property rights and data protection regulations.

The Consortium Agreement establishes that each Partner Institution formally recognises the modules offered within the joint degree programme and the credits awarded. Regarding degree awarding, the document states that "Each student who successfully completes the degree programme as described in the Study and Examination Regulations, including the compulsory mobility programmes of at least 30 ECTS each, and who has fulfilled the requirements of the applicable national legislations shall receive a joint Master's degree testified by a joint diploma on behalf of the degree awarding Partner Institutions involved in the provision of the degree programme to that particular student."

### **Assessment**

The panel considers that in general the Consortium agreement covers adequately the terms and conditions to provide a joint programme. It is comprehensive and well structured. Clearly, the agreement balances the need for regulations that are specific enough to regulate required aspects while at the same time respecting the diversity of the partners. As a sign of transparency, the Consortium agreement together with relevant information about the programme is available on the NOHA website.

The panel considers that the standard is fulfilled.

## 2. Learning Outcomes

### 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).*

#### Evidence

The Erasmus Mundus Joint Master's Degree Programme in International Humanitarian Action (NOHA) is a multidisciplinary, multilingual and multicultural postgraduate programme that provides academic education and professional competences for personnel working or intending to work in humanitarian action. It is a 120 ECTS joint Master degree programme at level 7 of the Humanitarian Action Qualifications Framework (HAQF), provided as annex 3.2 and described below, level 7 of the European Qualifications Framework for Lifelong Learning and at the second cycle level of the Framework for Qualifications of the European Higher Education Area, as well as their equivalents at national level of the countries of the Partner Institutions.

It must be highlighted that NOHA led the development of an EQF-based Humanitarian Action Qualifications Framework developed in the context of the EUPRHA (European Universities on Professionalization on Humanitarian Action) project coordinated by the University of Deusto and financed by the European Commission Lifelong Learning Programme (2011–2014). The Humanitarian Action profile provides a detailed elaboration of its levels (from 4 to 8) through six dimensions central to working in the humanitarian action: Humanitarian commitment; Context analysis and reflection; Coping and safety; Leadership; Collaborative relationships; and Services to crisis-affected people.

The panel reviewed during the site visit the matrix indicating the correspondence among the modules and the intended learning outcomes (17) distributed in knowledge, skills and competences in the following dimensions aligned with the HAQF at level 7:

- Academic research
- Humanitarian commitment
- Context analysis and reflection
- Coping and safety
- Leadership
- Collaborative relationships
- Service to crisis-affected people

Module or course learning outcomes break down into specific, measurable goals that can be assessed during the programme (see 2.3 Achievement).

#### Assessment

The described learning outcomes meet the requirements for a master's level and the defined qualification goals. The integration of the study contents is ensured in the transfer from one university to another within the framework of the study programme because of the adequate organization of the curriculum which aligns with the intended learning outcomes. The curriculum covers meaningful areas of humanitarian action in the Foundation period like world politics, anthropology, legal dimensions on humanitarian action,

public health and management. The specialisation period, which provides the option to make use of the specific expertise of the host university, and the contextualization period, where the student chooses between the regional training or a work placement, provide a hands-on approach to the reality of humanitarian action, which is clearly supported by the panel of experts. In addition, to address the global nature of these studies, the NOHA programme has incorporated regional perspectives (Asian, African, Middle Eastern and Latin American studies).

The panel considers that NOHA provides to students a sufficiently joint structure of learning outcomes guaranteeing consistency among graduates in all key areas (global and comprehensive vision, strategic management, integrity), while at the same time allowing students a choice between curricular units (e.g. regional training pack or work placement) and geographical / linguistic zones. This gives answer to two of the recommendations from the previous review where the review panel recommended “to include at least a brief-hands on terrain experience for all students who volunteer for it” and “to include some more content regarding the African context”. Both aspects are covered by the contextualization period.

The panel considers that the standard is fulfilled.

## 2.2 Disciplinary fields

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

### **Evidence**

As explained in the SER, “Humanitarian studies” is a nascent disciplinary, multidisciplinary and interdisciplinary field, as humanitarian crises caused by conflicts or natural disasters have increasingly become the subject of study within a range of disciplines. Humanitarian studies aim to enhance the alignment between knowledge, policy and practice in resolving humanitarian crises. The academic programme has been designed to integrate a variety of disciplines including anthropology, economics, demography, development studies, forced migration, geography, international law, international relations, medicine, peace and conflict research, political science, public health and psychology.

During the interviews, and as outlined in the SER, the NOHA directors explained that to be up to date to the evolving demands of the humanitarian sector, the core modules are regularly reviewed to ensure that the curriculum remains aligned with the professional profiles and competencies of the field.

The matrix of intended learning outcomes (in terms of knowledge, skills and competencies) vs the content of each module (referring to the different disciplines), was provided and reviewed during the site visit.

### **Assessment**

The panel considers that the NOHA programme consists of a suitable mix of theoretic knowledge, work experience and analytical skills, with enough flexibility allowing students to customise their own learning itinerary. As explained before, NOHA led the development of the Humanitarian Action Qualifications Framework (HAQF). The Humanitarian Action profile embedded in the NOHA intended learning outcomes provides a detailed elaboration at level 7 through six dimensions central to working in the humanitarian

action: Humanitarian commitment; Context analysis and reflection; Coping and safety; Leadership; Collaborative relationships; and Services to crisis-affected people.

The qualification goals and learning outcomes of the NOHA Master's programme have been sensibly developed and constantly updated over the past years. This was also confirmed by the labour market representatives who addressed that the NOHA graduates are well prepared.

The panel considers that the standard is fulfilled.

### 2.3 Achievement

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

#### **Evidence**

To achieve the intended learning outcomes, the NOHA programme comprises four components spread over four semesters. The SER explains that the programme is designed to achieve a structured progression over the four semesters with the aim to support and enhance students' development and to assure that they achieve the highest possible learning outcomes.

The joint curriculum is broken down into several modules, which together ensure that the 120 ECTS of the NOHA programme cover all learning outcomes that must be achieved (see Figure 2 in 3.1 Curriculum). The course catalogue describes and shows the alignment between learning outcomes, teaching activities and assessment procedures. The programme also provided a matrix of the intended learning outcomes and the modules where they are achieved and joint assessment forms of some of the modules where available during the site visit.

While the programme has a joint structure, and the first semester is common for everyone regardless of their home university, there is flexibility to adapt to students' preferences and needs. This allows to create a personalized learning pathway from the options at the specialization period in the second semester and the contextualization period in the third, when they can choose between a regional training in most areas of the world or a work placement in a humanitarian association.

During the programme, the students receive feedback to evaluate their progress regarding their achievement of the intended learning outcomes. There are diverse types of assessment (found in the courses manuals) to monitor the progress within the modules and specially during the first to semesters like module-based quizzes/tests, mid-semester exams, group projects, presentation of case studies, peer review... During the third semester, the assessments are more focused on applied skills and professional development, using work placement reports, supervisor evaluation and presentation or debriefs after the placement. Finally, during the fourth semester there is a more comprehensive assessment focused on the Master thesis. The students bring all the knowledge and skills acquired in the programme together on original research. Depending on national regulations there is a Thesis Defence/Viva Voce (e.g., UD, RUB, Malta as an example). Students defend their thesis before a committee, demonstrating their acquisition of learning outcomes, knowledge, research methods, and their ability to articulate and defend their findings in public academic setting. As part of the review, a sample of 16 master theses of the programme, with different grading and from different tracks, was reviewed.

## Assessment

The panel carefully reviewed a variety of final thesis confirming the achievement of the master's level. This topic was carefully reflected in the interviews on site and with regards how the assessment takes place. Most of all, discussions with students and graduates, together with the appreciations of the representatives of the labour market, provided clear confirmation that also these learning outcomes are well achieved.

The programme has different ways to demonstrate achievement and has developed a matrix of intended learning outcomes and the modules of the programme where they should be achieved. The joint assessment forms reviewed during the site visit (as the ones for the IP and the Master's thesis) clearly describe how the corresponding learning outcomes are assessed. As a further way of enhancement, the panel believes that the programme could benefit from having a matrix of the intended learning outcomes and how they are assessed.

The panel considers that the standard is fulfilled.

## Suggestion for further improvement

The panel suggest that in addition of the matrix of intended learning outcomes and the modules where they are achieved, the programme could develop a matrix to match each of the intended learning outcomes and how they are assessed.

## 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 relevant as there is no regulated profession related with Humanitarian action.

### 3. Study Programme

#### 3.1 Curriculum

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

#### Evidence

As can be seen in figures 1 and 2, the NOHA programme offers a 120 ECTS curriculum made up of four components of 30 ECTS (Foundation period; Specialisation period; Contextualisation period; and Research period) spread over four semesters (two years). The curriculum offers mobility periods, with a minimum of 30 ECTS spent at partner institutions in Europe and optional mobility in the third semester at Associated Partner HEIs or work placements at a humanitarian organization (30 ECTS).

The NOHA programme builds on the previous experience of the preceding programmes which were awarded the Erasmus Mundus label four times. The basis of NOHA (joint multidisciplinary structure of the first semester followed by interdisciplinary specialisations in the second semester) was updated in 2017 and expanded to include a contextualisation period in the third semester either in a specific region or at placement at an organisation. A full fourth semester dedicated to the Master Thesis concludes the programme.

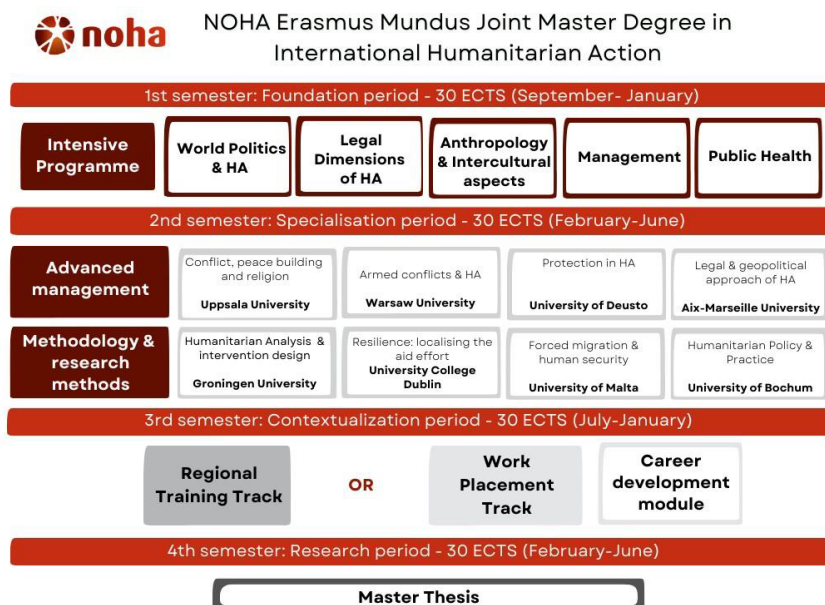


Figure 2. NOHA Master structure and module distribution. Source: NOHA SER 2024.

The panel reviewed the contents of each course including information regarding main themes, learning outcomes, course material, teaching and learning methodology, programme and training activities, workload and assessment methods and criteria. All this information is available on the NOHA website.

The key components of the modules are shown in figure 2 and in the next paragraphs a summary of each of them is outlined:

### 1st Semester (30 ECTS) - Foundation Period

- Intensive Programme (IP) (5 ECTS): Held at Ruhr-Universität Bochum/Warsaw University, this initial course introduces students to key principles and concepts in humanitarian action, involving various stakeholders from NGOs, IGOs, and academia.
- Foundation Period (25 ECTS): Conducted at the home university, covering jointly developed modules like World Politics and Humanitarian Action, Legal Dimensions of Humanitarian Action, Anthropology and Intercultural Aspects, Management, and Public Health. The objective is to provide a multidisciplinary understanding of humanitarian action.

### 2nd Semester (30 ECTS) - Specialisation Period

- Location: Host university (mobility period).
- Modules: Advanced Management, Research Methods, and specialized modules tailored to the partner's expertise.
- Objective: To deepen knowledge in specific humanitarian themes.
- Specialisations (see Table 1 to see the leading institution): Options include Humanitarian Policy and Practice, Legal and Geopolitical Approach, Resilience, Forced Migration, Humanitarian Analysis, Armed Conflicts, Protection, and Conflict, Peace-building, and Religion.

### 3rd Semester (30 ECTS) - Contextualisation Period

- Location: Associated partner university or humanitarian organisation (see Section 2. Overview of the programme for more detailed information).
- Modules: Elective Courses in Regional Humanitarian Studies or Career Development Training & Work Placement.
- Objective: To gain regional-specialised scholarly and practical expertise or hands-on experience.
- Options: Regional training at partner universities or work placement with humanitarian organizations.

### 4th Semester (30 ECTS) - Research Period

- Location: Home university.
- Modules: Master Thesis.
- Objective: To develop research skills through the completion of a Master's thesis, reflecting academic rigour in humanitarian studies.

In addition, there is the option to attend online seminars covering specialized topics like for example: "Research, Decolonizing Humanitarian Aid" or "Impact of the Covid-19 pandemic in Humanitarian Action", which the students find very relevant.

During the interviews, the lecturers explained that the progression of students can be seen from one semester to the following one, building on the structure of the curriculum from the foundation stage to the specialization and contextualization periods, which can be chosen to adapt to the needs of the students (as confirmed during the interviews) and the final research phase which helps developing the research skills and completing the Master's thesis.

As a response to the recommendation of the previous review regarding the need to include a broader international perspective, NOHA has included the African perspective and has strengthened the regional tracks in the third semester providing specialization opportunities in several regions of the world. During the interviews the panel had the option to meet with representatives of some associated partner universities, who presented their experience, and also with several representatives of humanitarian organizations where students can do their work-placements.

### **Assessment**

The well-structured curriculum offers a comprehensive and interdisciplinary approach to humanitarian studies, combining academic learning with practical experience. The progression on the different semesters builds on each other and enable students to achieve the intended learning outcomes in a flexible way allowing the students to design their own path in the second and third semesters. This allows students with different profiles to choose among specializations in the second semester and between the regional track or a work-placement in the third. As explained during the interviews, there are different ways of achieving the same learning outcomes.

The panel believes that the proposed structure and content of the curriculum, including the option of work-placements to know the reality of humanitarian action work and the regional track showing the case-studies, like the peace-process in Colombia enable the students to achieve the intended learning outcomes, and should be highlighted. This also confirms that the programme has answered some of the recommendations from the previous review regarding the need to include a broader international experience and the option to have a more hands-on approach.

During the interviews with the representatives of humanitarian organizations the panel learnt that only one of the interviewed organizations offering work placements provides paid positions, while others offer some form of compensation, or even none. Even if the panel knows that it is not in the hands of the Consortium, the panel believes that organizations could be encouraged to offer at least some form of compensation, especially given the cost-of-living crisis across Europe, which affects most students.

The panel concludes that the standard is fulfilled.

### **3.2 Credits**

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

### **Evidence**

NOHA uses ECTS, awarding credits based on defined learning outcomes and their associated workload. The degree programme has a total study load of 120 ECTS (60 ECTS per year or 30 by semester), one credit is the equivalent of 25 to 30 hours of study. The general distribution of credits can be seen in Figure 2, where the structure of the programme and the modules is shown. Credits are awarded for various types of learning, including courses, research and internships. There is an adequate level of flexibility in the choice of courses and credits open to students. According to the modules and course manuals, NOHA offers courses/modules ranging from 5 to 20 ECTS.

The associated partner universities may use their own credit systems. Nevertheless, they fully recognize ECTS and issue transcripts reflecting a minimum workload equivalent of 30 ECTS or 750 hours per semester.

### **Assessment**

The distribution of credits within the programme is well defined and transparent. The panel considers that the European Credit Transfer System (ECTS) is applied properly and the distribution of credits is clear. The panel concludes that the standard is fulfilled.

### **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.*

### **Evidence**

The programme has a total study load of 120 ECTS. Students are required to earn 30 ECTS per semester. These credits are obtained by taking mandatory and elective courses offered by the universities. Each semester, students must complete a specific number of modules. In the first semester, all students are required to take joint courses at the home university, leading to specialization courses at the host university in the second semester and choosing the regional track or the work-placements in the third semester. In the fourth semester, 30 ECTS credits will be awarded upon completing the master's thesis. The use of ECTS by all partners in Europe and most outside Europe makes it possible to create and document learning pathways, allowing better flexibility and comparability. The allocation of the workload among modules and course units has been jointly agreed. This guarantees that the workload is about evenly distributed among all students, independently of their mobility pathways and their choice of modules available from the NOHA study plan (Figure 2).

### **Assessment**

The workload for the programme is clearly and systematically presented and corresponds to the regulations for a joint master's programme. The degree is awarded after completing 120 ECTS which is in the typical range for master's degrees. The monitoring of the average time to complete the programme is well done through intense supervision and assistance enabling the staff to track students individually, as part of the internal quality system, and the panel found no reason for concern in this regard. The panel considers that the workload is evenly distributed on the 120 ECTS of the master programme.

The panel concludes that the standard is fulfilled.

## 4. Admission and Recognition

### 4.1. Admission

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

#### **Evidence**

The entry requirements and admission criteria for the NOHA programme are common for all students. They can be found together with the joint application procedure on the NOHA master website ([www.nohanet.org/masters](http://www.nohanet.org/masters)) and are regulated by the "Study and Examination Regulations".

NOHA has been designed for people working or intending to work in the field of humanitarian action. Candidates are chosen based on the quality of their education and professional background, their experience in and concern for humanitarian issues, their multicultural sensitivity and their linguistic abilities. There is a joint application platform which the Joint Admission Board can use to support the selection of the best candidates.

Admission may be granted to applicants who meet the following entry requirements and common minimum eligibility criteria:

- All applicants must follow the joint application procedure as established by the NOHA consortium.
- Completed application (online application form and all requested documents) is submitted through the online application system by the established deadline.
- Candidates must have obtained, as a minimum, a university first cycle degree (Bachelor, EQF level 6) in a discipline of relevance to humanitarian action (medical sciences, food sciences, economics and management, engineering, law, social sciences, education sciences, humanities).
- Candidates are required to have a recognised qualification in the language(s) of instruction of the universities they plan to attend:
- English: C1 certificate or similar: L-Università ta' Malta, Rijksuniversiteit Groningen, Ruhr-Universität Bochum, Universidad de Deusto (second semester), University College Dublin, Uniwersytet Warszawski, Uppsala universitet.
- Spanish: B2 certificate: Universidad de Deusto (first semester).
- French: C1 certificate: Aix-Marseille Université.

Candidates are chosen based on the following selection criteria:

- type and level of academic qualifications, research experience, and professional experience, such as practical experience in humanitarian action in governmental, inter-governmental and/or non-governmental organisations and institutions;
- motivation and concern for humanitarian issues;
- multicultural sensitivity;
- level of linguistic abilities;
- recommendations;
- results of interviews (if applicable);
- nationality and gender balance.

There is a joint appeals procedure for rejected candidates.

The admission procedure is different for the Erasmus Mundus grant applicants and self-funded applicants. For Erasmus Mundus grant applicants, there is a joint selection procedure with deadlines that finish before the open procedure. For self-funding applicants, each university reviews the applications of applicants who chose them as first choice following their national criteria and procedures. The NOHA secretariat compiles a joint student list. In 2024 to facilitate the admission process, students may rank all universities from 1 to 8.

During the review the joint application platform was presented showing the main characteristics of the tool. All the institutions have access to the same information and emails are sent automatically to all the applicants. The platform gives the option to transfer students to another institution if their first choice is not available.

### **Assessment**

The panel considers that the joint admission requirements and selection procedures are appropriate considering the programme's level and discipline. The students found the process very clear and knew who to contact in case of doubts. The joint application platform seems a very useful tool to select the best candidates and to have a transparent flow of information. The panel is not particularly concerned about the language level requirements, but considers that it could be the same level for the three languages as the students need to be proficient in Spanish if they choose the regional track in one of the options in Latin America and could also complete their first semester in Deusto in Spanish if they would be fluent in Spanish.

The panel concludes that the standard is fulfilled.

### **Suggestion for improvement**

The programme might consider having equal language requirements for the three languages of provision.

## **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.*

### **Evidence**

According to the NOHA Consortium Agreement, each Partner Institution formally recognises the modules offered within the joint degree programme and the credits awarded. For transparency and portability of learning outcomes across borders, there is recognition of acquired learning credits through mobility paths. The coordinators communicated that multiple cooperation agreements for mutual recognition and mobility exchange between the Consortium members and the associated partner universities have already been signed in result of the cooperation for the past versions of the NOHA programme.

The recognition of qualifications and periods of study outside the consortium's universities, including recognition of prior learning, adheres to the Lisbon Recognition Convention and related documents. The recognition process is coordinated and documented by each partner institution. During the site-visit

additional information about how this recognition is made and some examples of recognition procedures were made available for the panel.

### **Assessment**

The panel considers that the Consortium applies fair recognition procedures to facilitate recognition of the modules and credits awarded in the partner institutions. In addition, recognition of competencies and qualifications outside the consortium builds on the respective structures at the participating institutions in line with the Lisbon recognition convention. The panel could see how this recognition procedures were applied in practice.

The panel concludes that the standard is fulfilled.

## 5. Learning, Teaching and Assessment

### 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.*

#### **Evidence**

The NOHA programme places its students at the center of the educational process. Since 1993, the NOHA Consortium has focused on providing internationally recognized education to improve the quality of humanitarian work, following a student-centered learning and teaching approach. The programme bridges the gap between theory and practice through an interdisciplinary approach, involving academic staff, practitioners, and decision-makers. It emphasizes collaboration and dialogue with policymakers and practitioners, defining specific teaching, learning activities, and assessments for each module.

The NOHA programme ensures alignment between learning outcomes, teaching activities, and assessment procedures. The course catalogue provides up-to-date information, and each module has a course manual detailing objectives, relevance, methodology, and assessment criteria. These manuals are approved by the Master's Board and made available to students before starting their modules. Teaching methods in the modules can vary including lectures, tutorials, seminars, exercises, portfolios assignments, project proposals, simulations, field trips, placements...

The NOHA Consortium has an ongoing review process for curriculum design. Each NOHA University has a Programme Committee, including a student and faculty representative and the NOHA Coordinator as an advisor, to discuss programme design and delivery issues. At the network level, the Joint Programme Committee, with representatives from each university's Programme Committee, advises the NOHA Master's Board of Directors. It reviews the system and advises on policy developments, meeting annually during the Intensive Programme to ensure the joint degree programme's coherence and consistency.

As explained before, the programme has a flexible structure, thus letting students develop their personal learning pathway. Although education is full-time, there are opportunities for a flexible organisation of learning, teaching and assessment activities to accommodate students with different profiles and/or needs (e.g. people with caring responsibilities or people with disabilities). Anyway, students explained that all of them were full-time and only some of them might have some part-time jobs mainly on weekends depending on the campus.

The programme provides students with an integrated research and training platform that allows students to access teaching materials in an integrated manner, regardless of their geographical location, which is implemented by means of NOHA Brightspace ([noha.rug.nl](http://noha.rug.nl)) for its staff and students.

There are three languages of instruction (English, French and Spanish), depending on the choices made regarding home university, host university on the second semester (France) and the regional track.

During the interviews with the NOHA directors the topic of the use of Artificial Intelligence (AI) was raised, and as described in the SER it was explained that there are starting some initiatives to understand the

potential that the applications of AI and data use can have in education in general and in humanitarian action. They are currently in contact with Data Friendly Space an NGO, which has among its main founders NOHA alumni, that promotes the responsible application of AI in humanitarian and development contexts. They offer a transnational online course to introduce all NOHA students to qualitative and quantitative data analysis techniques applied in humanitarian contexts. Students will explore the transformative potential of Artificial Intelligence (AI) and Natural Language Processing (NLP) in humanitarian settings. When asked about the NOHA policy on AI, they explained that they are currently following national/institutional regulations and that they were discussing the topic at the Board of Directors meeting and sharing the tools they are using/developing.

### **Assessment**

According to the panel, the programme has been designed in correspondence with the intended learning outcomes. It applies a variety of learning and teaching approaches (including internships or work-placements) that enable the students to achieve the intended learning outcomes and promote active learning. Although education is full-time, there are opportunities for a flexible organisation of learning, teaching and assessment activities to attend to the diversity of students. The programme has adapted overtime addressing the needs of the humanitarian action field. In addition, the panel would like to underline the online Brightspace platform which enable students and staff to access all the relevant information on the programme. Regarding the topic of AI and its potential use, the panel encourages NOHA to continue the discussions and reflect on the need for a future standardized policy on the use of AI.

The panel concludes that the standard is fulfilled.

### **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.*

### **Evidence**

As explained in the Consortium Agreement, considering “the comprehensiveness and richness of the Consortium and its degree programme, the Examination Board of the degree programme is organised in a decentralised manner through a system of Local Examination Boards, or their equivalents, supported in an advisory capacity by the NOHA Master’s Board of Directors.” These Local Examination Boards (or equivalents) have authority to make decisions in relation to the local implementation of assessment standards, study and examination regulations, the thesis and control of supervision quality, fraud and plagiarism cases..., but are bound by the Consortium agreement, the Study and Examination Regulations and any other bilateral or multilateral agreements developed by the NOHA Consortium and its partner institutions under the Consortium Agreement, in so far as is legally possible according to national legislation.

NOHA uses a variety of assessment methods aligned with the teaching methods and the intended learning outcomes as already outlined at 2.3 Achievement section. These include interim assessments (quizzes or short tests, midterm exams, short essays, case-studies, individual or group presentations as part of group

projects and participation in discussions or debates) and written forms of examinations adapted to each of the modules.

The general examination regulations are described in the Consortium agreement, the Study and examination regulations, the Student agreement and the course manuals. As explained in the general examination regulations, within established limits, assessment methods and criteria can vary per module and per university. It establishes also that the NOHA teaching staff shall make every effort to ensure fairness, consistency and equity in their assessment procedures.

Regarding the different categories of partners, the SER explains their role in the assessment process as requested by a recommendation from the previous review. Each of them are responsible for the modules they lead, and in the case of associated partner universities of the regional track providing local supervision and the placement/internship organizations providing feedback and supervision together with the NOHA supervisors.

There is a compulsory order of examinations and students can only pass to the following semester modules if they have passed most of the credits of the previous semesters.

There is also a joint agreed conversion table to convert the grades from each institution. The SER explains that this table was revised in November 2023 due to some complaints from students regarding that the conversion of Spanish grades to their home universities was unfair as they were getting a lower grade in the home university. During the interview this issue was raised, but the students felt that some institutions might be stricter than others and this could also explain some differences in grading.

Students finish the programme with a master's thesis project, consisting of a literature or field study using one or several academic disciplines in humanitarian action (law, anthropology, philosophy, public health, conflict studies). There is a joint NOHA Master Thesis Guide available outlining all the relevant information the students should be aware of and the contents of the master thesis. All these are assessed by two examiners, usually the supervisor from the home university and a second examiner from the host university in the second semester. Depending on the national legislation, the university might require presenting the master thesis and providing an oral defence before an evaluation court.

During the site visit 16 master theses were reviewed. They gathered different combination of home and host universities (providing first and second examiners), with different option in the third semester (regional track or work-placement track), different topics and different range of grades together with the conversion table. The information provided included the assessment forms of both examiners.

During the previous review, there was a recommendation regarding the need to formalize the cooperation regarding examinations and assessments as the programme was growing and some new partners/associated partners/organizations were included, considering also the role of the various categories of partners. In this sense, the programme explains in the SER that they revised the course manuals that outline the procedures for examinations and assessments and that they developed rubrics and updated the joint master's thesis evaluation form. In addition, they have defined the roles of the different categories of partners in the assessment process. Finally, they have improved the communication

through regular meetings and workshops sharing best practices and align on common assessment standards.

### **Assessment**

The panel considers the examination regulations and the assessment of the achieved learning outcomes correspond with the intended learning outcomes and there are rules to be applied consistently among partner institutions through their Local Examination Boards. The panel positively recognizes that there is a common regulation regarding the assessment of the Master's thesis which also leads to cooperation and coordination between different teachers as part of the supervision. The interviews on site confirmed that both the content and the assessment method of each of the courses are known to the students and the panel of experts can confirm that these are in line with the respective learning outcomes. While the assessment of individual courses lies with the respective teaching staff the coordination of the achievement of the common learning objectives is in the hands of the NOHA directors.

The panel is not particularly concerned about any discrepancies, but due to some comments from the students, encourages the NOHA directors and lecturers to reflect on the grading and how to further promote consistent assessment in all the partners. The panel believes that the already in place initiatives to formalize the cooperation regarding examinations and assessments, including enhanced communication and sharing of good practices, could be further promoted to avoid different application of assessments and the feeling of students of different levels of strictness. While diversity clearly is a strength within the consortium and part of its concept, this could strengthen the consistency of assessment as already implemented for the master thesis, respecting the culture and regulations of each university and the capacity of the academic staff to find the best way to assess the learning outcomes of their courses/modules.

The panel concludes that the standard is fulfilled.

### **Suggestion for improvement**

The panel encourages the programme to reflect on the grading and how to further promote consistent assessment in all the partners. The further use of already established initiatives, such as enhanced communication (meetings and workshops) and the sharing of good practices could be promoted.

## 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.*

### Evidence

Information on the modules and the study programme are facilitated through the NOHA website and each partner's website. Moreover, an overview of the joint modules as well as the specialisations of the different universities is presented. In addition, students have access to the joint on-line learning environment NOHA Brightspace ([noha.rug.nl](http://noha.rug.nl)), where partner universities offer materials for the modules and lectures of the current academic year and where students can upload their assignments. More information regarding available information can be found at 8. Transparency and documentation.

During the Intensive Programme, students receive specific information on the academic and professional profile of the NOHA Master. During this event, students can also meet their NOHA Coordinator and Director for the first time as well as lecturers and administrators from the different partner universities to discuss matters.

Upon arrival at their home university, students are invited to a general welcoming session, considering the special needs of international students and including a guided visit to the university's facilities. The third semester mobility is further supported by the Secretariat of the Consortium and contacts at the associated third semester universities and humanitarian organisations.

Prior to their arrival at the different universities, students can rely on the support services for accommodation and for visa or legal issues. Nevertheless, during the interviews the students explained that finding accommodation is getting more and more complex, particularly in some locations, and that sometimes their informal networks work better for finding accommodation depending on the places. International Offices coordinate services, including introduction sessions, language courses, university guidance services, social assistance, support in contracting private health insurance, funding opportunities, and cultural and sports activities. Information about visa applications, accommodation, and general matters related to studying can be found on each institution's website and on the NOHA Master's website ([nohanet.org/masters](http://nohanet.org/masters)).

This is a summary of the available support services as described in the SER and presented during the discussions on site:

1. Academic support services. These include tutoring services, writing support, advising on course selection, and services provided by the libraries like access to books, journals, databases and research assistance. In addition, there are programmes of learning support for students with learning difficulties or disabilities.
2. Career development services. These comprise career counselling, internship and placement services, resume workshops and interview preparations and alumni mentorship programmes.
3. Health and well-being services. There are different levels of support from wellness programmes to promote healthy lifestyles to counselling and mental health services. General disability support services are also included here, involving in this case accommodation and assistance when needed.

4. Social and personal development. Here there are outlined the international students' services (visa requirements, cultural adjustment and language support), orientation programmes and welcoming sessions, students' organizations and clubs, and diversity and inclusion offices.
5. Financial support covers scholarship and financial aid, emergency financial assistance and student employment services.
6. Accommodation and campus life. These includes housing services, either on campus or other options, campus safety and security and dining services.
7. Technology support includes IT help desk in general or support of the Brightspace platform, online courses or virtual classrooms.

In addition, the NOHA Coordinator at each NOHA University provides guidance and assistance to the students concerning every practical aspect of the programme. The NOHA third-country partner institutions also ensure that students receive academic guidance and individual support. A local tutor at each partner university, in collaboration with the NOHA Focal Point (one of the partners), will oversee students' academic progress and support their research or practical experiences during their stay.

One initiative that should be highlighted is the Mentoring Programme developed at Deusto University, which is progressively being implemented in all NOHA universities for the students. NOHA has a very strong network of graduates who can contribute to the career support for NOHA students. During the last review, the programme was just starting and needed to be fine-tuned to adapt the timeline to the support needs of the students regarding the choice of the third semester options. Although the potential of this initiative is huge, it seems that expanding to the rest of the universities might take some time and additional resources. The students reported that Deusto University gives the option of having a mentor and they usually take the opportunity of having one. The main task of the mentor is to manage the expectations regarding the real work. The students consider that they provide good tips for the next steps. They also added that during the intensive programme there are also options to meet NOHA alumni as some of them are speakers.

During the interviews with the students their main concerns continue to be visa and permits, followed by accommodation issues. The formal support exists, but the challenges remain as it is general problem for all international students in Europe currently. The NOHA coordinators also confirmed these two topics as the main issues explaining that appointments with embassies can take very long. This situation, as one student explained, makes it very difficult for non-European students to participate. Regarding accommodation, they explained that the situation is different depending on the location. They have different approaches to facilitate accommodation depending on the city.

### **Assessment**

The panel is of the opinion that the programme offers ample student support in a well-designed manner. The programme addresses the specific challenges that mobile students face. The panel commends the programme for the Mentoring Programme, which is highly valued by students and the previous review also commended as a great initiative, even if it has not yet expanded to all the partners. The online graduate platform gives option to choosing one of the alumni as mentor.

The panel concludes that the standard is fulfilled.

## 7. Resources

### 7.1 Staff

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

#### **Evidence**

As stated in the Consortium Agreement, the partners commit to appointing sufficient and appropriately qualified staff to deliver the various elements of the programme. It also indicates that Teaching staff at each partner institution involved in the delivery of the programme shall be fluent in the language of instruction established in the Study and Examination Regulations for the provision of the programme at the partner institution. Language Proficiency shall be checked according to each Partner institutions rules.

NOHA teaching staff consists of highly qualified senior lecturers and researchers in several different disciplines and faculties. The NOHA Faculty is composed of the core teaching staff. It includes the academics from the NOHA European and third country institutions directly involved in the development of the programme. The NOHA Faculty draws from a variety of disciplines related to humanitarian studies including Anthropology, Economics, European Studies, Asian Studies, African Studies, Latin American Studies, Demography, Development Studies, Geography, International Law, International Relations, Medicine, Peace and Conflict Research, Political Science, Public Health, Psychology. The list of NOHA Faculty with a link to their CVs was provided as Annex 9 and can be found at <https://www.nohanet.org/faculty>.

The NOHA Faculty focuses on approaches of teaching and learning, assessment and performance, and comparative analysis of student workload. Their involvement in research is crucial to achieving the highest standards possible and to serve as reference for the development of high-quality research and training in the humanitarian action area. As ways of coordination, the NOHA Faculty meets at least once each year at the Intensive Programme and interacts constantly and continuously through electronic communication.

The programme also includes several experienced lecturers and external field experts, like personnel from inter-governmental organisations (IGOs) and non-governmental organisations (NGOs) – many of whom contribute to the master course with their research and practical experience. The students highlighted the additional seminars as a positive aspect and declared that they were satisfied with the academic staff.

Each Consortium partner appoints a senior academic staff member as its local NOHA Director, who is responsible for the academic programme, liaises with the other directors at the other Consortium partners on all matters concerning the programme and ensures that the programme at their university is consistent with the joint agreements.

Regarding administrative coordination, apart from the local NOHA Director there is a NOHA Coordinator at each of the universities. They are responsible for programme content and implementation; supporting local faculty and processing new student applications, assisting students with any issue they might have (registration, accommodation, internships, mobility, ...) and maintaining NOHA's visibility and outreach.

As stated before, NOHA partners have been active in some European projects like EUPRHA (European Universities on Professionalization on Humanitarian Action): Contributing to the development of the European Humanitarian Action Qualification Framework and identifying new skills for the humanitarian sector; and EUHAP (European Humanitarian Action Partnership): Fostering collaboration between qualifications and skills in the humanitarian field. Currently, consortium partners are engaged in a project with Northern Refugee Council and ODI financed by the Belgian Agency of Cooperation on Preventing and Mitigating Violence Against Civilians in Humanitarian Contexts.

### **Assessment**

The panel considers the staff a clear strength of the programme. The lecturers are well qualified, covering diverse aspects of the content and they are experts in their field, contributing with diverse perspectives to the different disciplines of the programme. Most of them have substantial international teaching experience and are proficient in English and/or the other languages of instruction (Spanish and French). The Consortium Agreement specifies that each university is responsible for the language proficiency of teaching staff and the panel did not encounter any complaints regarding language proficiency in any of the three languages (English, Spanish and French) in which the programme or parts of the programme is offered. During the interviews, it was explained that the university supports its staff with language courses.

In addition to the NOHA Faculty, there are professional experts sharing their practical experience which is very appreciated by the students and can be considered a good practice. According to the panel, the teaching staff boasts a high level of expertise. At all partner universities, the number of lecturers is more than sufficient. Regarding administrative staff, they are also well qualified and experienced to support the needs of students. During the interviews, they explained the upskilling options the universities offered, including the language courses.

The panel concludes that the standard is fulfilled.

### **7.2 Facilities**

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

### **Evidence**

The SER outlines the facilities used like classrooms, meeting rooms, videoconference rooms or some other available spaces for events, conferences or visits. Students and staff have access to Brightspace platform where they can find information and materials online (for more information see 8. Transparency and documentation. NOHA students also have access to libraries and their resources either online or in paper. Details regarding student facilities can be found on each institution's website and on the university pages at [nohanet.org/masters](http://nohanet.org/masters). For those students with disabilities or special medical needs, universities count on adaptation and accessibility services. When needed, lecturers make the necessary arrangements to adjust to the needs. Universities also have protocols against discriminatory practices and sexual harassment. In this regard, it should be mentioned that some universities also have the figure of the student advocate/ombudsman. Apart from the formal education, students are welcome to join different clubs and activities (exhibitions, debate clubs, sport teams...) so they can experience different cultures. One service to highlight is the NOHA Graduate's platform where alumni and students can meet and share experiences.

During the site visit the specific facilities of the University of Deusto, including the library, were visited. The panel also addressed the facilities in the interviews with the students and graduates and all were satisfied with the facilities in the various partners.

### **Assessment**

From the panel's perspective, the facilities cover all the needs for the students to achieve the intended learning outcomes. The visited facilities were very adequate and up to date with classrooms prepared for hybrid classes and with flexible options for group work. The students and graduates didn't have any complaint about the facilities.

The panel concludes that the standard is fulfilled.

## 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.*

### Evidence

NOHA has a dedicated website <https://www.nohanet.org/masters> where all relevant information about the programme like admission requirements and procedures, course catalogue, examination and assessment procedures etc. is available.

It includes the following sections:

- Programme information:
  - Background and degree profile
  - Admission criteria and participation costs, including the link to the online application system
  - Application procedure, with step-by-step instructions
  - Erasmus Mundus opportunities, when available
  - Documents, including:
    - NOHA Master's Consortium Agreement
    - NOHA Study & Examination Regulations
    - NOHA Internal Quality Handbook
    - NOHA Student Agreement
    - NOHA Appeal Form
    - NOHA Complaint Procedure and Form
- Programme structure, where the specific information of each of modules is explained including the course description, learning outcomes, teaching and learning methodology and assessment methods and criteria. The CVs of the corresponding lecturers are also available:
  - Learning path
  - Introduction: Intensive Programme
  - 1<sup>st</sup> semester: Foundation Period
  - 2<sup>nd</sup> semester: Specialisation Period
  - 3<sup>rd</sup> semester: Contextualisation Period
  - 4<sup>rd</sup> semester: Research Period
- Videos of NOHA Alumni
- Links to the specific information of the partner universities providing NOHA and their services (practical information of each of the locations, accommodation, living costs, language courses...).
- Links to the general websites of the associated partners and potential placement organisations for the third semester.
- Section with FAQ.

All enrolled students are granted access to the online platform Brightspace, which was presented during the review, where they can find information and materials online. In 2021, they made the transfer from the previous Blackboard platform. This e-learning platform is managed by RUG university who also offers technical assistance to NOHA staff, lecturers and students using the platform. On their own words, the new environment is more flexible and can be adapted to their needs. All students have an account,

together with a manual, before the Intensive Programme and so they can prepare adequately for the corresponding joint assignment. Under the “My courses” the students can see their course overview. For every academic year, there are the courses offered by each of the universities. Under the Communities pages, they can access information regarding the 3<sup>rd</sup> semester-contextualization period and the Master thesis. Information about internship offers is uploaded so students can apply for them and on the regional training track a central repository with the course module of the universities can be found. There is also a folder for each university with updated information. Among the information, the students can find is the joint assessment forms. In due course, the master theses are also uploaded here.

The SER explains that due to General Data Protection Regulation (GDPR), the decision was made to limit access to the NOHA Master Thesis to the internal platform helping protect student data while still promoting academic collaboration and integrity within the programme. They consider that this approach allows students to benefit from the collective knowledge generated through their research without compromising their personal information.

NOHA recognizes the important of Open Access and the SER describes that NOHA network is promoting open licenses and stimulates the development of open educational resources for the humanitarian sector, encouraging students and staff to make use and publish in open-access journals and proceedings, such as the Journal of International Humanitarian Action launched under NOHA auspices at the end of 2015. Moreover, in cooperation with several other universities under the umbrella of the project European Humanitarian Action Partnership (EUHAP, see [euhap.eu/ha-elearning](http://euhap.eu/ha-elearning)), NOHA is currently packaging existing OER resources to develop free learning modules on specific humanitarian issues.

### **Assessment**

From the panel’s point of view all relevant information about the programme like admission requirements and procedures, course catalogue, examination and assessment procedures are well documented and published. There are also links to each of the partners, associated partners and related organisations. The information includes practical information for mobile students. (Prospective) students may find information about the programme, including the NOHA Study & Examination Regulations, the NOHA Master's Consortium Agreement and the NOHA Student Agreement, which will be useful to make an informed decision.

Once enrolled, students have also access to the online platform Brightspace where they can find all the information they need to follow their courses, find related documentation and materials and to upload their assignments.

The panel considers that everything relevant can be found online at the NOHA website and the Brightspace platform. The panel would like to highlight the transparent way in which NOHA publishes its information giving access to its internal quality handbook, consortium agreement and student agreement. Moreover, the use of Brightspace is seen as good practice as students can access all the information and documents they might needs regardless of where they are. Finally, the panel would like to commend NOHA for their promotion of the use and publication in open access.

The panel concludes that the standard is fulfilled.

## 9. Quality Assurance

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

### Evidence

NOHA programme developed its own transnational internal quality system built on the 90 ECTS NOHA Master's experience, which is laid down in the Internal Quality Handbook (IQH) available on nohanet.org/masters under 'Documents'. It was the main recommendation of the External Panel report of the pilot project on the accreditation of joint programmes of the European Consortium for Accreditation (ECA)'s TE@M II during 2009–2010. After the last review, the programme updated the different procedures to include the third and fourth semester for the 120 ECTS programme.

The handbook is divided in three parts:

1. The first part outlines the quality policy of NOHA and its governance and management structure. The role of the different organs in relation to quality enhancement is also explained including the NOHA Master's Board of Directors, the Joint Programme Coordinator, the Joint Programme Committee, the equivalents of programme committees at the partner universities, the Quality Enhancement Curriculum Development Committee, the NOHA Secretariat and the NOHA Coordinators.
- The second part comprises twelve detailed procedures and several instruments addressed to the different stakeholders involved (students, alumni, lecturers and administrative staff) regarding:
  - academic performance analysis,
  - overall satisfaction assessment,
  - module, mobility, placements and Master's thesis evaluations,
  - labour market integration analysis,
  - broadcasting the degree,
  - suggestions and complaints,
  - termination of the degree,
  - meta-evaluation of the programme and quality enhancement planning.

For each of the procedures, the objective is specified along with the data collection system, the data analysis system and the enhancement system to suggest and implement improvements, as well as the available instruments for the procedure.

- The third part includes the Internal Quality Calendar, following the methodology of Deming's quality cycle of Plan, Do, Check, Act (PDCA). It includes a yearly action plan for internal quality enhancement for each of the stakeholder groups separately as an annual "to do"-list which helps implementing the procedures in a coordinated way.

The surveys among students, staff and partner organisations allow for the identification of strengths and needs for improvements in the programme design and in the teaching methods. The different forms are digitalised and sent through the Brightspace system, which allows to send the corresponding information to the involved bodies/stakeholders.

The NOHA Master's Board of Directors functions as the main decision-making body supported by the Quality Enhancement and Curriculum Development (QECD) Committee to formulate, plan and implement

policies and measures for quality enhancement. Any decisions by the Board are subsequently implemented by the Joint Programme Coordinator with support from the joint QECD Committee in close cooperation with the individual NOHA Directors, NOHA Coordinators and NOHA Faculty members at the partner universities.

The IQH is an effective tool to collect data from all identified sources, to generate information and proposals for improvement. For the individual modules, each semester the Programme Committees or their equivalents at the partner universities, which include students and faculty representatives, review the modules based on jointly developed questionnaires in terms of workload, course content, study material, teaching and assessment methods. This feedback is directed to the respective NOHA Director and lecturers involved. The NOHA Director and lecturers involved formulate how to act on feedback received in terms of improving the modules for next year. In addition to the quality check and improvement measures at partner university level, the Joint Programme Committee with student and staff members from each university evaluates the programme each year during the Intensive Programme for cross-network aspects and acts as advisor to the NOHA Master Board of Directors. Their report is directed to the Joint Programme Coordinator and the Board of Directors, who use this information for improving the network policies and programme subsequently.

During the interviews the participation of all the stakeholders in providing feedback was evidenced and the knowledge of the existence of a joint quality system was confirmed. In addition, some of the students described their participation as student representatives in the corresponding programme committees.

### **Assessment**

NOHA has a comprehensive joint quality system very clearly outlined in its Internal Quality Handbook. It describes its quality policy, governance and management structure and the procedures for the enhancement of the programme. These procedures include academic performance analysis, based on the indicators gathered per university and the aggregated ones for the joint programme. There are surveys to measure the satisfaction of students, lecturers and staff. In addition, there are specific satisfaction surveys for the contextualization period, the regional track, the work placement track, the research period and the mobility. Once the students graduate, there is also a survey on the labour market integration and the satisfaction about the programme. All the information is managed via the online platform Brightspace.

Internal stakeholders are represented in several bodies of the governance and management structure, students being represented at the programme committees in each of the partner universities, which is convened at the beginning of the programme and meets at least one per semester, and in the joint programme committee participating in the continuous enhancement of the programme. During the interviews, it was evidenced that the students were happy with their participation and representation. The panel considers that students' involvement in the improvement of the programme is adequate and encourages the programme to consider the involvement of alumni and the labour market as an additional source of information for potential updates of the programme.

The panel concludes that the standard is fulfilled.

## Summary and suggestions for further improvement

### Overview of the assessments

The panel concludes that all the standards are fulfilled and comes to a positive conclusion about the quality of the Erasmus Mundus Joint Master's degree programme in Humanitarian Action and recommends its accreditation. In the following table an overview of the assessments is shown:

Standard	Assessment
<b>1. Eligibility</b>	
1.1 Status	Fulfilled
1.2 Joint design and delivery	Fulfilled
1.3 Cooperation agreement	Fulfilled
<b>2. Learning outcomes</b>	
2.1 Level	Fulfilled
2.2 Disciplinary field	Fulfilled
2.3 Achievement	Fulfilled
2.4 Regulated professions	Not applicable
<b>3. Study programme</b>	
3.1 Curriculum	Fulfilled
3.2 Credits	Fulfilled
3.3 Workload	Fulfilled
<b>4. Admission and recognition</b>	
4.1 Admission	Fulfilled
4.2 Recognition	Fulfilled
<b>5. Learning, Teaching and Assessment</b>	
5.1 Learning and teaching	Fulfilled
5.2 Assessment of students	Fulfilled
<b>6. Student support</b>	
<b>7. Resources</b>	
7.1 Staff	Fulfilled
7.2 Facilities	Fulfilled
<b>8. Transparency and documentation</b>	Fulfilled
<b>9. Quality assurance</b>	Fulfilled

The panel considers that this is a truly joint study programme, the suggestions for further improvement as stated in 10.2 are just potential enhancement options.

The panel would like to highlight:

1. The joint procedures that make it a real joint programme.
2. The interdisciplinary approach.
3. The broad choice open to students thanks to the variety of learning methods and itineraries and the additional seminars.
4. The joint internal quality assurance system developed by NOHA and materialised in a comprehensive Quality Assurance Handbook.

5. The Mentoring Programme, which is working well in some partners and could be extended to the rest in the future.
6. The Brightspace platform.

#### Suggestions for further improvement

1. The panel suggest that in addition of the matrix of intended learning outcomes and the modules where they are achieved, the programme could develop a matrix to match each of the intended learning outcomes and how they are assessed.
2. The programme might consider having equal language requirements for the three languages of provision.
3. The panel encourages the programme to reflect on the grading and how to further promote consistent assessment in all the partners. The further use of already established initiatives, such as enhanced communication (meetings and workshops) and the sharing of good practices could be promoted.

## Annexes

### Schedule of the site visit

Tuesday, November 19th

- 09:00-9:30 Welcome

- Vice-dean for International relations and postgraduate studies, Universidad de Deusto
- Coordinator-Head of Programme, Universidad de Deusto

- 9:30-10:45 Internal Panel Meeting

- 11:00-11:45 Institutional meeting:

- Vice-Rector for Academic Affairs, Ruhr-Universität Bochum
- Vice-dean for International relations and postgraduate studies, Universidad de Deusto
- Director of the UCD Centre for Humanitarian Action, University College Dublin
- Director of the Institute for International Humanitarian studies, Aix- Marseille Université
- NOHA International Association's General Assembly Representative, Rijksuniversiteit Groningen
- NOHA International Association's General Assembly Representative, L-Università ta' Malta
- NOHA International Association's General Assembly Representative, Uniwersytet Warszawski
- NOHA International Association's General Assembly Representative, Uppsala universitet

-12:00-12:45 Meeting with the NOHA Master Board of Directors

- 13:00-14:00 Lunch

- 14:00-14:45 Meeting with Associated Partners

- Universidad Javeriana de Colombia, Colombia
- Chiang Mai University, Thailand

- 15:00 – 15:45 Meeting with coordinators and administrative personnel

- Master Secretariat, Universidad de Deusto
- Joint Degree Office, Ruhr-Universität Bochum
- Communication manager, Ruhr-Universität Bochum
- NOHA Coordinator, Universidad de Deusto
- NOHA Coordinador, Uppsala universitet
- NOHA Coordinator, University College Dublin
- NOHA Coordinator, Aix-Marseille Université
- NOHA coordinator Rijksuniversiteit Groningen
- NOHA Coordinator, L-Università ta' Malta
- NOHA Coordinator, Uniwersytet Warszawski
- Brightspace responsable, Rijksuniversiteit Groningen

-16:00 – 17:00 Student Facilities Visit

- o Library
- o Classroom
- o International Relations Office
- o Deusto Campus
- o Language center

Wednesday, November 20th

- 09:00 -09:45 NOHA Faculty

Attendants:

- Coordinator-Head of Programme, Universidad de Deusto
- Academic staff from:
  - Rijksuniversiteit Groningen
  - Ruhr-Universität Bochum
  - Universidad de Deusto
  - University College Dublin
  - L-Università ta' Malta
  - Uniwersytet Warszawski
  - Uppsala Universitet
  - German Jordanian University, Jordan (Associated partner)

- 10:00-10:45: NGOs, internship/work placement providers

Attendants:

- Work Placement Coordinator, Ruhr-Universität Bochum
- Plan International Spain
- ALBOAN
- Acción contra el Hambre
- Kindernothilfe e.V.
- Dråpen i Havet
- German Red Cross
- Welt Hunger Hilfe

- 10:45-11:00 Coffee Break

- 11:00-11:45 Meeting with students and graduates

Students (10) and recent graduates (3) from different tracks.

- 12:00-13:00 Internal meeting and closure

### List of reviewed evidence

#### Annexes to the SER

- 1) Legal status of partner institutions
- 2) NOHA consortium agreement
- 3) List of Intended learning outcomes
- 4) Course syllabi of all partners
- 5) Curriculum – Study plan
- 6) Admission requirements and selection procedures
- 7) Procedure for recognition of qualifications
- 8) Joint assessment regulations
- 9) Academic staff CVs
- 10) Diploma supplement

#### Additional information

- Presentation of Brightspace and joint admission platforms
- Master thesis samples
- Examples of recognition requests