

Assessment report

Global Political Economy (M.A.)

University of Kassel (Germany)



Certificate for Quality in Internationalisation



european consortium for accreditation

Assessment report - Global Political Economy

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1. Executive summary

The study programme “Global Political Economy (M.A.)” was assessed by FIBAA. This assessment procedure took place within the framework of the Certificate for Quality in Internationalisation project. FIBAA convened an assessment panel which studied the self-evaluation report and undertook a site visit on Kassel on 16 October, 2014.

The panel found that there is an implicit and supported policy of intended internationalisation but that there is a lack of an explicit short term and long term strategy defining the why, how, what and outcomes of the internationalisation of the programme. The panel deems the underlying criteria of this standard to be met satisfactory. The panel therefore assesses *Standard 1. Intended internationalisation* as satisfactory.

The panel found that the GPE programme has a genuine, although not always very explicit focus on the achievement of international and intercultural learning outcomes by its students. The panel deems all the underlying criteria of this standard to be met. More work should, however, be invested by the programme in describing these international and intercultural learning outcomes in a more explicit way and in directly linking these to the goals of the programme regarding internationalisation as soon as these have been described more explicitly. Also including relevant stakeholders, especially alumni and the working field, more systematically in proving the graduates’ achievements is recommended. Based on these considerations, the panel assesses *Standard 2. International and intercultural learning* as satisfactory.

The panel deems all the underlying criteria of standard 3: Teaching and Learning, to be met and in the case of criterion 3c even systematically surpassed. In fact the learning environment can be regarded as an international example. The panel therefore assesses *Standard 3: Teaching and Learning* as good.

For standard 4: Staff, the panel deems that the programme meets the underlying criteria. The panel, in line with the observations made by the programme itself, advises to enhance the international composition of the staff. The panel also recommends to pay more attention to professional development in intercultural competences of the existing staff, as well as to their international research and teaching experiences. The panel assesses *Standard 4: Staff* as good.

The panel noted both from the documentation and meetings with students and graduates a general satisfaction and appraisal of the student body composition, international

experience and support. The panel deems all the underlying criteria of this standard to be met. Furthermore, the programme is designed to allow students freedom of choice regarding courses they wish to follow and complete, and also adapt the curricula to a certain extent and consequently allows them to attain a unique and individual international qualification profile. The panel therefore assesses *Standard 5: Students* as Good. The panel is of the opinion that criterion 5a, composition of the students, is even systematically surpassed and can be considered as an international example.

Based on the documented internationalisation goals, the programme has successfully implemented effective internationalisation activities which demonstrably contribute to the quality of teaching and learning.

2. The assessment procedure

This report is the result of the assessment of the Master programme “Global Political Economy” (GPE) offered by the University of Kassel. The procedure was coordinated by FIBAA. This assessment procedure took place within the framework of the Certificate for Quality in Internationalisation project.

The assessment procedure was organised as laid down in the Frameworks for the Assessment of Quality in Internationalisation published by the European Consortium for Accreditation (ECA).

A panel of experts was convened by FIBAA. The assessment panel consisted of the following members:

- Prof. Dr. Hans de Wit, panel chair, Professor of Internationalisation of Higher Education, Amsterdam University of Applied Sciences (Netherlands), and Director of the Centre for Higher Education Internationalisation at the Università Cattolica del Sacro cuore, Milan Italy
- Frederik de Decker, Head of the International Relations Office, University of Ghent (Belgium)
- Prof. Dr. Stefan Fröhlich, Professor of International Politics, University of Erlangen-Nuremberg (Germany)
- Erazem Bohinc, student of law, European Faculty of Law (Slovenia).

The composition of the panel reflects the expertise deemed necessary by the Assessment Framework. The individual panel members’ expertise and experience can be found in Annex 1: Composition of the assessment panel. All panel members signed a statement of independence and confidentiality. These signed statements are included in Annex 2: Statements of independence. The procedure was coordinated by Henning Dettleff, Deputy Managing Director at FIBAA.

The assessment panel studied the self-evaluation report and annexed documentation provided by the programme before the site visit and collected comments and questions to be addressed during the visit. (Annex 3: Documents reviewed) The panel organised a preparatory meeting the day before the site visit to organise the discussions during the meeting as well as the reporting. The site visit took place on 16 October, 2014 at the University of Kassel. (Annex 4: Site visit programme)

The panel formulated its preliminary assessments per standard immediately after the site visit. These were based on the findings of the site visit, and building on the assessment of the self-evaluation report and annexed documentation.

The draft version of this report was finalised taking into account the available information and relevant findings of the assessment. Where necessary the panel corrected and amended the report. The panel finalised the draft report on 10 November, 2014. It was then send to the programme management to review the report for factual mistakes. [Add here if there was feedback or not: No factual mistakes were reported OR Some minor issues were reported OR ... AND, if feedback was received: The panel amended the report were necessary OR The panel decided not to amend the report on these points.]

The panel approved the final version of the report on [day Month year].

3. Basic information

Qualification:	M.A. in Global Political Economy
Number of credits:	120
Specialisations (if any):	Special Options Courses: <ul style="list-style-type: none"> – Advanced Theories of International Political Economy – Advanced International Economics – The Impact of Globalization on National and Local Governments – European Integration – Global Environmental Politics – Migration and Global Labor Markets – The Politics of Development and North-South Relations – Gender and Globalization – Issues of Global Governance – Cultural Aspects of Globalization – Independent Studies – Student Self-Organized Seminar
ISCED field(s) of study:	31
Institution:	University of Kassel
Type of institution:	Public University

Founded in 1971, the University of Kassel is the newest university in the state of Hessen with currently 22,877 students. The university also employs more than 3,100 staff, including 286 professors, approximately 1,400 additional academic staff and 1,250 technical and administrative staff. The University offers a wide range of undergraduate and postgraduate study programmes in the fields of Humanities and Social Sciences, Economics, Business and Law, Natural Sciences and Mathematics, Engineering and Computer Sciences, Architecture, Urban Planning and Landscape Planning, Organic

	Agriculture Sciences and Environmental Protection and Fine Arts. All study programmes are open to German and international students and the university offers a range of degrees, including the traditional German Diplom as well as Bachelor, Master and PhD degrees.
Status:	The M.A. in Global Political Economy was examined and accredited with the quality seal of the Accreditation Council by the Central Evaluation and Accreditation Agency Hanover (ZEvA).
QA / accreditation agency:	Programme accredited by ZEvA
Status period:	2012 – 2016

4. Assessment criteria

Standard 1: Intended internationalisation

Criterion 1a: Supported goals

The internationalisation goals for the programme are documented and these are shared and supported by stakeholders within and outside the programme.

In the self-evaluation report and the additional documentation provided to the expert panel, the panel encounters an in itself strong motivation for the international dimensions of the programme but is also of the opinion that the programme lacks a clear and explicit vision and mission with explicitly formulated intended international goals of the GPE programme. The self-evaluation report states that the programme is internationally oriented with respect to course content, origins of students, faculty experience, faculty composition and exchange and internship opportunities. Also the use of the ECTS system, English as language of instruction and international partnerships are mentioned as illustration of its international orientation. The report states that the programme prepares graduates for careers in organisations directly affected by globalisation, and it states that these goals are in line with the internationalisation objectives of the University. The way this is described provides more information on instruments how to reach internationalisation goals than on the goals themselves. During the site visit the panel addressed this issue and it became clear that indeed the goals are more implicit than that they are explicitly formulated. In the interviews it was states that the international character of the programme expresses itself in the topics dealt with in the main courses, the emphasis on a diverse composition of the student body, the intercultural and international interaction between students and staff in the classroom as well as in assignments, papers and presentations, and in the introductory intercultural workshop. From the interviews it became clear that the management of the programme has outspoken ideas about the context and relevance of the international dimensions of the programme, but a document as foundation for the programme describing this context and the related goals and objectives is lacking. It does not explicitly become clear why and in which way the programme is international, although enough evidence for its need was provided in the interviews. This is for instance demonstrated in the concluding analysis of the self-evaluation report (p. 21), where only one opportunity and ambition is provided and even that one, the development of a double degree programme – as became clear from the interviews – in reality applies to another MA programme on Labour Policies and Globalisation. Another example is the challenge of maintaining a balance of at least 60% international students and 40% German ones, while the number of potential bachelor graduates is increasing and the scholarship schemes for international students might

become under risk. This requires a strategy for the future. The same applies to other challenges like a more international staff. According to the expert panel, it was insufficiently described in the self-evaluation report how the relationship of the GPE programme relates to the MA in Labour Policies and Globalisation, to the International Center for Development and Decent Work (ICDD) and to the relevant faculties of the University. Only during the interviews this picture became clear and also what the implications, challenges and opportunities are for internationalisation.

The panel recommends to describe more explicitly the rationales behind the focus on global political economy, its international content and goals based on these rationales.

At the same time the panel is impressed by the fact that the international focus of the programme is shared by all stakeholders and that the very diverse composition of the rather small student body and the strong interaction with teaching staff and international visiting lectures create a very clear international environment and focus in all aspects of the programme. In that respect the chosen approach is reasonable and challenging for the students taking part in it and well understood and appreciated also by alumni and employers and the graduate programmes where a large proportion of the graduates continue as doctoral students.

Conclusion and recommendations

The panel concludes that the internationalisation goals for the GPE programme are satisfactorily documented. The goals are shared and supported by stakeholders within and outside the programme. The panel assesses this criterion as **satisfactory** and recommends the programme to develop an explicit internationalisation strategy on the why, how and what of the international dimensions of the programme, short term and long term goals and objectives, including the international focus of the programme. In the development of this plan, active involvement of the different stakeholders is recommended.

Criterion 1b: Verifiable objectives

Verifiable objectives have been formulated that allow monitoring the achievement of the programme's internationalisation goals.

Goals and objectives for the GPE programme are interlinked. So all of what has been described above for the goals of internationalisation also applies in essence to the objectives. The expert panel has taken notice of the objectives as provided in the self-evaluation report (p. 13). According to the expert panel these are more to be seen as instruments to reach objectives (the what and how) than as qualitative objectives. The panel is aware of the fact that the objectives are seen by management as implicitly embedded into the nature of the programme and has seen ample demonstration of the

fact that this is the case. Still, the panel thinks that for the purpose of certifying the international dimension of the programme, but – more importantly – for creating a sustainable and coherent international strategy, a clear formulation of the intended goals and related verifiable objectives is of importance.

Conclusion and recommendations

The panel concludes that objectives have been formulated and that these objectives are verifiable, but is of the opinion that these objectives are described more in an instrumental and activity form than as clear objectives for internationalisation. They do allow monitoring the achievement of the programme's internationalisation goals but in an ad hoc and informal way, lacking a structural approach. The panel assesses this criterion as **satisfactory** and, in line with the recommendation on criterion 1a, recommends that the programme develops an explicit internationalisation strategy on the why, how and what of the international dimensions of the programme, short term and long term goals and objectives, including the international focus of the programme.

Criterion 1c: Measures for improvement

As a result of periodic evaluations of the programme's internationalisation, the successful implementation of measures for improvement can be demonstrated.

The expert panel comes to the conclusion, based on the self-evaluation report and the interviews that there is a policy for improvement. There is an approach of open feedback, not only content related, and attention to feedback related to intercultural differences. The self-evaluation report and the interviews provided examples of this approach. Students and alumni were very positive about the open and inclusive culture and environment of the programme. It is recommended though that some more regular and systematic improvement cultures and structures will be developed, in particular from alumni.

Conclusion and recommendations

The panel concludes that there are evaluations of the programme's internationalisation but that these are not organised periodically and systematically. Measures for improvement have been implemented and its success can be demonstrated, but by lack of a systematic approach it is not easy to perceive and also it might not cover all what is possible and needed. The panel assesses this criterion as **satisfactory** and recommends the programme to develop a more systematic and periodic approach to the evaluation of the internationalisation goals and objectives of the programme with more active input from alumni in particular.

Overall conclusion regarding Standard 1. Intended internationalisation

The panel found that there is an implicit and supported policy of intended internationalisation but that there is a lack of an explicit short term and long term strategy defining the why, how, what and outcomes of the internationalisation of the programme. The panel deems the underlying criteria of this standard to be met satisfactory. The panel therefore assesses *Standard 1. Intended internationalisation* as **satisfactory**.

Conclusion

Based on documented internationalisation goals, the programme has implemented effective internationalisation activities which demonstrably contribute to the quality of teaching and learning. It is recommended that the programme develops a more explicit internationalisation strategy on the why, how and what of the international dimensions of the programme, short term and long term goals and objectives, including the international focus of the programme.

Standard 2: International and intercultural learning

Criterion 2a: Intended learning outcomes

The intended international and intercultural learning outcomes defined by the programme are a clear reflection of its internationalisation goals.

According to the self-evaluation report, “the intended learning outcomes are knowledge of globalization processes, research skills, policy formulation skills, communication skills and intercultural skills. These learning outcomes are clearly in line with the internationalization goals of the program.” This means that the programme opted for an inclusion of an international and intercultural dimension in its overall learning outcomes. Because of the very international and generalist nature of the programme this seems like a logical option. The panel was not provided with a specific document with more information on the learning outcomes, although in the ECTS Course Catalogue reference is made to the “intended learning outcomes” of the different courses.

It was hence clear to the panel that a comparable situation as for the definition of the internationalisation goals and objectives can be noted: the international and intercultural learning outcomes are there and are reasonable for such a programme, but what is missing is a straightforward document that defines in an appropriate way the outcomes at the programme level linked to its goals and objectives.

Conclusion and recommendations

The panel concludes that although these have not been explicitly laid down in a specific document, the intended international and intercultural learning outcomes correspond with the programme's internationalisation in a **satisfactory** way. The panel recommends though that as soon as the programme's internationalisation goals have been defined clearly, a document is prepared that defines in an appropriate way the (international and intercultural) learning outcomes at the programme level linked to its goals. The panel is convinced that such a document could be a strong guide for further curriculum development, internal (e.g. among teachers) and external (e.g. with stakeholders and partner institutions) communication, benchmarking etc. but that it is above all a useful instrument to enhance the international and intercultural learning experience of the students.

Criterion 2b: Student assessment

The methods used for the assessment of students are suitable for measuring the achievement of the intended international and intercultural learning outcomes.

In the self-evaluation student assessment of international and intercultural learning outcomes is described at length.

"The methods used for the assessment of students are compatible with the learning outcomes:

Students are required to write both short papers on specific international organizations and long research papers on analytical questions related to globalization processes. [...] In the methods module the students receive an overview of different methods. They are asked to form groups conducting small research projects based on the application of one method [...] The final demonstration of research skills is the master thesis.

In most courses the students are required to present a reading and/or their research on a given topic. The aim is to enhance their skills. [...] Finally, students improve their intercultural skills with the help of group work. Students are not only asked to participate in group work during seminars but also when they prepare their presentations and research papers. All these activities enable the teaching staff to monitor how well the students are able to communicate with people from other their cultural and disciplinary backgrounds. Field trips are especially suited for engaging in discussions on intercultural issues (conflicts) and for monitoring progress."

Although the student assessment of the *policy formulation skills* is lacking in the self-evaluation, the panel was provided with satisfactory proof (by means of examples given by the teaching staff and testimonials of the students) during the site visit of the way in which this learning outcome is assessed.

Conclusion and recommendations

The panel concludes that the methods used for the assessment of students are suitable for measuring the achievement of the intended international and intercultural learning outcomes, although these assessment methods could be communicated more explicitly to the students. The panel recommends to clarify and explicitly communicate also about the assessment method of the *policy formulation skills*. In all this criterion is judged to be **satisfactory**.

Criterion 2c: Graduate achievement

The achievement of the intended international and intercultural learning outcomes by the programme's graduates can be demonstrated.

The GPE programme does not yet have a long history. It also has a relatively low yearly intake. The information provided, e.g. on graduates' current positions ("*Graduate GPE students have taken positions in international organizations, governmental bodies, NGOs and in international enterprises*") or on employers' satisfaction regarding the achieved international and intercultural learning outcomes, were anecdotal rather than analytical. The programme also has no established alumni-policy, although recently an alumni organisation was established and social media seem to offer ample opportunities to enhance ties between alumni and the institution. So GPE does not systematically approach alumni (by means of questionnaires, organised focus meetings or something alike) to question them about their learning experience at the University of Kassel and its usefulness for their current job etc. All this means that in quantitative terms, it is at this moment not easy for the panel to judge the achievement of intended learning outcomes by the graduates.

In general however and focusing more on qualitative issues, the panel became gradually more impressed by the feedback it received from the interviews with students, graduates and representatives from the working field with regard to the level of international and intercultural learning outcomes achieved. All these groups made it clear that the programme contributes to the satisfactory achievement of these international and intercultural learning outcomes and how the assessment was focused on this. Many graduates from the programme (according to what they say about 40%) continue with a PhD, which to some extent can also be related to the achieved international and intercultural learning outcomes.

Conclusion and recommendations

The panel concludes that graduates of the GPE programme achieve the intended international and intercultural learning outcomes and that this achievement results from specific efforts of the programme to offer students ample learning opportunities to achieve these intended international and intercultural learning outcomes. The panel

assesses this criterion as **satisfactory** but recommends however to broaden the spectrum of activities even more and certainly to look into appropriate alternative methods to measure this achievement, including regular structural and quantifiable input from alumni and the working field (e.g. through satisfaction questionnaires or focus meetings).

Overall conclusion regarding Standard 2. International and intercultural learning

The panel found that the GPE programme has a genuine although not always very explicit focus on the achievement of international and intercultural learning outcomes by its students. The panel deems all the underlying criteria of this standard to be met. More work should however be invested by the programme in describing these international and intercultural learning outcomes in a more explicit way and directly link these to the goals of the programme regarding internationalisation as soon as these have been described more explicitly. Also including relevant stakeholders, especially alumni and the working field, more systematically in proving the graduates' achievements is recommended.

Based on these considerations, the panel assesses *Standard 2. International and intercultural learning* as **satisfactory**.

Standard 3: Teaching and Learning

Criterion 3a: Curriculum

The content and structure of the curriculum provide the necessary means for achieving the intended international and intercultural learning outcomes.

The expert panel first had some difficulties in getting a clear overview of the curriculum of the GPE programme, partially because of many possibilities to take elective courses. Additional documentation and the explanation provided during the site visit sufficient and convincing material that both the content and structure of the curriculum provide the necessary means for achieving the intended international and intercultural learning outcomes. Hence the panel can agree that *“the curriculum deals with international issues, provides perspectives from different places around the world, and allows for frequent interactions among students and with faculty.*

The programme is aware of the differences in entry level of the students and that as a result of this the curriculum *“has to be structured in a way that most students are quickly brought to a similar level of knowledge and that the teachers in the next semesters can build on this knowledge.”*

From the documents and during the interviews it also became clear that thanks to the international mixture of students and staff (especially numerous visiting professors from

around the globe, both for short and longer periods), the teaching in English, the organised study tours, the interstitial curriculum and the content of the curriculum students get an adequate international teaching and learning environment and curriculum. In this way it is not only demonstrated in content (focus on global political economy issues through most of the courses) and approaches (English language, working in international and diverse teams of varied sizes, a very interdisciplinary and by such a boundary-breaking approach) that the international and intercultural learning outcomes are clearly manifest in the curriculum, but also that it is possible for all students to achieve these intercultural and international learning outcomes.

Conclusion and recommendations

The panel concludes that the content and the structure of the curriculum provide the necessary means for achieving the intended international and intercultural learning outcomes. The panel assesses this criterion as **good**, but still recommends to better communicate about the position of the electives in the overall structure of the programme.

Criterion 3b: Teaching methods

The teaching methods are suitable for achieving the intended international and intercultural learning outcomes.

The programme rightly points out that *“The intended learning outcomes require teaching methods that are varied, interactive and sensitive to the different backgrounds of the students.”* Although the explanation of the used teaching methods in the course descriptions was not always very transparent, students reported very positively on the teaching methods used, especially about the alteration of lectures and seminars in all classes and the variety of teaching techniques used, such as *“group work, fish bowl discussions, group presentations and role-play”*.

So the statement that *“students are encouraged to ask questions and engage in debate, as well as sharing their different perspectives and experiences relating to the topics discussed”* was certainly confirmed. The focus on debate ensures that intercultural differences are experienced by the students as broadening their perspectives.

As already pointed at, the programme very regularly welcomes guest instructors from around the world who according to the programme *“ensure that there is a diversity of teaching styles”* which seems very plausible for the panel.

The panel also follows the students in their positive judgement of the many possibilities offered to them to take initiative, even in organising and giving classes themselves about

contemporary topics, as such implementing peer-teaching as another means to enhance students' international and intercultural learning outcomes.

Conclusion and recommendations

The panel concludes that the teaching methods are suitable for achieving the intended international and intercultural learning outcomes. The panel assesses this criterion as **good**.

Criterion 3c: Learning environment

The learning environment is suitable for achieving the intended international and intercultural learning outcomes.

The expert panel, after having studied the materials provided and based on the interviews with the different stakeholders is of the opinion that the GPE programme (including the fact that it is embedded in the ICDD), together with its partners, has developed an excellent learning environment that enables the students to achieve the intended learning outcomes. This is demonstrated in many different ways: the diverse, balanced mixture of well-selected students, the lack of a strong single national group (students even testified that the "Germans were not perceived as being German"), the many scholarship-schemes or other means to support students, the international (temporary) teaching staff, the facilities provided, the positivism about group work, the organised study tours, the study abroad options, the secluded but excellent facilities. These all add to the excellency of the learning environment, which was by some referred to as an academic paradise or oasis.

It is clear that the mission of the programme is accomplished to create a learning environment *"conducive to internationalization where students should not be too distracted from studying by addressing administrative requirements or by struggling to secure their livelihood"*.

Conclusion and recommendations

The panel concludes that the learning environment is more than suitable for achieving the intended international and intercultural learning outcomes. This criterion is assessed as **excellent**.

Even though this is a very strong point of the programme, which can be inspirational for others, the panel cannot but warn the programme that should the socio-economic circumstances change (e.g. no longer allowing for various stipends) this might also seriously jeopardize the quality of the learning environment. The panel hence advises the programme to define a pro-active policy regarding this.

Overall conclusion regarding Standard 3: Teaching and Learning

The panel deems all the underlying criteria of this standard to be met and in the case of criterion 3c even systematically surpassed. **In fact the learning environment can be regarded as an international example.**

The panel therefore assesses *Standard 3: Teaching and Learning* as **good**.

Standard 4: Staff

Criterion 4a: Composition

The composition of the staff (in quality and quantity) facilitates the achievement of the intended international and intercultural learning outcomes.

The composition certainly fulfils the necessary requirements in terms of internationalisation given the share of guest lecturers and the variety of topics. The quality of the staff is convincing in terms of their commitment, dedication, and its international background – though not all of the permanent staff seem to have sufficient international experience – particularly teaching experience.

More could be done with regard to the “political science” elements/basics. The interdisciplinary nature (combination of economics and political science), however, makes explicit communication among lecturers and students necessary.

More could also be done regarding the embeddedness of students in an international research network. The share of European guest lecturers should be increased.

The programme itself mentions in its SWOT analysis the need to hire more international staff. The panel agrees with this position, although the alternative measures taken, such as guest lectures, compensate for this aspect.

Conclusion and recommendations

The panel concludes that the composition of the staff does facilitate the achievement of the intended international and intercultural learning outcomes in a **good** way.

Criterion 4b: Experience

Staff members have sufficient internationalisation experience, intercultural competences and language skills.

There are weekly team meetings where teachers exchange experiences and talk about individual problems and possible solutions, and there are also courses taught by two teachers. In this context the programme in some parts would need clarification regarding potential overlapping of course contents and more input by comparative field analyses and macroeconomic issues - there is an obvious focus on issues related to development studies.

The university stimulates teachers to improve their international competence by networking and guest lecturing.

Lecturers speak English well enough and are well-qualified for their task. The international activities of staff (e.g., guest lectures abroad), however, could be improved. Other than stated in the self-documentation, only few of the lecturers have published “numerous books and articles” (particularly in peer-reviewed international journals; thus, despite the workload of the programme, lecturers should become more active regarding publication and research.

Conclusion and recommendations

The panel concludes that staff members have **satisfactory** internationalisation experience, intercultural competences and language skills. The panel recommends to improve the internationalisation experience and intercultural competences of the staff involved.

Criterion 4c: Services

The services provided to the staff (e.g. training, facilities, staff exchanges) are consistent with the staff composition and facilitate international experiences, intercultural competences and language skills.

On a personal level, skills are good but there are no systematic activities to monitor and improve them. There should be additional training programmes, supervision, peer learning exercises or any other institutionalised activity to ensure the international and intercultural quality of the teachers. Overall, however, the wide network of partner universities and access to mobility funds allow faculty members to spend time abroad and thus strengthen their international and intercultural skills. Additionally, there are individual coaching facilities to improve teaching skills.

The admissions office and the international office of the University have English speaking staff trained to provide good service to students and international faculty.

Conclusion and recommendations

The panel concludes that the services provided to the staff are consistent with the staff composition. These services facilitate international experiences, intercultural competences and language skills in a **good** way.

Overall conclusion regarding Standard 4: Staff

For standard 4: Staff, the panel deems that the programme meets the underlying criteria. The panel, in line with the observations made by the programme itself, advises to enhance the international composition of the staff. The panel also recommends to pay more attention to professional development in intercultural competences of the existing staff, as well as to their international research and teaching experiences. The panel assesses *Standard 4: Staff* as **good**.

Standard 5: Students

Criterion 5a: Composition

The composition of the student group (national and cultural backgrounds) is in line with the program's internationalization goals.

The students come from many different countries from all over the world as it is presented in Annex 7 of the SER. The selection committee strives to ensure balance between students from Germany (around 25%) and students coming from abroad. There is, however, a rather low number of students coming from certain regions, e.g. Eastern Europe, Central Asia and Northern Europe.

Another important aspect is that students who apply for the programme have different academic backgrounds, but mostly social sciences, e.g. political science, international relations, economics, finance, management, geography, law, journalism, anthropology, or history. In the winter semester the students follow courses with students from a different master's programme (Labour Policies and Globalisation), whose backgrounds are also much diversified. Additionally, the international composition of the student population is strengthened by allowing students from various exchange programmes (e.g. Erasmus students) to take courses at this programme, which adds to the international environment at the ICDD.

The ratio male to female is around 50:50 within one academic year. The number of admitted students per academic year is limited to 20-25. Many of the admitted students are granted support by DAAD scholarships, ICDD scholarships and others. Financial support was also an important criterion that enabled many of the students – especially those who come from less developed countries – to follow the programme.

Selection criteria are based on academic achievements and previous experience. One of the requirements for admission is the proof of sound knowledge of English. Another essential aim of the selection process is to assure a broad diversity within the student cohort regarding the students' cultural and national background, an issue which corresponds to the programme's international goals.

Conclusion and recommendations

The panel concludes that the composition of the student group is in line with the programme's internationalisation goals. During the meetings with different stakeholders it proved that the student composition is **excellent**. This contributes to the international dimension of the programme. The panel is of the opinion that criterion 5a, composition of the students, is even systematically surpassed and can be considered as an international example.

Criterion 5b: Experience

The internationalization experience gained by students is adequate and corresponds to the program's internationalization goals.

Students proved not only to be satisfied, motivated and enthusiastic about their studies and international experience, but it could also be felt that a unique sense of ownership has been developed among the students. In their opinion, the study programme follows the needs of the globalised market and is adopted and streamlined accordingly, but at the same time leaves enough space to develop and work on fields of personal interests. For example, students are given a chance to adapt (to a certain extent) curricula of certain subjects in a way that they present a topic which is not part of the curricula from the beginning. The programme is designed to allow students to choose from a variety of courses which they wish to follow and complete; consequently, it allows them to attain an individual international qualification profile that suits their personal interests and career plans on the international job market.

However, the number of students to finish their studies within the envisaged period of two years is relatively low – students mostly need 5-6 semesters to graduate (see Annex 5). This is many times so because of the workload of students during the year and the obligatory internship during the semester break. This also reflects in relatively low number of students who decide to participate in exchange semesters abroad (many exchange programmes and bilateral/multilateral agreements are available), since this could have the effect of prolonging their studies even more.

Generally, the panel was given the impression that stakeholders appreciated the broadness of the programme and attained the defined competences. It was outlined that the graduates became critical social scientists, who have the knowledge about how the global political economy works. Many graduates later decide to continue their education with PhD studies.

During the time of study students are being exposed to different teaching methods and assignments, which are mostly based on cooperation with their fellow students (e.g. group work). This helps them to exchange experience and opinions and at the same time to connect among each other. Groups of students who are working on their assignments are generally left alone to decide how they would like to compose their groups, but academic staff does help them to compose groups on the basis of nationality, background and level of experience. However, there is not enough initiative (except individual) to preserve these ties to a better extent also after graduation. (see supra Standard 2c)

Significantly important are also the several extra-curricular activities offered to students – such as many social events (e.g. events during the first two weeks, guided city tour), which allow students to meet and shape the multi-cultural environment. The institution also organises different excursions to important European cities.

An essential part for the students' international experience is formed by the academic staff. Many lecturers and guest lecturers are both well respected in the academic world and possess a unique professional experience. They contribute to the international experience of the students by bringing in different views and perspectives.

Conclusion and recommendations

The panel concludes that the students' experience is adequate and corresponds to the programme's internationalisation goals. The panel recommends fostering the number of lecturers coming from abroad, which would further enable more international faculty, and also seek opportunities to raise the students' awareness to participate in student exchange programmes.

Criterion 5c: Services provided to students

The services provided to the students (e.g. information provision, counselling, guidance, accommodation, Diploma Supplement) support the program's internationalization goals and correspond to the composition of the student group.

Many times, the support for students starts by offering assistance during the application process, attaining a visa for Germany or with other administrative issues (e.g. matriculation

process, bank accounts, registration with German authorities). The institution also has an agreement with the Studentenwerk (the body in charge of student services in German university towns) that guarantees places for housing to the students.

After students have arrived in Kassel in the first week, the University organises the Orientation week, where students receive basic information about the city and other important information. This is then followed by the Welcome week which is organised by the institution and gives students more specific programme-related information.

The institution ensures both academic and non-academic services to the students in order to assist in the fulfilment of its internationalisation goals. A tutoring service is offered to students, and weekly get-together events are organised. Furthermore, students can participate in activities which are organised by the University (e.g. Buddy programme, Tandem programme to help learn foreign languages).

The students are offered administrative and academic help with participating in exchange semesters abroad (many exchange programmes and bilateral/multilateral agreements are available) but the number of participating students is relatively low. Students are offered assistance also in finding appropriate internships during the semester break. Students who have already participated in an internship programme are asked to write a report which is then, inter alia, used to provide information to other candidates.

Conclusion and recommendations

The panel concludes that the services provided to the students support the programme's internationalization goals and correspond to the composition of the student group.

Overall conclusion regarding Standard 5: Students

The panel noted both from the documentation and meetings with students and graduates a general satisfaction and appraisal of the student body composition, international experience and support. The panel deems all the underlying criteria of this standard to be met. Furthermore, the programme is designed to allow students freedom of choice regarding courses they wish to follow and complete, and also adapt the curricula to a certain extent and consequently allows them to attain a unique and individual international qualification profile.

The panel therefore assesses *Standard 5: Students* as Good.

Conclusion

Based on documented internationalisation goals, the programme has successfully implemented effective internationalisation activities which demonstrably contribute to the quality of teaching and learning.

5. Overview of assessments

Standard	Criterion	Level of fulfilment
1. Intended internationalisation	1a. Supported goals	Satisfactory
	1b. Verifiable objectives	
	1c. Measures for improvement	
2. International and intercultural learning	2a. Intended learning outcomes	Satisfactory
	2b. Student assessment	
	2c. Graduate achievement	
3. Teaching and learning	3a. Curriculum	Good
	3b. Teaching methods	
	3c. Learning environment	
4. Staff	4a. Composition	Good
	4b. Experience	
	4c. Services	
5. Students	5a. Composition	Good
	5b. Experience	
	5c. Services	

Annex 1. Composition of the panel

Chair: Professor Dr. Hans de Wit, professor, Hogeschool van Amsterdam, Netherlands

Hans de Wit is professor (lector) of internationalisation of higher education at the Centre for Applied Research in Economics and Management from the Hogeschool van Amsterdam (HvA) and Director of the Centre for Higher Education Internationalisation at the Università Cattolica del Sacro Cuore, Milan, Italy.

Over the past decades Hans has developed expertise in internationalisation of higher education in a great variety of aspects: meanings, rationales and approaches to internationalisation; comparative analysis of internationalisation strategies by country and region; international student mobility; internationalisation of the curriculum and teaching and learning process; intercultural and international competencies; quality assessment of internationalisation strategies at the institutional level; and quality assessment of internationalisation at the programme level.

Core Internationalization Expert: Frederik De Decker, University College Arteveldehogeschool in Ghent, Belgium

After more than 10 years in international relations in various higher education institutions Frederik De Decker became the head of the Office for educational development and internationalisation at University College Arteveldehogeschool in Ghent, Belgium. From this post he has been seconded to the umbrella organisation Ghent University Association as senior education advisor, advising the board in various educational policy matters.

He has been or is a member of various national and international organisations and advising committees and has been or is participating in various international projects, mainly dealing with internationalisation, educational development, qualifications frameworks and quality assurance. His special interest is the concept of learning outcomes/competences: how can these be defined and measured, what is the impact of it on e.g. internationalisation etc. Frederik is a frequent (invited) speaker at conferences and publishes regularly about a variety of educational topics. In 2010 he has been co-chairing the pilot project "Internationalisation as a distinctive quality feature" of the Dutch-Flemish Accreditation organisation.

Student representative: Mr. Erazem Bohinc (L.L.B.), Student Master of Laws, European faculty of law, Nova Gorica, Slovenia

Mr. Bohinc holds a Bachelor of Laws degree of the European faculty of law in Nova Gorica, Slovenia. Since October 2013 he is a student of the Master of Laws programme at the European faculty of law in Nova Gorica. Mr. Bohinc is an evaluation team member of the Slovenian Quality Assurance Agency for Higher Education (SQAA), Ljubljana. In addition he

was an evaluation team member in several international evaluations and assessments of quality assurance in higher education.

Subject-specific Expert: Professor Dr. Stefan Fröhlich, professor, University Erlangen-Nuremberg, Germany

Fröhlich studied political science, English studies, Hispanism and economics in Bonn, Paris, Philadelphia and Washington D.C. Afterwards he worked for the German Bundestag and in the Institute for Political Science at the University of Bonn. After his habilitation thesis he worked at Bonn and Trier University, at the German Society for Foreign Politics and the Centre for European integration research. Since 1999 he has been visiting professor at various international institutions. Currently Fröhlich is Full Professor for international relations at the University Erlangen-Nuremberg and visiting professor at the Collège d'Europe in Bruges & Natolin, at the Centre for European integration research in Bonn and at the universities in Innsbruck and Zurich.

He is a frequent contributor to national and international print media as well as guest and analyst in German TV and broadcasting.

Coordination: Henning Dettleff and Monika Schröder

Henning Dettleff, Dipl.-Kfm. Ekon.Mag., Deputy Managing Director; Dipl.-Ing. Monika Schröder, Project Manager; Foundation for International Business Administration Accreditation (FIBAA), Bonn, Germany.

Overview panel requirements

<i>Panel member</i>	<i>Subject</i>	<i>Internat.</i>	<i>Educat.</i>	<i>QA</i>	<i>Student</i>
• Hans de Wit		X	X	X	
• Frederik de Decker		X	X	X	
• Erazem Bohinc		X		X	X
• Stefan Fröhlich	X	X	X		

Subject: Subject- or discipline-specific expertise;

Internat.: International expertise, preferably expertise in internationalisation;

Educat.: Relevant experience in teaching or educational development;

QA: Relevant experience in quality assurance or auditing; or experience as student auditor;

Student: Student with international or internationalisation experience;

Annex 2. Statements of independence

In accordance with the Frameworks for the assessment of quality in internationalisation (Certificate for Quality in Internationalisation) I

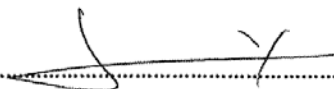
Hans de Wit

declare that I will, when assessing application for awarding the Certificate for Quality in Internationalisation (Master of Arts Global Political Economy at the Faculty of Social Sciences at the University of Kassel, Germany) respect the principle of impartiality and avoid conflicts of interest. I will work professionally and independently. I assure that I do not have any relations with FIBAA or the University of Kassel that would cause prejudice on the certification procedure. I declare that all information about the certification procedure will be considered confidential information and agree to offer my personal data for storage and use during the certification procedure (This agreement can be cancelled anytime.).

FIBAA assures not to make personal data available for a third party unless it is obliged through the decisions of the Accreditation Committee, the European Consortium for Accreditation or other obligatory regulations.

The Expert agrees to the publication of the report.

Kassel,¹⁵.....October 2014; Signature:.....



In accordance with the Frameworks for the assessment of quality in internationalisation (Certificate for Quality in Internationalisation) I

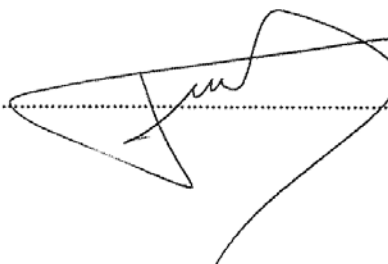
Frederik de Decker

declare that I will, when assessing application for awarding the Certificate for Quality in Internationalisation (Master of Arts Global Political Economy at the Faculty of Social Sciences at the University of Kassel, Germany) respect the principle of impartiality and avoid conflicts of interest. I will work professionally and independently. I assure that I do not have any relations with FIBAA or the University of Kassel that would cause prejudice on the certification procedure. I declare that all information about the certification procedure will be considered confidential information and agree to offer my personal data for storage and use during the certification procedure (This agreement can be cancelled anytime.).

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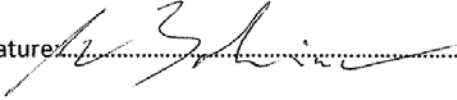
In accordance with the Frameworks for the assessment of quality in internationalisation
(Certificate for Quality in Internationalisation) I

Erazim Bohinc

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The Expert agrees to the publication of the report.

Kassel, 15 October 2014; Signature: 

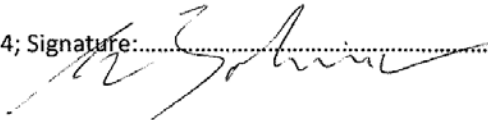
In accordance with the Frameworks for the assessment of quality in internationalisation
(Certificate for Quality in Internationalisation) I

Stefan Fröhlich

declare that I will, when assessing application for awarding the Certificate for Quality in Internationalisation (Master of Arts Global Political Economy at the Faculty of Social Sciences at the University of Kassel, Germany) respect the principle of impartiality and avoid conflicts of interest. I will work professionally and independently. I assure that I do not have any relations with FIBAA or the University of Kassel that would cause prejudice on the certification procedure. I declare that all information about the certification procedure will be considered confidential information and agree to offer my personal data for storage and use during the certification procedure (This agreement can be cancelled anytime.).

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The Expert agrees to the publication of the report.

Kassel, 15 October 2014; Signature: 

Annex 3. Documents reviewed

- Self-evaluation report
- The documented internationalisation goals
- Overview of the curriculum in diagrammatic form
- ECTS Course Catalogue or full description of the courses
- A reference to courses or other (curricular) activities where intercultural and international learning outcomes will be achieved
- List of student assessments which can demonstrate achievement of international and intercultural learning outcomes and for each of these the type of assessment, the grading approach and the (international and intercultural) learning outcomes assessed
- Diploma Supplement
- Table of incoming and outgoing students of the last three years (percentage and absolute figures) per country, per type (credit or degree mobility and international internships by country, company name and duration)
- CV's of the staff, in an easily accessible and comparable format:
 - Permanent staff and recurrent guest lecturers – CVs ordered by Surname
 - Dr. Stefan Beck, Globalization & Politics
 - Professor Dr. Hans-Jürgen Burchardt, International and Intersocietal Relations
 - Professor Dr. Frank Fischer, Fellow at Kassel and Prof at Rutgers University
 - Dr. Alexander Gallas, Globalization & Politics
 - Professor Dr. Christoph Görg, Environmental Politics
 - Dr. Luciana Hachmann, Globalization & Politics
 - Dr. des. Janne Mende, Globalization & Politics
 - Dr. Stefan Peters, International and Intersocietal Relations
 - Professor Dr. Christoph Scherrer, Globalization & Politics
 - Professor Dr. Christa Wichterich, Gender Politics
 - Dr. Joscha Wullweber, Globalization & Politics
 - Professor Dr. Aram Ziai, Development Politics and Post Colonial Studies
 - Guest Lecturers between 2012 and 2014 – CVs ordered by date of participation
 - Carlos Salas, Mexico
 - Walter Belik, Brazil
 - Senem Ertan, Turkey
 - Emilio Pantojas, Puerto Rico
 - Michelle Williams, USA
 - Devan Pillay, South Africa

- Eugenia Leone, Chile
- Paulo Baltar, Brazil
- Ilker Attac, Turkey
- Bernd Reiter, Germany
- Sharit Bhowmik, India
- Edlira Xhafa, Albania
- Balaji Parthasarathy, India
- Meenakshi Rajeev, India
- Adriana Nunes Ferreira, Brazil
- Ana Rosa Mendonça, Brazil
- Simone de Deos, Brazil
- Overview of nationality and or internationalisation experience of staff
- A list of international or internationalisation projects related to education of the last three years (e.g. Intensive Programmes, Curriculum Development, thesis projects, exchange programmes, projects, etc.) and the programme's role in these
- Report by the former student Fernando Scheller

Annex 4. Site visit programme

Overview

Date:	Wednesday/Thursday 15/16 October 2014
Institution:	Universität Kassel; University of Kassel
Programme:	M.A. Global Political Economy
Location:	International Center for Development and Decent Work (ICDD) Kleine Rosenstr. 1-3; 34109 Kassel; Germany 5. Stock, Kleiner Seminarraum.

Programme

Wednesday 15 October 2014

16.00 - 19.00: Preparatory meeting of the panel

19.00 Dinner

Hotel Deutscher Hof (see below)

Thursday 16 October 2014

08.00 - 09.00: Arrival of the panel, internal meeting and possibility to review additional documentation and student work.

09.00 - 10.30: Meeting with management of the programme

<i>Full name</i>	<i>Position</i>
• Prof. Dr. Christoph Scherrer	Program director
• Dr. Joscha Wullweber	Member of board of examiners
• Marina Goulart	Student program coordinator
• Aleksandra Draganić	Student program coordinator

10.30 - 11.30: Meeting with students

<i>Full name</i>
• Hamid Aaqil Shah, Afghanistan, Social Work
• Ana Ivanovic, Montenegro, Economics
• Anil Shah, Germany, Social Sciences and Economic
• Fatos Hoxha, Kosovo, Finance, Accounting and Banking
• Fei Wu, China, Germanistik and Political Science
• Florian Doerr, Germany, Political Science and History
• Jannis Eicker, Germany, Social Sciences and Economics
• Lilia Chikladze, Georgia, Political Science
• Veronica Romanowski, Argentina, Political Science and International Relations

11.30 - 12.30: Meeting with teaching staff

<i>Full name</i>	<i>Module or Course</i>
• Prof Dr Christoph Scherrer	MCC III, V
• Dr. Alexander Gallas	MCC I, IV
• Prof. Dr. Stefanie Schütze	Methods
• Ismail Karatepe	Economics Tutor
• Dr. Janne Mende	MCC V
• Dr. Joscha Wullweber	Methods

12.30 – 13.30: Lunch, including internal meeting and review of materials

13.30 - 14.00: Meeting with alumni

<i>Full name</i>	<i>Year</i>	<i>Current position/company</i>
• Dr. Michael Dellwing	2005	Wiss. Mitarbeiter, UniKassel
• Vasif Huseynov	2012	PhD Göttingen
• Halyna Semenyshyn	2011	PhD Kassel

14.00-14.30: Meeting with professional field

<i>Full name</i>	<i>Current position/company</i>
• Baßler, Heinrich	Wissenschaftszentrum Berlin
• Prof. Dr. Justin Powell	Univ. of Luxembourg
• xx	State Ministry of Finance, Schleswig-Holstein

14.30-15.30: Meeting with representatives international services

<i>Full name</i>	<i>Position</i>
• Sabine Ernst	Responsible for international exchange students and DAAD scholars
• Britta Wöbbeking	Head of International Office
• XY	

15.30-16.00: Panel discussion on the outcomes of the assessment

16.00-16.30: Final meeting with management

<i>Full name</i>	<i>Position</i>
• Prof. Dr. Christoph Scherrer	Program director
• Dr. Joscha Wullweber	Member of board of examiners
• Marina Goulart	Student program coordinator
• Aleksandra Draganić	Student program coordinator

End of site visit and departure

Accommodation

Hotel and Restaurant

Hotel Deutscher Hof: <http://www.deutscher-hof-kassel.de/>

Lutherstrasse 3-5

D - 34117 Kassel

phone number +49 (0)561 9180-0

mail: info@deutscher-hof.de

Practical Information

Project Coordinator site-visit: Henning Dettleff

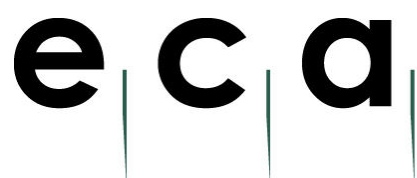
phone number: +49 228 280 356 18

Mobile: +49 1573 280 3575

Project Coordinator: Monika Schröder

phone number: +49 228 280 356 32

Mobile: +49 1573 280 3585



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