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International Association of Universities

Joint Master's Programme in
International Humanitarian Action

Internal Quality Handbook

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Introduction

The NOHA Joint Master´s Degree Programme in International Humanitarian Action (NOHA) is a joint/integrated, international, multidisciplinary and interdisciplinary study programme that provides high-quality academic education and professional competences for people working or intending to work in the area of humanitarian action. The degree was created in 1993 as a result of concerted efforts on the part of the NOHA Universities, working in close collaboration with the European Commission's Humanitarian Aid Office (ECHO) and Directorate-General for Education and Culture. Their initiative was a response to a growing need from the humanitarian assistance community for higher educational qualifications specifically suited to addressing complex humanitarian emergencies.

Quality assessment procedures in the programme have been agreed by all partners and refer to two different levels: external and internal. Quality assessment in the NOHA Mundus Master has been developed according to the *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (ESG)[1] and the European Approach for Quality Assurance of Joint Programmes adopted by the Ministers responsible for higher education in the European Higher Education Area in May 2015[2]. **The ESG provide guidance for internal and external quality assurance in higher education.** The European Approach, which is mainly based on the ESG and on the Qualifications Framework for the European Higher Education Area (QF-EHEA), facilitate integrated approaches to quality assurance of joint programmes that genuinely reflect and mirror their joint character. NOHA has taken the standards defined in the European Approach for Quality assurance of Joint Programs and the European Qualifications Framework (EQF) as a basis for its external quality assurance to facilitate an integrated approach to quality assurance.

According to its policy on quality the NOHA Master has participated in projects that aim at quality enhancement.[3] The programme has participated in ImpEA project (Implementation of the European Approach for QA of joint programs)[4]. In this context based on the report of the expert panel on the 16th September 2019 the Committee for Social Sciences and Law of Unibasq decided that the programme:

> …is accredited according to the criteria and procedures defined in the European Approach for Quality Assurance of Joint Programmes. The study programme complies with the requirements defined by the European Approach for Quality assurance of Joint Programmes and the European Qualifications Framework (EQF) in their current version.
>
> It has given the programme the accreditation for a period of six years and is valid until 16/09/2025"

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[1] Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), Brussels, Belgium, 2015.
[2] **European Approach for Quality Assurance of Joint Programmes, October 2014, approved by EHEA ministers in May 2015**
[3] Proposed by ANECA, NOHA has participated in the pilot project on the accreditation of joint programmes of the European Consortium for Accreditation (ECA)'s TE@M II project during 2009-2010. The NOHA Programme was presented to the Tuning Validation Conference on 6 November 2007, in Brussels. With regard to professional bodies, it was evaluated very positively twice by ECHO contracted consultants in September 1996 and June 2001. It agreed to participate in the first external evaluation available at European level either by EUA. The selection of the programme in May 2002 as one of the 11 Master Programmes in EUA Joint Masters Project can be seen as some sort of external evaluation.
[4] Facilitating implementation of the European Approach for Quality Assurance of Joint Programmes was the Erasmus+ Key Action 2 – Strategic Partnerships project (2017-1-PL01-KA203-038819). The project was carried out in 2017-2020 and was coordinated by the Polish Accreditation Committee.

Definition

The NOHA Mundus Master has developed its own transnational internal quality assessment system which is described in this handbook. The Quality Handbook of NOHA Mundus Master's Degree Programme is a:

- **Permanent roadmap** for the Quality Enhancement and Curriculum Development taskforce of the Degree to proceed effectively and efficiently to collect data from all identified sources, to generate information and proposals for improvement.
- The **constant reference** to develop actions to support continuous quality improvement of the degree.
- A **coherent set of procedures** and tools that combine rigor with simplicity, practicality and flexibility / adaptability**.**
- A **joint initiative** that demonstrates that the realisation of the master is being monitored in a joint way. It shows a culture of jointness.
- A system that is compatible and **sensitive to variations** in national legislations and administrative processes.

Quality Policy of the Master's Degree

Master's Degree partners commitment to quality

The commitment to quality by all partners of the NOHA consortium is reflected in the NOHA Mission, Vision and Values.

The *NOHA Mission, Vision and Values* have been revised by the NOHA Board in 2021 and adopted by the NOHA Assembly on 21 June 2021. This document takes into account previous documents and statements. According to it:

> *"The <u>mission</u> of NOHA is to increase the effectiveness and quality of humanitarian action through the provision of excellent and internationally recognized education, research and training.*
>
> *<u>Vision:</u> Humanitarian action is a fundamental expression of the universal moral value of solidarity between people.*
>
> *NOHA aims to be:*
> - *An internationally recognized network of excellence for the provision of top quality education (teaching and research) and training in the field of humanitarian action.*
> - *An internationally recognized higher education accreditation body, furthering the development, co–ordination and certification of humanitarian action education at European level.*
> - *An internationally recognized platform of reference for furthering the participation of academia in the debate on humanitarian policy and practice.*
> - *A forum for intellectual debates and thinking on humanitarianism, solidly anchored in academic freedom of thought, solidarity, and respect for the inherent value of each person.*
>
> *<u>Values:</u> NOHA will seek first and foremost to uphold universal human values, specifically:*
> - *human dignity*
> - *solidarity*
> - *equality of opportunity*
> - *inclusion*
> - *diversity*
> - *open dialogue*
> - *participation*
> - *mutual understanding*
>
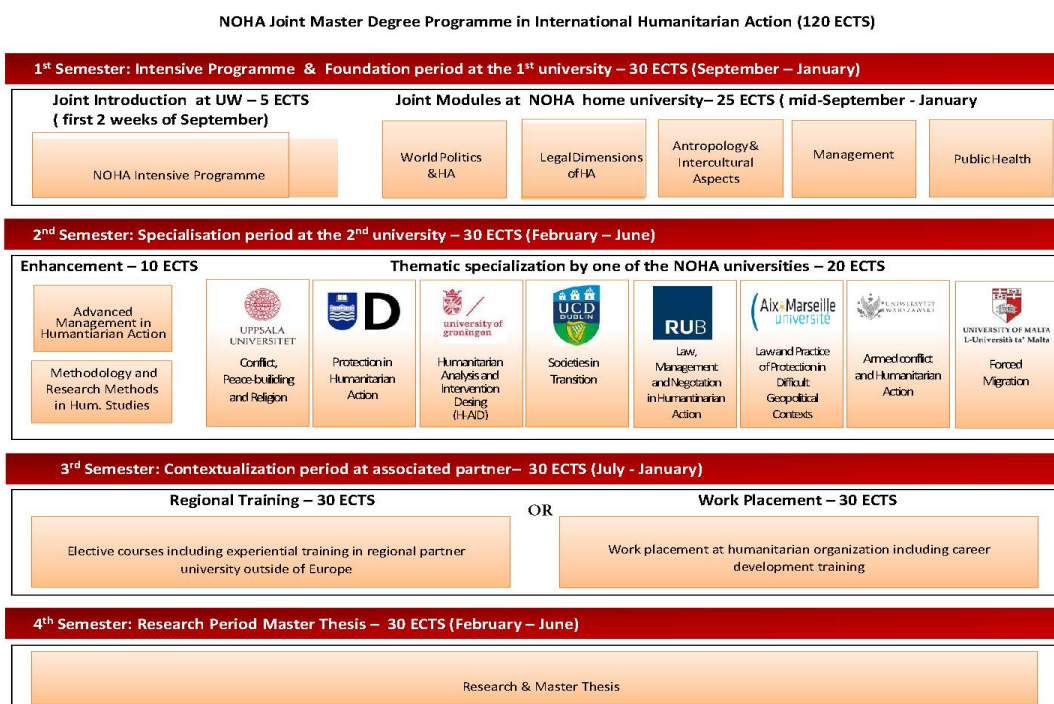> *As well as professional values, particularly:*
> - *honesty*
> - *responsibility*
> - *commitment to excellence*
> - *transparency*
> - *accountability*
> - *efficiency*
> - *sustainability"*

NOHA Master's concept

❑ The ***NOHA Joint Master´s Degree Programme in International Humanitarian Action (NOHA)*** is a high level, integrated, multidisciplinary and interdisciplinary postgraduate programme that aims at professionalizing humanitarian work, promoting quality improvement and excellence in joint European education, seeking innovation through internationalization in HEIs and partnership with professional organizations in humanitarian action.

❑ NOHA is delivered by an international consortium of **8 European partner HEIs**– Aix-Marseille Université/Aix-Marseille University (AMU), France; L-Università ta' Malta/University of Malta (UM), Malta; Rijksuniversiteit Groningen/University of Groningen (RUG), The Netherlands; Ruhr-Universität Bochum/Ruhr University Bochum (RUB), Germany; Universidad de Deusto/University of Deusto (UD), Spain; University College Dublin (UCD), Ireland; Uniwersytet Warszawski/University of Warsaw (UW), Poland; Uppsala universitet/University of Uppsala (UU), Sweden – **in collaboration with a number of Associated Partner HEIs** from different regions of the world and **non-educational associated partners** with specific expertise in the professional domain of humanitarian action.

❑ **NOHA i**s the first **joint study programme (120 ECTS credits) delivered in area of humanitarian action leading to a joint degree**.

❑ **NOHA was created in 1993 as a result of concerted efforts on the part of the Network on Humanitarian Action (NOHA) Universities**, working in close collaboration with two Directorates-General of the European Commission (the DG for Humanitarian Action and Civil Protection (ECHO) and the DG for Education and Culture). The initiative was a response to a growing need for higher educational qualifications specifically suited to addressing complex humanitarian emergencies.

❑ The programme has been **continuously updated and tailored to improve the level of competences and skills of graduates to meet the requirements of the labor market** through the increased involvement of employers from support non-governmental organizations (NGOs), inter-governmental organizations (IGOs), and other actors of the humanitarian field with whom the network has strong collaborative links (see http://www.nohanet.org/).

❑ From the start, the NOHA programme has been **committed within the Bologna process to common standards and guidelines in quality assurance**, as a well as a common degree structure and credit system.

❑ **Mobility** is an integral part of the NOHA teaching-learning process. The course is organized in such a way as to provide mobility, both of students and of lecturers, between a minimum of two countries of the consortium during the period of study. It established one of the first Erasmus Mundus Partnerships with third-country higher education institutions providing a framework for mobility for European Union graduate students and scholars and for third country students and scholars.

❑ The programme is modularised to enhance flexibility and comparability. The programme is assessed on the basis of **jointly agreed learning outcomes** built around the profile (theoretical knowledge and practical skills) required of humanitarian professionals which requires a solid knowledge and understanding of humanitarian action as an important field of international humanitarian studies as well as a number of competencies and skills such as problem solving capacities to work effectively in the field. The content of the modules, their layout and the complementary capacity building and problems solving activities aim to provide the required knowledge and skills in a complex interdisciplinary and international learning framework respecting the different historical teaching background and variety of expertise in the NOHA-partner universities

❑ The NOHA EMJMD common and integrated approach is reflected in the following concrete elements of jointness:

o **A jointly designed and fully integrated academic curriculum including jointly agreed and organized mobility periods.** In order to achieve the learning outcomes, the NOHA programme comprises five components spread over four semesters (two years). These have been jointly designed by academics at the NOHA universities, taking into account the program's objectives and exploiting the complementary expertise offered by our carefully selected partners. The degree programme has a study load of 120 ECTS (60 ECTS per year). No matter what a student's mobility path may be, the workload will be distributed effectively and equitably in line with the NOHA study plan (see table below). This includes a **compulsory mobility study period in Europe of at least 30 ECTS** and an **optional mobility** period to Associated Partner HEIs outside Europe of 30 ECTS.

NOHA Joint Master Degree Programme in International Humanitarian Action (120 ECTS)

o The **degree programme is integrated within the degree catalogues of each partner**. The use of ECTS by all partners in Europe and as a reference outside Europe makes it easier to create and document learning pathways, thus allowing better flexibility and comparability.

o **Joint implementation procedures: 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 (http://www.nohanet.org/masters).

o **Joint study and examination rules**. The consortium has adopted common study and examination rules.

o **Jointly developed and shared quality assurance mechanisms.** Quality assessment procedures in the programme have been agreed by all partners and refer to two different levels: external and internal.

o **Joint governance structure and joint administrative and financial management**. The Consortium has **a well-established structure for the joint delivery of NOHA**. It is based on the Consortium Agreement for the governing the implementation of the Joint Master's Degree Programme in International Humanitarian Action.

o **Joint participation costs:** NOHA has jointly agreed participation costs. They include support in administrative and organizational issues by the consortium partners, costs for enrolment at the consortium partner's institutions, all examinations and issuing of the final diploma.

o **Joint Degree Award and Joint Diploma:** According to the Consortium Agreement (Art.6.5.2), 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** on behalf of the degree-awarding Partner Institutions involved in the provision of the degree programme to that particular student

NOHA Master's Conception of Quality

The aim of the NOHA Master's on Humanitarian Action is to provide academic education and professional competencies for personnel working in the field of international humanitarian action. NOHA's objectives emanate from many years of experience in humanitarian action education[5], its track record as a European Network and the regular feedback from its on-going monitoring that seeks for the NOHA network to update and adapt itself to the new challenges of offering a multidisciplinary and holistic education and training to people who can act at all levels of humanitarian relief operations.
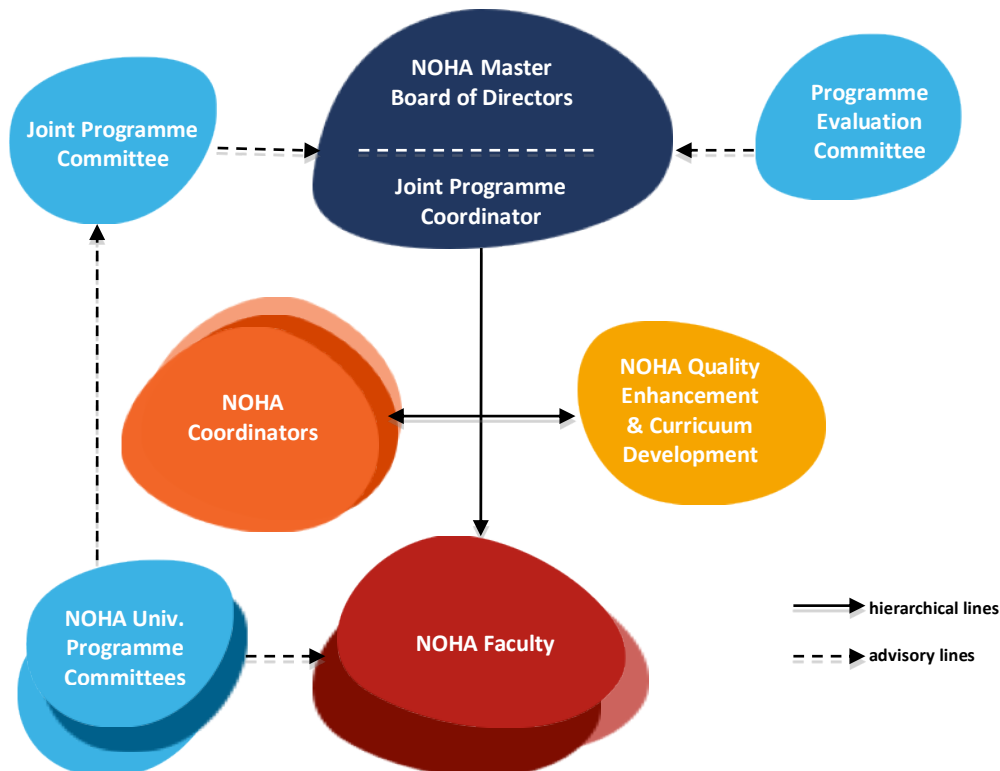
NOHA specific objectives are:

- To impart an academic education to students in terms of specialised knowledge, skills and competence in the interdisciplinary field of international humanitarian action, so that they are able to perform successfully in specific regional humanitarian contexts in occupations for which specialised academic knowledge and skills at Master's degree level are required or preferred;
- To provide students with the profile of a broad formation in the area of international Humanitarian Action, in which both critical thinking and research skills are emphasised as well as contextualised to humanitarian action
in specific regions and/or organisational contexts;
- To deliver very committed, high level, interdisciplinary trained personnel who can exhibit enhanced professionalism and quality of services in the broad field of humanitarian relief, informed on their theoretical insights and humanitarian principles;
- To become a world quality reference education and training system in the field of humanitarian action, offering a programme open to the participation of:
  - third-country higher education institutions and academic staff in Europe and Third Countries with a view of creating a pole of excellence and providing highly trained human resources, and
  - humanitarian aid providing organisations (international, national and local NGOs, as well as intergovernmental organisations and the private sector) to ensure an appropriate

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[5] NOHA´s first cohort of Master students dates from 1993-1994.

curriculum, skills provision and promoting work-based learning;

- To contribute to the quality and visibility of European higher education and to foster intercultural understanding.

NOHA Master's Governance and Management Structure

Linked to the Association's management framework, the EM NOHA Master's has the following management structures defined with responsibilities of decision, of evaluation and execution:

- ❑ **The NOHA Master Board of Directors:** It is the programme's main decision-making organ. The board assumes overall responsibility for all the Joint Master's programme activities. It is composed of the NOHA Master Director at each university and meets at least four times per academic year. The working language of these meetings is English. The Business Meetings are planning and co-ordination meetings at which important decisions are taken and follow up actions decided such as joint policy for student selection. These board meetings take place two weeks after application deadlines and during the IP. The Board will consider complaints about academic judgments, and about matters to do with the student's course of study or research only if the candidate is not satisfied with the outcome reached at the home or host university. The Board does not deal with the effective organization of the tests and examinations which are carried out by the NOHA Faculty at each university. With regard to results of examinations the Board may function as a **Review Committee** only if the student is not satisfied with the outcome reached at the university level.

- ❑ The **Joint Programme Coordinator** has overall coordination responsibility over the master's degree programme. He/she represents the NOHA Master Universities consortium before the Commission and is the interlocutor between this and the European and non-European universities of the

Master. He/she reports to the NOHA Board and other stakeholders on the operation of the program coordination issues and quality enhancement.

❑ The **Programme Evaluation Committee**: The programme Evaluation Committee, established by the Board of Directors, meets with regular intervals to carry out major evaluations of the programme. A major evaluation will be carried out every five years. It should evaluate the competence and capacity of the degree programme provider to assess, assure and enhance quality. Its composition will consist of one internal (the Joint Programme Coordinator) and two external officials nominated and appointed by the Board. The external officials will be two quality assurance experts from accreditation/quality assurance organizations related to NOHA. The Programme Evaluation Committee can advise, upon request or on its own initiative, the NOHA Board on issues regarding quality enhancement.

❑ The **Joint Programme Committee** acts as advisor to the NOHA Master Board of Directors. It is responsible for the system review and advice on policy developments of the master programme. It is composed of representatives of the stakeholders of the course: student representatives (one per NOHA Master University) and NOHA Faculty representatives (one per NOHA Master University). It attends annually during the Intensive Programme to ensure the coherence and consistency of the concept of the joint degree programme. The NOHA student representative and lecturer representative in the Joint Programme Committee are elected by their respective NOHA University Programme Committee.

❑ The **NOHA University Programme Committee** acts as advisor at the home university level. The NOHA University Programme Committee is composed by student and faculty representatives and the NOHA Coordinator or other administrative personal acting as secretary. It is convened at the beginning of the programme and meets at least once per semester. Each NOHA University Programme Committee has its own rules of procedure in agreement with its universities regulations. A general template "Rules of Procedure NOHA University Programme Committees" is available however (IQH.03.d4). Each NOHA University Programme Committee should elect 1 staff and 1 student representative for the Joint Programme Committee on network level.

❑ The **NOHA Quality Enhancement and Curriculum Development Taskforce** (QECD) comprises the designated substitute at the NOHA Board (deputy director) from each university who reports to the NOHA Master Board of Directors and the Joint Programme Coordinator. The QECD Taskforce main task is to facilitate the implementation of quality enhancement and curriculum development measures throughout the network. For this purpose, it assists the Joint Programme Committee to evaluate the degree on the achievement of learning objectives and the coherence of the programme. The QECD Taskforce should ensure that the data collection system, information analysis and proposals and suggestions for improvement of the Master's Degree are structured by processes. The evaluations should be followed by a written report, on the basis of which the QECD Taskforce advises the NOHA Board on any action to be taken. The procedures should be implemented in a coordinated manner by the different NOHA Master Universities, the NOHA Master Board of Directors, the NOHA Master Secretariat, the QECD Taskforce and the NOHA Coordinators in their respective areas of competence. The QECD Taskforce meets twice a year, once in the beginning of the second semester (March) and the second time just before the IP.

❑ The **NOHA Coordinators**: Besides the teaching staff there is the part-time (half-day, every day of the week for NOHA students) presence of the NOHA Coordinators. These coordinators, one at each participating university, have a half time employment by the programme. He/she assists the NOHA Director, and carries out day-to-day administrative and technical tasks for the students. He/she liaises with other NOHA Coordinators, the Joint Programme Coordinator, students at other universities of the Network, and with external partners (NGOs, IGOs, government institutions/agencies, etc.). The NOHA Coordinator, paid by the NOHA Association, is highly appreciated by the students especially for the crucial roles they play in supporting the mobility

component of the programme and general matters related to studying at his/her university. In addition, the NOHA Coordinators support the QECD TASKFORCE and NOHA Master Secretariat with the data collection system, information analysis and proposals and suggestions for the quality enhancement of the Master.

❑ The **NOHA Faculty**: NOHA's core teaching staff includes the academics from the NOHA European and third country institutions directly involved in the development of the programme. It comprises highly qualified senior lecturers and researchers in several different disciplines and faculties. The NOHA Faculty draws from a variety of disciplines related to humanitarian studies including Agriculture & Food Sciences, African Studies, Anthropology, Asian Studies, Demography, Development Studies, Economics, European Studies, Geography, Geopolitics, International Law, International Relations, Latin American Studies, Medicine, Peace and Conflict Research, Political Science, Public Health, Psychology, Religious Studies and Social Sciences. The NOHA Faculty's prime responsibility is to develop ideas on curriculum matters, to agree innovative teaching materials and methods, to engage in professional discussion with fellow academics and to embark on cross-curricular interdisciplinary thinking. They participate in teacher exchange, joint teaching programme design in line with convergence process started in the Tuning project and student mentoring. The NOHA Faculty focuses on approaches to teaching and learning, assessment and performance, and comparative analysis of student workload. The NOHA Faculty is committed to providing the best possible service to students of the Masters programme.

Set of procedural documents

In the following section, the procedures and methodologies for quality enhancement are described into detail. For each procedure the objective is specified together with the data collection system, the data analysis system and the enhancement system for suggesting and implementing improvements to the Master's programme, as well as the available instruments for the procedure. References to the instruments are systematically coded for easy retrieval.

For instance **IQH.03.d2.v201211** refers to::
- procedure 3 in the Internal Quality Handbook (i.e. the Procedure for module evaluations),
- document 2 of that procedure (i.e. the student survey of individual modules)
- version 201211 (i.e. November 2012), although this is only indicated when necessary.

The specific actions detailed in the data collection system, the data analysis system and the enhancement system are to be implemented in a coordinated manner by the different NOHA partner universities and NOHA network organs in their respective areas of competence. The different procedures explained into detail in this document are:

IQH.01	Procedure for academic performance analysis
IQH.02	Procedure for overall satisfaction assessment
IQH.03	Procedure for module evaluations
IQH.04	Procedure for satisfaction assessment for contextualisation period
IQH.05	Procedure for satisfaction assessment for research period
IQH.06	Procedure for satisfaction assessment for mobility
IQH.07	Procedure for labour market integration analysis
IQH.08	Procedure for suggestions and complaints
IQH.09	Procedure for quality enhancement planning

IQH.01 Procedure for academic performance analysis

objective

- To identify and analyse academic performance of the NOHA Joint Master's Degree based on objective, quantitave indicators (e.g. the graduation ratio and the dropout rate) for further improving the programme.

data collection system

- In **September** of each year the **NOHA Master Secretariat** requests the **NOHA Coordinators** to submit the cohort indicators of the students that started the NOHA Programme two years before (using IQH.01.d1).
- **Mid October** the NOHA Master Secretariat compiles the submitted data (using IQH.01.d2) and makes these (received IQH.01.d1 and IQH.01.d2) to the Joint Programme Coordinator and the QECD Taskforce.

data analysis system

- The **Joint Programme Coordinator and QECD Taskforce** analyse the academic performance indicators, diagnose possible causes for deviations from reference values (in cooperation with the university involved), and send a report with IQH.01.d2 and improvement recommendations to the Board of Directors in **November**.

enhancement system

- In November, the **Board of Directors** adopts the recommendations and delegates the implementation of the enhancement measures to the Joint Programme Coordinator or specific partner universities, unless decided otherwise.

instruments

- IQH.01.d1 Cohort indicators per university
- IQH.01.d2 Joint record of cohort indicators

Cohort indicators per university
Performance by students of one academic year

Member university:			
Academic year (cohort):			
Cohort size: How many students started with NOHA in the academic year?		students	= A
How many students of that group graduated within 2 years after starting?		students	= B
Graduation ratio: divide B / A =		%	= C
How many students of that group dropped out within 2 years after starting? (deregistered without graduating)		students	= D
Drop out ratio: divide D / A =		%	= E

	reference value	academic year value
graduation ratio:	95%	C =
drop out ratio:	5%	E =

If applicable, additional background information on why the academic year value deviates from the reference value:

Joint record of cohort indicators
Performance by students of the last five years

Present academic year (cohort):				= N

Number of students starting [A]:	academic years (cohorts)				
	N-4	N-3	N-2	N-1	N
Aix-Marseille Université					
Ruhr-Universität Bochum					
Universidad de Deusto					
University College Dublin					
Rijksuniversiteit Groningen					
University of Malta					
Uppsala Universitet					
Uniwersytet Warszawski					
NOHA network					

Graduated after 2 years [B]:	academic years (cohorts)				
	N-4	N-3	N-2	N-1	N
Aix-Marseille Université					
Ruhr-Universität Bochum					
Universidad de Deusto					
University College Dublin					
Rijksuniversiteit Groningen					
University of Malta					
Uppsala Universitet					
Uniwersytet Warszawski					
NOHA network					

Graduation ratio [B/A]:	academic years (cohorts)				
	N-4	N-3	N-2	N-1	N
Aix-Marseille Université					
Ruhr-Universität Bochum					
Universidad de Deusto					
University College Dublin					
Rijksuniversiteit Groningen					
University of Malta					
Uppsala Universitet					
Uniwersytet Warszawski					
NOHA network					

Drop outs after 2 years [D]:	academic years (cohorts)				
	N-4	N-3	N-2	N-1	N
Aix-Marseille Université					
Ruhr-Universität Bochum					
Universidad de Deusto					
University College Dublin					
Rijksuniversiteit Groningen					
University of Malta					
Uppsala Universitet					
Uniwersytet Warszawski					
NOHA network					

Drop out rate [D/A]:	academic years (cohorts)				
	N-4	N-3	N-2	N-1	N
Aix-Marseille Université					
Ruhr-Universität Bochum					
Universidad de Deusto					
University College Dublin					
Rijksuniversiteit Groningen					
University of Malta					
Uppsala Universitet					
Uniwersytet Warszawski					
NOHA network					

IQH.02 Procedure for overall satisfaction assessment

objective

- To understand the overall satisfaction of the direct stakeholders involved in the Degree (students, lecturers and other NOHA staff) for further improving the programme.

data collection system

- **In June**, the **NOHA Master Secretariat** requests the **NOHA Coordinators** to distribute the surveys to their graduating students **of a cohort** (IQH.02.d1), to their lecturers (IQH.02.d2) and to their management/administrative staff (IQH.02.d3).
- By **mid July** the NOHA Coordinators return the filled out surveys to the NOHA Master Secretariat.
- Before the **end of July** the NOHA Master Secretariat compiles all results, determines the average satisfaction rates and makes all compiled results available on NOHA Blackboard for the Joint Programme Coordinator, the QECD Taskforce and the Joint Programme Committee. The results of each university are also sent to the respective NOHA University Programme Committees.

data analysis system

- The **NOHA University Programme Committees** analyse their student surveys and send a recommendation report to their NOHA Director, the Joint Programme Committee and the Joint Programme Coordinator **before September**.
- The **Joint Programme Committee and Joint Programme Coordinator** analyse the student surveys and university recommendations, diagnose possible problems, and send a report for improvement proposals to the Board of Directors in **September**.
- The **QECD Taskforce and the Joint Programme Coordinator** analyse the lecturers and staff surveys, diagnose possible problems, and send a report for improvement proposals to the Board of Directors in **September**.

enhancement system

- In November, the **Board of Directors** adopts the improvement proposals and delegates their implementation to the Joint Programme Coordinator, the QECD Taskforce and/or respective universities, unless decided otherwise.

instruments

- IQH.02.d1 Survey on student satisfaction with the NOHA programme
- IQH.02.d2 Survey on lecturers' satisfaction with the NOHA programme
- IQH.02.d3 Survey on staff satisfaction with the NOHA programme

Survey on student satisfaction with the NOHA programme
Evaluation by NOHA students upon completion of the NOHA Master's Degree

Dear (soon-to-be) NOHA graduate,
In order to measure how our students have experienced the NOHA programme, we would very much appreciate your willingness in filling out the following anonymous questionnaire. It would greatly help us improve the NOHA programme. This questionnaire closes in two weeks.
Any additional advice based on your experiences is also highly valued!

Academic year in which you started the NOHA programme:	
Home university:	
Host university:	
Third semester:	
Placement/internship provider	
Gender:	⚪ male ⚪ female
Your age at NOHA graduation:	years
Your working situation during the NOHA programme:	⚪ full-time employed ⚪ part-time employed ⚪ on sabbatical ⚪ unemployed ⚪ other:

Communication:
Please indicate to what extent you are satisfied with the following items in the NOHA programme.

	fully dissatisfied	mostly dissatisfied	undecided	mostly satisfied	fully satisfied		not applicable
NOHA website (nohanet.org)	⊖	●	●	●	⊕		☐
Provided information at the start of the programme (during IP)	⊖	●	●	●	⊕		☐
Guide(s) on the NOHA semester programmes	⊖	●	●	●	⊕		☐
NOHA Blackboard	⊖	●	●	●	⊕		☐
Information provided by your NOHA director and secretariat	⊖	●	●	●	⊕		☐
Programme schedule and time tables	⊖	●	●	●	⊕		☐
NOHA Alumni Community website (www.noha-students.org)	⊖	●	●	●	⊕		☐

Have you signed up as a member of the NOHA Alumni Community?   ● yes   ● No

Clarifications:

Staff quality:
Please indicate to what extent you are satisfied with the following items.

	fully dissatisfied	mostly dissatisfied	undecided	mostly satisfied	fully satisfied		not applicable
The ability of the NOHA programme to solve unforeseen problems (changes in timetables, absence of teachers, etc.)	⊖	●	●	●	⊕		☐
Attention given by your NOHA Director to the programme	⊖	●	●	●	⊕		☐
Attention given by your NOHA Coordinator and secretariat to the programme	⊖	●		●	⊕		☐
Attention given by your NOHA Lecturers to the programme	⊖	●	●	●	⊕		☐
Overall quality of the teaching staff	⊖	●	●	●	⊕		☐
Study advice/counselling	⊖	●	●	●	⊕		☐
The handling of suggestions and complaints	⊖	●	●	●	⊕		☐

Clarifications:

Programme quality: Please indicate to what extent you are satisfied with the following items.	fully dissatisfied	mostly dissatisfied	undecided	mostly satisfied	fully satisfied		not applicable
● Proper sequence of content in the programme	⊖	●	●	●	⊕		☐
● Balance between theory and practice.	⊖	●	●	●	⊕		☐
● Avoiding unnecessary overlap of content between the modules	⊖	●	●	●	⊕		☐
● Degree of coordination between the different NOHA modules	⊖	●	●	●	⊕		☐
● Overall teaching/learning methodology of the programme	⊖	●	●	●	⊕		☐
● Assessment procedures and criteria in the programme	⊖	●	●	●	⊕		☐
● The overall quality of your first semester	⊖	●	●	●	⊕		☐
● The overall quality of your specialisation period	⊖	●	●	●	⊕		☐
● The overall quality of your contextualisation period	⊖	●	●	●	⊕		☐
● The overall quality of the research period	⊖	●	●	●	⊕		☐
● The graduation procedure	⊖	●	●	●	⊕		☐
● Library services at your home university	⊖	●	●	●	⊕		☐
● ICT facilities at your home university	⊖	●	●	●	⊕		☐
● Classrooms (including equipment) at your home university	⊖	●	●	●	⊕		☐

Clarifications:

Achieving the Programme Learning Outcomes:
Please indicate to what extent you feel to have achieved the intended NOHA Programme Learning Outcomes.

	fully disagree	mostly disagree	undecided	mostly agree	fully agree		not applicable
1a. Has demonstrated a sound understanding of political and legal contexts that determine HA.							
1b. Has demonstrated a sound understanding of the main issues and challenges related to anthropology, public health and management that humanitarian workers are confronted with in the field.	⊖	●	●	●	⊕		▢
2a. Has demonstrated the capability to analyse the logic of own and others' judgements, weighing their personal and social implications in order to prevent foreseeable harm by humanitarian interventions.	⊖	●	●	●	⊕		▢
3a. Has demonstrated the ability to assess complex humanitarian crises in a systematic way and to formulate adequate and ethically sound recommendations for humanitarian action in accordance with the Humanitarian Principles.	⊖	●	●	●	⊕		▢
4a. Has justified and applied methodology and scientific methods correctly in HA research.	⊖	●	●	●	⊕		▢
4b. Has demonstrated the ability to conduct and complete a medium-length research project on Master-level, while positioning one's own research findings in the broader context of humanitarian action.	⊖	●	●	●	⊕		▢
5a. Has demonstrated the ability to apply interdisciplinary knowledge and understanding of humanitarian action to problems emerging in practical situations and the ability to come up with possible solutions.	⊖	●	●	●	⊕		▢
6a. Has demonstrated the ability to translate in practical terms humanitarian principles and values to policies, strategies and programme management.	⊖	●	●	●	⊕		▢
7a. Has demonstrated a thorough understanding of the diversity of actors and stakeholders in the humanitarian system and the importance of coordination between them on different levels.	⊖	●	●	●	⊕		▢
8a. Has demonstrated responsibility and capacity to be accountable and transparent of own decisions as well as communicative skills to listen and convey own ideas in a structured, intelligible way while adapting the means and the message to the characteristics of beneficiaries and stakeholders in a multi-cultural humanitarian setting.	⊖	●	●	●	⊕		▢
9a. Has shown teamwork and leadership skills by actively contributing to team building, a balanced distribution of work, and fostering a good atmosphere and cohesion in group projects.	⊖	●	●	●	⊕		▢

9b. Has demonstrated the ability to communicate humanitarian expertise as well as research findings and their limits to specialist and non-specialist audiences clearly and unambiguously.	−	●	●	●	+		☐
10a. Has demonstrated the ability to apply humanitarian principles and values and professional codes of conduct.	−	●	●	●	+		☐
11a. Has demonstrated the ability to carefully assess the relevant factors for the decision making, such as operative context, possible effects and risks.	−	●	●	●	+		☐
11b. Has demonstrated the ability to act on the decisions made.	−	●	●	●	+		☐
12a. Has demonstrated the ability to manage dilemmas making use of sound informed judgements, listening to peers and involved actors and respect to humanitarian values and principles and take responsibility for decisions made.	−	●	●	●	+		☐
13a. Has demonstrated a clear understanding of personal security	−	●	●	●	+		☐
13b. Has shown an ability to assist others in coping with security risks.	−	●	●	●	+		☐
14a. Has cross-cultural cooperative skills by showing awareness of cultural and gender diversity and possessing tools to act accordingly.	−	●	●	●	+		☐
15a. Has adopted a reflective practice analysing personal learning goals and ways to achieve them.	−	●	●	●	+		☐
15b. Has gained an open attitude towards acquiring new knowledge about developments in the humanitarian action area.	−	●	●	●	+		☐

Clarifications:

Overall satisfaction with the NOHA programme:

Important strengths of the NOHA programme:

on a scale from
1 (bad) to
100 (good)

+	
+	
+	
+	
+	

Important weaknesses of the NOHA programme:

−	
−	
−	
−	
−	

Thank you for filling out this evaluation and please let us know in case you have additional comments or advice.

Survey on lecturers' satisfaction with the NOHA programme
Evaluation by NOHA lecturers participating in the NOHA programme

University:	
Academic year:	
Gender:	⚪ male ⚪ female
Relation to university:	⚪ internal lecturer ⚪ external lecturer
Position/rank:	
Working for NOHA for approximately:	years months
Lecturing in the following NOHA modules:	

Satisfaction: Please indicate to what extent you are satisfied with the present state of affairs in the NOHA programme concerning:	fully dissatisfied	mostly dissatisfied	undecided	mostly satisfied	fully satisfied	not applicable
• contact with the students	⊖	●	●	●	⊕	☐
• coordination with the other NOHA lecturers at the university	⊖	●	●	●	⊕	☐
• coordination with lecturers of equivalent modules at other NOHA universities	⊖	●	●	●	⊕	☐
• available information on the NOHA Master's programme	⊖	●	●	●	⊕	☐
• the work on quality enhancement in the NOHA programme	⊖	●	●	●	⊕	☐
• the handling of suggestions and complaints	⊖	●	●	●	⊕	☐

Clarifications:

- support by the NOHA secretariat at the university

−	●	●	●	+	■

- support by the NOHA management at the university

−	●	●	●	+	■

- the use of NOHA Blackboard

−	●	●	●	+	■

- ICT facilities

−	●	●	●	+	■

- library facilities

−	●	●	●	+	■

- the classrooms

−	●	●	●	+	■

- the scheduling of teaching activities

−	●	●	●	+	■

- overall satisfaction with the NOHA Master's programme

−	●	●	●	+	■

Clarifications:

Strengths that the NOHA programme needs to protect in your view:

Weaknesses that the NOHA programme needs to take care of in your view:

Any further comments:

Survey on staff satisfaction with the NOHA programme
Evaluation by NOHA staff members supporting the NOHA programme (directors, coordinators, administrators)

University:	
Academic year:	
Gender:	⬤ male ⬤ female
Function/position within the NOHA programme:	
Working in this function/position for approximately:	years months
officially appointed to work for this NOHA position approximately:	hours per week

Satisfaction: Please indicate to what extent you are satisfied with the present state of affairs in the NOHA programme concerning:	fully dissatisfied	mostly dissatisfied	undecided	mostly satisfied	fully satisfied	not applicable
• the accessibility of external public information on the NOHA Master's programme (e.g. the website nohanet.org)	⊖	⬤	⬤	⬤	⊕	☐
• contact with the secretariat of the NOHA network	⊖	⬤	⬤	⬤	⊕	☐
• contact with the other NOHA universities	⊖	⬤	⬤	⬤	⊕	☐
• the accessibility of internal information within the NOHA network (e.g. the intranet NOHA Blackboard)	⊖	⬤	⬤	⬤	⊕	☐
• contact with the university's institutions outside the NOHA team	⊖	⬤	⬤	⬤	⊕	☐
• contact with the lecturers in the NOHA Master's programme	⊖	⬤	⬤	⬤	⊕	☐
• contact with the home university students	⊖	⬤	⬤	⬤	⊕	☐
• contact with the incoming mobility students	⊖	⬤	⬤	⬤	⊕	☐

Clarifications:

- the management of admissions of students   ⊖ ● ● ● ⊕ ☐

- the management of student mobility   ⊖ ● ● ● ⊕ ☐

- the management of scholarships   ⊖ ● ● ● ⊕ ☐

- the management of registration and other administrative procedures for the student   ⊖ ● ● ● ⊕ ☐

- the handling of suggestions and complaints   ⊖ ● ● ● ⊕ ☐

- the scheduling of the programme   ⊖ ● ● ● ⊕ ☐

- class room management   ⊖ ● ● ● ⊕ ☐

- the infrastructure and facilities in the workplace (e.g. offices, internet, supplies, etc.)   ⊖ ● ● ● ⊕ ☐

Clarifications:

- the functioning of the NOHA secretariat at the university   ⊖ ● ● ● ⊕ ☐

- the work on quality enhancement in the NOHA programme   ⊖ ● ● ● ⊕ ☐

- the overall management of the NOHA programme at university   ⊖ ● ● ● ⊕ ☐

- the overall management of the NOHA network   ⊖ ● ● ● ⊕ ☐

- overall satisfaction with the NOHA Master's programme   ⊖ ● ● ● ⊕ ☐

Clarifications:

Strengths that the NOHA programme needs to protect in your view:

Weaknesses that the NOHA programme needs to take care of in your view:

Any further comments:

IQH.03 Procedure for module evaluations

objective

- To obtain performance information for further improvement and refinement of the teaching in the NOHA Mundus Master's Degree Programme concerning its modules.

data collection system

- At the end of the IP, the master secretary ensures that all students fill out a student survey of the Intensive Programme (IQH.03.d1). The results are made available via NOHA Blackboard to the Board of Directors, the Joint Programme Coordinator, the QECD Taskforce and the Joint Programme Committee.
- The **NOHA Coordinators** inform the NOHA Blackboard Administrator in **September-October 1st year** on the main first semester lecturers, their modules and by which final dates the student surveys should become available to the students (e.g. dates of the final examination, deadline for the last assignment). In **February-March 1st year**, the NOHA Coordinators do the same for the second semester. In **June-August the NOHA Coordinators** inform on lecturers, modules and surveys of the contextualisation period of the third semester (IQH.04).
- The **NOHA Blackboard Administrator** posts the evaluation announcements containing a web-link to the student survey (IQH.03.d2) in the respective course, making sure that the announcement becomes visible on the requested date with an automatic notification to the students' e-mail accounts.
- **Students** are requested to fill out the student survey within two weeks after the final date of the course.
- **Blackboard Administrator** will create the surveys based on the information of the modules provided by Coordinators and will share the link with Coordinators so they share it directly with students whenever they consider more suitable. NOHA Blackboard Administrator will be informed once the survey has been completed.
- **Mid February and mid June (earlier if requested)**, the **NOHA Blackboard Administrator** generates the full evaluation report of each semester and sends it to the respective NOHA Coordinator and Director. Abbreviated versions of these reports (i.e. without the questions at the end on individual lecturers) are made available to the Joint Programme Coordinator, lecturers, the QECD Taskforce and the Joint Programme Committee via NOHA Blackboard.
- The **NOHA Coordinators** ensure that the **lecturer(s)** involved (and/or their Director) fill out a review report (IQH.03.d3) for their module, giving also the opportunity to react on the student survey results.
- The **NOHA Coordinators** send the abbreviated reports (i.e. without the questions at the end on individual lecturers) together with the module review reports (IQH.03.d3) to their NOHA University Programme Committee. In addition they make the module review reports (IQH.03.d3) available via NOHA Blackboard to the Joint Programme Coordinator, lecturers, the QECD Taskforce and the Joint Programme Committee.

data analysis system

- The **NOHA University Programme Committees** (IQH.03.d4) analyse the student surveys and module review reports of their university's modules and send a recommendations report after each teaching period to their NOHA Director and NOHA Coordinator.
- In **June-July**, the **NOHA University Programme Committees** summarise their findings in a year report (IQH.03.d5) and make this available via NOHA Blackboard for the Joint Programme Committee, Joint Programme Coordinator and QECD Taskforce.
- The **Joint Programme Committee** compiles a recommendations report based on the input from the NOHA University Programme Committees, the student surveys and module review reports and sends it to the Joint Programme Coordinator, the QECD Taskforce and the Board of Directors.

enhancement system

- The **Board of Directors** adopts the recommendations of the Joint Programme Committee and delegates their implementation to the Joint Programme Coordinator and the **QECD Taskforce**, unless decided otherwise.
- Supplementary to this, each **NOHA Director** decides upon recommendations proposed by the NOHA University Programme Committee for its university's modules and ensures their implementation.

instruments

- IQH.03.d1 Student survey of the Intensive Programme
- IQH.03.d2 Student survey of individual modules
- IQH.03.d3 Review report for individual modules
- IQH.03.d4 Template Rules of Procedure NOHA University Programme Committees
- IQH.03.d5 NOHA University Programme Committee year report

Student survey of the Intensive Programme
Evaluation of the IP by its participating NOHA students

IP period:	
Organising universities:	
This year's IP theme:	

The purpose of this evaluation is to ascertain the efficiency of this year's NOHA IP Programme. We also want to assess the appropriateness and relevance of the programme so that improvements can ensue for future Intensive Programmes.

1. Resource allocation
2. Satisfaction with the IP Programme Methods
3. Satisfaction with IP Organisation

We would greatly appreciate if you could complete this evaluation form and submit it to the NOHA IP organisers before your departure. Please encircle your choices and add concise comments if needed. *Thank you!*

Section 1: Personal information

Gender:	○ male	○ female
Your age:		years
Do you have prior experience in Humanitarian Assistance?	○ yes	○ no

Academic background: in which field do you have a first degree?

- ○ 1. Social Sciences
- ○ 2. Law
- ○ 3. Medicine
- ○ 4. Management
- ○ 5. Internat. Relations
- ○ 6. Anthropology
- ○ 7. Engineering
- ○ 8. Psychology
- ○ 9. Natural Sciences
- ○ 10. Arts & humanities
- ○ other:

Your home university (voluntary information):

Section 2: Satisfaction with the content of the IP Programme In your opinion, to what extent do you agree that the following objectives have been achieved?	fully disagree	mostly disagree	undecided	mostly agree	fully agree		not applicable
Obj. 1 The students have become familiar with the NOHA programme: the common core elements of the first semester as well as the second and third semester programmes.	−	○	○	○	+		☐
Obj. 2 The students have become familiar with the key principles and the main actors in the field of humanitarian action, i.e. governmental as well as non-governmental organisations.	−	○	○	○	+		☐
Obj. 3 The students have become familiar with the mechanisms, threats and challenges related to this year's IP theme.	−	○	○	○	+		☐
Obj. 4 The IP provided a forum for students to interact and establish networks.	−	○	○	○	+		☐

Further comments:

Section 3: Resource allocation Please indicate your satisfaction with the resource allocation in terms of time allocation and other resources concerning the four pillars of the IP. In other words, was there sufficient time and effort provided for each pillar/section of the IP?	fully dissatisfied	mostly dissatisfied	undecided	mostly satisfied	fully satisfied		not applicable
a. Introduction to NOHA and its educational activities with particular emphasis on the Master's programme	−	○	○	○	+		☐
b. the Humanitarian Principles and actors	−	○	○	○	+		☐
c. this year's IP theme	−	○	○	○	+		☐
d. the simulation exercise	−	○	○	○	+		☐

Further comments:

Section 4: Satisfaction with the IP Programme methods Please indicate your satisfaction with:	fully dissatisfied	mostly dissatisfied	undecided	mostly satisfied	fully satisfied		not applicable
a. If applicable, travel and accommodation guidelines prior to arrival	−	●	●	●	+		☐
b. The welcome package	−	●	●	●	+		☐
c. The NOHA IP Reader	−	●	●	●	+		☐
d. The PowerPoint presentations in the lectures	−	●	●	●	+		☐
e. The question and answer rounds in the plenary discussions	−	●	●	●	+		☐
f. The individual and teamwork during the simulation exercise	−	●	●	●	+		☐
g. The participation in the simulation exercise	−	●	●	●	+		☐
h. The simulation handbook	−	●	●	●	+		☐
i. The inter-activity in the meetings (virtual or physical) with NOHA members and practitioners	−	●	●	●	+		☐

Further comments:

Section 5: Satisfaction with the IP Organisation Please indicate your satisfaction with:	fully dissatisfied	mostly dissatisfied	undecided	mostly satisfied	fully satisfied		not applicable
a. The lecture halls and workshop rooms	−	●	●	●	+		☐
b. The technical and computer facilities	−	●	●	●	+		☐
c. The evening activities	−	●	●	●	+		☐
d. If applicable, the accommodation	−	●	●	●	+		☐
e. The food and refreshments	−	●	●	●	+		☐
f. The working atmosphere	−	●	●	●	+		☐
g. The social atmosphere	−	●	●	●	+		☐
h. The overall organisation	−	●	●	●	+		☐

Final comments:

Student survey of individual modules
Evaluation of a module by its participating NOHA students

Module:	
Member university:	
Academic year:	
Block/semester:	

The *Qualtrics* reports for the individual modules are based on the following standard web forms. The questions about the lecturer(s) are made available to NOHA Director, NOHA Coordinator, lecturer and PC. All other questions are made available to the NOHA Director, NOHA Coordinator and the Programme Committee.

1. This questionnaire closes in two weeks.

This questionnaire has been compiled to evaluate the manual of the Joint Master's Programme in International Humanitarian Action. This questionnaire will form the basis for the discussions in the QECD, JPC and PC. It will investigate more deeply what can be improved in an individual module/course unit. The results will be published on Blackboard. Instructions: Click on the option under the answer of your choice.

1. My overall impression of the course unit was:
   ○   Good
   ○   more than adequate
   ○   Adequate
   ○   less than adequate
   ○   Poor

Comments:

2. The work load of the course unit was ……… than the credits allocated.
   ○   much greater than
   ○   greater than
   ○   in accordance with
   ○   less than
   ○   much less than

3. I have devoted the appropriate effort and time to this course unit.
- ○ not applicable
- ○ strongly agree
- ○ agree
- ○ neither agree nor disagree
- ○ disagree
- ○ strongly disagree

2. Course content and study material.

Instructions:

Let us know what you think about the following statements in a range from 'strongly agree' to 'strongly disagree'. If you do not have a clear opinion, select 'neither agree nor disagree'. Use the 'not applicable' option if you cannot give an opinion for whatever reason. For example, question 5: if you are not familiar with the manual, you cannot express an opinion so select the option 'not applicable'.

4. I had sufficient prior knowledge and skills to be able to take part in this course unit.
- ○ not applicable
- ○ strongly agree
- ○ agree
- ○ neither agree nor disagree
- ○ disagree
- ○ strongly disagree

Comments:

5. The content of the lectures/tutorials matched the description of the course unit's manual.
- ○ not applicable
- ○ strongly agree
- ○ agree
- ○ neither agree nor disagree
- ○ disagree
- ○ strongly disagree

6. I am satisfied with the compulsory literature for this course unit.
- ○ not applicable
- ○ strongly agree
- ○ agree
- ○ neither agree nor disagree
- ○ disagree
- ○ strongly disagree

Comments:

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3. Design and coherence of the teaching.

7. The teaching method chosen was suitable.
- ○ not applicable
- ○ strongly agree
- ○ agree
- ○ neither agree nor disagree
- ○ disagree
- ○ strongly disagree

Comments:

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8. The workload was generally well spread out over the weeks.
- ○ not applicable
- ○ strongly agree
- ○ agree
- ○ neither agree nor disagree
- ○ disagree
- ○ strongly disagree

Comments:

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9. This course unit was taught by several lecturers and they worked well together. N.B. If the course unit was taught by one lecturer, select the 'not applicable' option.
- ○ not applicable
- ○ strongly agree
- ○ agree
- ○ neither agree nor disagree
- ○ disagree
- ○ strongly disagree

4. Assessment criteria and examinations.

10. The methods of assessment were suitable for this course unit.
    - ○ not applicable
    - ○ strongly agree
    - ○ agree
    - ○ neither agree nor disagree
    - ○ disagree
    - ○ strongly disagree

Please specify:

11. The assessment criteria were made clear at the start of the course unit.
    - ○ not applicable
    - ○ strongly agree
    - ○ agree
    - ○ neither agree nor disagree
    - ○ disagree
    - ○ strongly disagree

5. Your final evaluation of the course.

12. This course unit made a valuable contribution to my academic development.
    - ○ not applicable
    - ○ strongly agree
    - ○ agree
    - ○ neither agree nor disagree
    - ○ disagree
    - ○ strongly disagree

13. The NOHA quality enhancement unit should analyse this course unit more closely on:

6. Learning outcomes.

The following questions concern the mix of knowledge, skills and competences that you are expected to have acquired by the end of this course unit according to the agreements in the NOHA network.

14. The course unit taught me **[learning outcome 1]**
   - ○ not applicable
   - ○ strongly agree
   - ○ agree
   - ○ neither agree nor disagree
   - ○ disagree
   - ○ strongly disagree

[This question is repeated for each of the learning outcomes of the module.]

7. Course evaluation: questions about the lecturer(s).

N.B.: Results of these questions will only be made available to the respective NOHA Director and NOHA Coordinator and lecturers.

Instructions: Click on the option under the answer of your choice.

The following questions concerns the performance of individual lecturers in your course unit. For technical reasons all lecturers for this course unit in the network are listed. You only need to provide answers for the lecturers that you attended class at in your university!

15. The lecturer created sufficient structure in the lectures / tutorials.

	not applicable	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
Lecturer A.B.C. Def	○	○	○	○	○	○
Lecturer N. Oha	○	○	○	○	○	○

16. The lecturer stimulated interaction with and among the students.

	not applicable	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
Lecturer A.B.C. Def	○	○	○	○	○	○
Lecturer N. Oha	○	○	○	○	○	○

17. The lecturer provided me with sufficient supervision and feedback on my assignments (paper, presentation, etc.).

	not applicable	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
Lecturer A.B.C. Def	○	○	○	○	○	○
Lecturer N. Oha	○	○	○	○	○	○

18. The lecturer clearly had highly relevant expertise (research and/or field experience) for this course unit.

	not applicable	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
Lecturer A.B.C. Def	○	○	○	○	○	○
Lecturer N. Oha	○	○	○	○	○	○

19. The lecturer helped me to acquire new knowledge/understanding of the material.

	not applicable	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
Lecturer A.B.C. Def	○	○	○	○	○	○
Lecturer N. Oha	○	○	○	○	○	○

8. Comments.

20. Space for comments and remarks:

Thank you for completing this questionnaire!

Review report for individual modules
Evaluation of a module by their coordinator (and/or lecturers)

Dear lecturer/coordinator,
The NOHA programme would very much like to receive your assessment of how your NOHA module has functioned in this semester in terms of the performance of the students and your experiences in class. Your review will be made available to your NOHA Director and Programme Committee in order to analyse it alongside the student evaluations and the success rate of the module. In case you taught in more than one NOHA module, you are kindly requested to fill out this form for every module separately.

Module:	
Member university:	
Academic year:	
Block/semester:	
Your name:	

How many lecturers were involved in the teaching of this module?		NOHA lecturers
		guest lecturers
Students have received a course manual specifying the intended learning outcomes and assessment criteria of the module.	⬤ yes	⬤ no

Students' performance	fully disagree	mostly disagree	undecided	mostly agree	fully agree	not applicable
Attendance of classes was satisfactory.	⊖	⬤	⬤	⬤	⊕	☐
Students had sufficient prior knowledge and skills for this module.	⊖	⬤	⬤	⬤	⊕	☐
Students prepared and participated well in this module.	⊖	⬤	⬤	⬤	⊕	☐
Performance in assignments/exams was satisfactory.	⊖	⬤	⬤	⬤	⊕	☐

Clarifications:

Teaching

The facilities (class room, projectors, AV, etc.) proved adequate. ⊖ ● ● ● ⊕ ▪

Coordination with the NOHA programme was adequate. ⊖ ● ● ● ⊕ ▪

What are the most remarkable issues/results you have observed in this year's teaching of the module?

What could have caused the observations above?

What changes are you planning for this module based on this year's evaluation, and why?
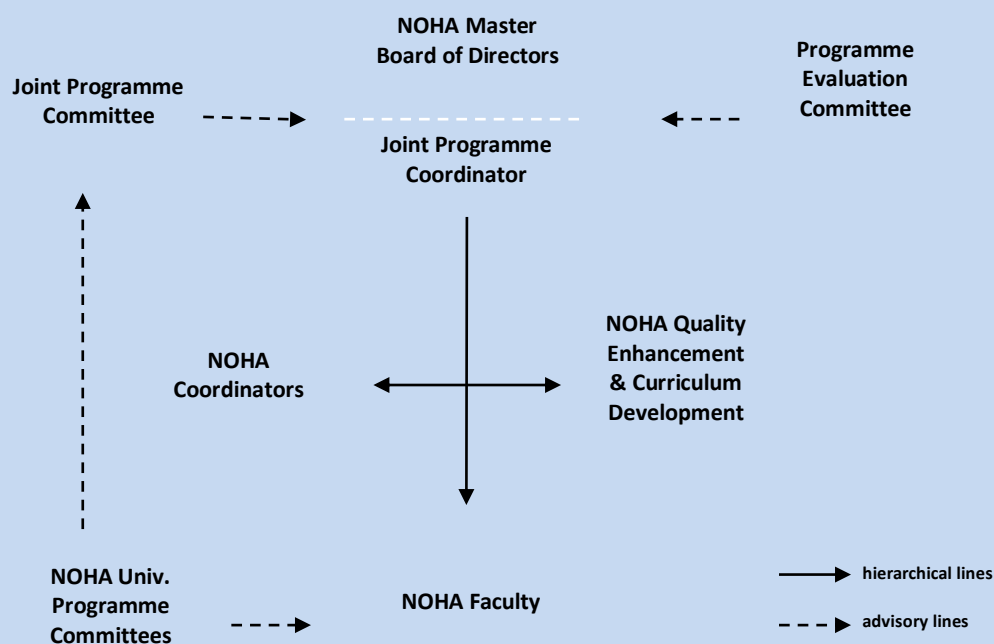
Template Rules of Procedure University Programme Committees
Guidelines and suggestions for organising your NOHA University Programme Committee

Introduction
The NOHA University Programme Committee acts as an advisory body at the home university level. The NOHA University Programme Committee is generally composed by student and faculty representatives and the NOHA Coordinator or other administrative personal acting as secretary. It is convened at the beginning of the programme and meets at least once per semester. Each NOHA University Programme Committee should elect 1 staff and 1 student representative for the Joint Programme Committee on network level.

In the Internal Quality Handbook a more complete overview and description is given of the NOHA Master's governance and management structure. In the following text there are several references to this handbook, which can be easily recognised by the IQH-codes, for instance IQH.03.d2 refers to:
- procedure 3 in the Internal Quality Handbook (i.e. the Procedure for module evaluations),
- document 2 of that procedure (i.e. the student survey of individual modules)
- version 201211, although this is only indicated when necessary.

Tasks
The tasks issued by the network to the NOHA University Programme Committees are the following:
- Procedure IQH.03: after each teaching period (February-March and May-June) analysing the student surveys of individual module (IQH.03.d2) and review reports for individual module (IQH.03.d3) sending a recommendation report to the NOHA Director and the NOHA Coordinator
- Procedure IQH.02: analysing in June-July the overall satisfaction surveys of students (IQH.02.d1) and sending a recommendation report to the NOHA Director, the Joint Programme Committee and the Joint Programme Coordinator

- Procedure IQH.07: analysing in June-July the graduates surveys on labour market integration and satisfaction about the degree and sending recommendations to the NOHA Director, the Joint Programme Committee and the Joint Programme Coordinator
- Procedure IQH.03: after each teaching period (February-March and May-June) analysing the student surveys on individual modules (IQH.03.d2) and review reports on individual module (IQH.03.d3) and student survey of regional training track (IQH.04.d1) and report on regional training track (IQH.04.d2) sending a recommendation report to the NOHA Director and NOHA Coordinator
- Procedure IQH.03 + IQH.04d1 + IQH.04.d2: summarising findings in a year report (IQH.03.d7) and making this available via NOHA Blackboard for the Joint Programme Committee, Joint Programme Coordinator and QECD Taskforce
- Sending two representatives (preferably 1 staff and 1 student) to the Joint Programme Committee. The Joint Programme Committee acts as advisor to the NOHA Master Board of Directors and attends annually during the Intensive Programme to ensure the coherence and consistency of the concept of the joint degree programme. The NOHA student representative and lecturer representative in the Joint Programme Committee are elected by their respective NOHA University Programme Committee.

Beside these NOHA network tasks, your home university may have other additional duties and rights depending on how the "NOHA University Programme Committee" is embedded in the existing structure of your university.

Calendar
It is advisable to set up a calendar for your programme committee together with your NOHA Coordinator. It should give an overview of when your programme committee has to do which tasks and when it should meet. This often depends very much on the administrative schedule of your university. The network tasks mentioned above can be included in such a calendar.

Rules
Each of the programme committees should have its own set of rules, detailing for instance how its members are appointed, how its agenda is set up, deadlines, rules of procedure during the meetings, taking minutes, making recommendations, etc.

What follows is merely a template of how your programme committee could organise itself in case this has not been dealt with yet in other ways by your home university.

Template
Rules of Procedure for the Programme Committee of the NOHA University ......

Article 1 Definitions
The following definitions apply to these rules of procedure:
a. Committee: the NOHA University Programme Committee for the joint NOHA degree programme in .....
b. Member: a member of the committee appointed in accordance with university regulations
c. Presidium: the Chair, Vice Chair and secretary of the NOHA University Programme Committee, appointed in accordance with university regulations
d. Available member: a member who has not indicated that he/she will be away for a longer period of time due to travel, illness or other reasons
e. Sections: the student and staff sections.

All other terms in these rules of procedure will, to the extent that they are also mentioned in national legislation, have the same definition as assigned to them by law or otherwise the same definition as assigned to them by NOHA consortium agreements and documents.

Article 2. Duties
The NOHA University Programme Committees have the following duties:
1. To issue advice to the relevant NOHA Director, the Joint Programme Committee about the teaching and assessment regulations and procedures
2. To annually assess the way the teaching and assessment regulations and procedures are implemented
3. To issue advice, on request or on its own initiative, to the NOHA Director and/or the Joint Programme Committee on all matters relating to teaching in the relevant degree programme.

Article 3. Convening meetings
1. The committee must meet at least two times a year and, in addition, as often as the Chair, Vice Chair or a quarter of the members deem desirable.
2. Meetings must be convened in writing or per e-mail, accompanied by the meeting documents.
3. The notice to convene a meeting must be approved by the Presidium and state the topics to be discussed and whether they have been included for approval, advice or discussion.
4. Meetings must, if possible, be held according to a fixed schedule.
5. The term for convening a meeting is at least five working days, not including the day of the meeting itself.
6. If, due to an emergency, the stipulated term for convening a meeting cannot be met, all available members must agree with the shortened term either during the meeting or in writing or per e-mail in advance.

Article 4. Chair of the meetings
The meetings are chaired by the Chair or, in the event of his/her absence or nonappearance, by the Vice Chair, bearing in mind that if the Vice Chair is also absent or does not appear the meeting itself must appoint a chair.

Article 5. Presence of external parties
1. The committee decides which non-members shall be invited as regular participants to the meetings to provide administrative support and have the right to speak.
2. The Chair may decide to suspend the meeting to enable a non-member to address the committee.
3. On the basis of a proposal to depart from the normal procedure, the committee may decide to grant non-members access to the meeting or part thereof.

Article 6. Reporting
Written reports are drawn up of the meetings of the committee. A list of attendees must be included in the reports. Upon approval, the report will be sent to the NOHA Director for information purposes.

Article 7. Attendance
1. Every member of the committee must sign the attendance list at the start of the meeting.
2. Members who leave before the end of the meeting must report to the secretary, who will then state the time of departure on the attendance list.
3. The members of the committee cannot be represented by others.

Article 8. Quorum
The committee may take decisions only if at least …….. member(s) from each section is/are present.

Article 9. Voting
1. Each member has one vote.

2. Decisions are taken on the basis of a simple majority vote of members present at the meeting.
3. If such a vote results in a tie, the proposal shall be considered rejected. The Chair may reintroduce a rejected proposal and bring it to the vote. In the event that a tied vote concerns the choice between two or more people, the Chair may also decide to draw lots between the people who each received an equal number of votes and together received the most votes.
4. Votes on items and on persons shall be cast verbally unless the Chair decides otherwise.

Article 10. Public domain
1. The committee meetings are public in the sense that anyone may sit in.
2. Meetings will, however, be held behind closed doors if a quarter of the members present demand this or if the Chair deems this necessary, or if confidential documents are being discussed.
3. The decision whether or not the meeting will be continued behind closed doors must be taken as soon as the doors have been physically closed.
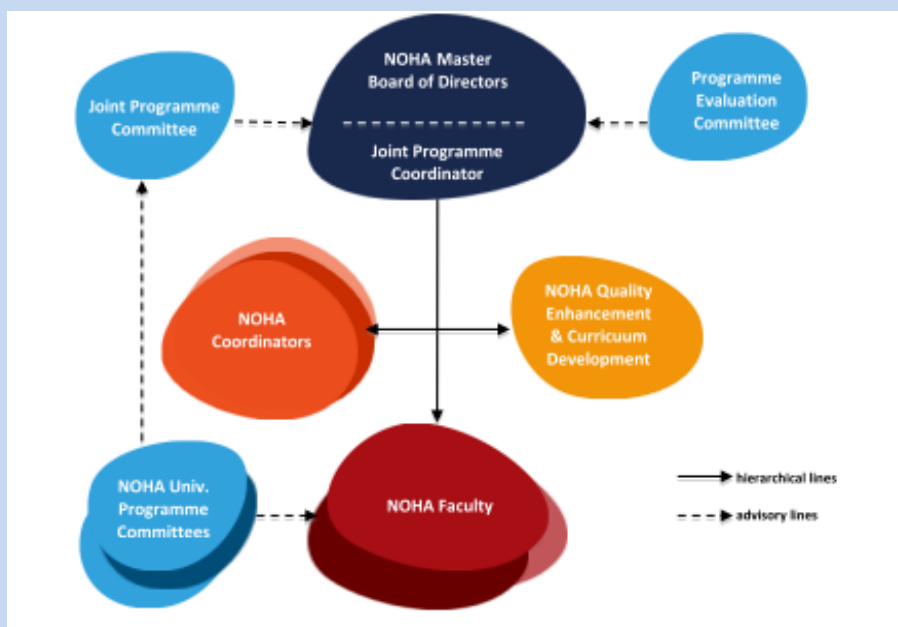
Article 11. Official Title
These rules of procedure may be cited as the 'Rules of Procedure for the Programme Committee of the NOHA University ......' or 'RPPC …….'.

Article 12 Final provisions
1. In cases of doubt about the applicability or interpretation of any of the provisions set out in these Rules of Procedure, as well as in situations not covered by these Rules of Procedure, the Presidium shall decide.
2. These Rules of Procedure shall come into force upon approval by the committee.
3. Changes may be made on the basis of a two-thirds majority decision made by the committee.

As decreed by the Programme Committee of the NOHA University ...... on …………………..

NOHA University Programme Committee year report
Annual report to the Joint Programme Committee and Joint Programme Coordinator

This document can be used to report to the Joint Programme Committee and the Joint Programme Coordinator at the end of the academic year (preferably in June). Several elemental questions are covered in this document and can be answered based on the discussions and earlier reports during this academic year. Nevertheless, please feel free to add any subject that your NOHA University Programme Committee may feel pertinent for discussion in the Joint Programme Committee meetings at network level.

Academic year covered in this report:	
NOHA university:	
This report has been written by:	
Your position in the NOHA University Programme Committee:	
How often has your Programme Committee convened this academic year?	times
How many NOHA student representatives are there in your Programme Committee this academic year?	students
How many NOHA staff representatives are there in your Programme Committee this academic year?	staff members

Programme changes
Have there been any changes in the design or implementation of the NOHA Master's programme at your university in the past academic year? Please clarify.

If applicable, has your programme committee evaluated these changes?   ○ yes   ○ no

If yes, what were your conclusions concerning these changes? Please specify if follow-up actions were deemed necessary.

Aside from the changes mentioned above, has your Programme Committee identified new issues in the NOHA programme at your university? Please clarify.

Programme Learning Outcomes

Please indicate whether your NOHA University Programme Committee is of the opinion that the following intended NOHA Programme Learning Outcomes are being met in your university's NOHA programme.

At the end of the NOHA Master programme the student…

1a. Has demonstrated a sound understanding of political and legal contexts that determine HA. ○ yes ○ no

1b. Has demonstrated a sound understanding of the main issues and challenges related to anthropology, public health and management that humanitarian workers are confronted with in the field. ○ yes ○ no

2a. Has demonstrated the capability to analyse the logic of own and others' judgements, weighing their personal and social implications in order to prevent foreseeable harm by humanitarian interventions. ○ yes ○ no

3a. Has demonstrated the ability to assess complex humanitarian crises in a systematic way and to formulate adequate and ethically sound recommendations for humanitarian action in accordance with the Humanitarian Principles. ○ yes ○ no

4a. Has justified and applied methodology and scientific methods correctly in HA research. ○ yes ○ no

4b. Has demonstrated the ability to conduct and complete a medium-length research project on Master-level, while positioning one's own research findings in the broader context of humanitarian action. ○ yes ○ no

5a. Has demonstrated the ability to apply interdisciplinary knowledge and understanding of humanitarian action to problems emerging in practical situations and the ability to come up with possible solutions. ○ yes ○ no

6a. Has demonstrated the ability to translate in practical terms humanitarian principles and values to policies, strategies and programme management. ○ yes ○ no

7a. Has demonstrated a thorough understanding of the diversity of actors and stakeholders in the humanitarian system and the importance of coordination between them on different levels. ○ yes ○ no

8a. Has demonstrated responsibility and capacity to be accountable and transparent of own decisions as well as communicative skills to listen and convey own ideas in a structured, intelligible way while adapting the means and the message to the characteristics of beneficiaries and stakeholders in a multi-cultural humanitarian setting. ○ yes ○ no

9a. Has shown teamwork and leadership skills by actively contributing to team building, a balanced distribution of ○ yes ○ no

work, and fostering a good atmosphere and cohesion in group projects.				
9b. Has demonstrated the ability to communicate humanitarian expertise as well as research findings and their limits to specialist and non-specialist audiences clearly and unambiguously.	○	yes	○	no
10a. Has demonstrated the ability to apply humanitarian principles and values and professional codes of conduct.	○	yes	○	no
11a. Has demonstrated the ability to carefully assess the relevant factors for the decision making, such as operative context, possible effects and risks.	○	yes	○	no
11b. Has demonstrated the ability to act on the decisions made.	○	yes	○	no
12a. Has demonstrated the ability to manage dilemmas making use of sound informed judgements, listening to peers and involved actors and respect to humanitarian values and principles and take responsibility for decisions made.	○	yes	○	no
13a. Has demonstrated a clear understanding of personal security risks in humanitarian fieldwork, including possible coping mechanisms for oneself.	○	yes	○	no
13b. Has shown an ability to assist others in coping with security risks.	○	yes	○	no
14a. Has cross-cultural cooperative skills by showing awareness of cultural and gender diversity and possessing tools to act accordingly.	○	yes	○	no
15a. Has adopted a reflective practice analysing personal learning goals and ways to achieve them.	○	yes	○	no
15b. Has gained an open attitude towards acquiring new knowledge about developments in the humanitarian action area.	○	yes	○	no

Please indicate any problems with the NOHA Programme Learning Outcomes and how they may be solved:

Does the present list of NOHA Programme Learning Outcomes present essential gaps?   ○ yes   ○ No

A revision of the NOHA competences and programme learning outcomes is performed only once every five years by the Programme Evaluation Committee (or earlier when necessary). Please specify what should be revised by the Programme Evaluation Committee:

Module evaluations
Please, evaluate components and modules.

	fully negative	mostly negative	undecided	mostly positive	fully positive		not applicable
● Intensive Programme	⊖	●	●	●	⊕		☐
● Anthropology in HA	⊖	●	●	●	⊕		☐
● Geopolitics in HA	⊖	●	●	●	⊕		☐
● International Law in HA	⊖	●	●	●	⊕		☐
● Management in HA	⊖	●	●	●	⊕		☐
● Public Health in HA	⊖	●	●	●	⊕		☐
● Second semester, specialisation	⊖	●	●	●	⊕		☐
● Third semester, contextualisation	⊖	●	●	●	⊕		☐
● Internship/placement	⊖	●	●	●	⊕		☐
● Research Period	⊖	●	●	●	⊕		☐

If applicable, please clarify briefly the outcome of the module evaluations:

_____

Course manuals

Has your Programme Committee analysed the course manuals/guides of your university's NOHA modules? ● yes ● no

If yes, did the course manuals/guides provide all necessary information for following the module? ● yes ● no

In the case of the modules that are taught jointly in the NOHA network, did the modules' learning outcomes match those agreed in the NOHA network? ● yes ● no

Was the "template NOHA course manuals" used? ● yes ● no

What were your findings concerning the course manuals/guides of your university's NOHA modules?

Workload

Has your Programme Committee analysed the workload for the different modules? (1 ECTS = 25 hours workload)

○ yes ○ no

Modules with too little workload:

Modules with too much workload:

Teaching and assessment methods

Please indicate whether your programme committee has identified important problems with regard to:

- the teaching methods used in the modules (and their coherence with the module learning outcomes)   ○ yes ○ no
- the assessment methods used in the modules (and their coherence with the module learning outcomes)   ○ yes ○ no

If yes, please indicate what kind of teaching and assessment problems:

Facilities and support

Please indicate whether your programme committee has identified important problems with regard to:

- class rooms and teaching equipment   ○ yes ○ no
- ICT facilities   ○ yes ○ no
- NOHA Blackboard   ○ yes ○ no
- library facilities   ○ yes ○ no
- scheduling   ○ yes ○ no
- student counselling   ○ yes ○ no
- administrative support   ○ yes ○ no

If yes, please indicate what kind of problems:

Labour market integration

Does your programme committee feel that the university provides sufficient preparation for entering the labour market (e.g. through the internship/placement)?

◯ yes ◯ no

Clarifications:

Research Period

Please indicate whether your programme committee feels that the university provides sufficient preparation for:

- the development of writing skills   ◯ yes   ◯ no

- the development of research skills   ◯ yes   ◯ no

- methodological preparation for the Master thesis   ◯ yes   ◯ no

Clarifications:

Strengths of your NOHA programme:

Weaknesses of your NOHA programme:

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Any further comments:

IQH.04. Procedure for satisfaction assessment for contextualization period

Procedure for regional training track

objective

- To understand the overall satisfaction of the regional training track (students, lecturers and other NOHA staff) for further improving the programme.

data collection system

- **In January**, the **NOHA Master Secretariat** requests the **NOHA Coordinators** to distribute the surveys (IQH.04.d1) and to their lecturers (IQH.04.d2) on the regional training track.
- By the **end of the track** the NOHA Coordinators return the filled out surveys to the NOHA Master Secretariat.
- Before the **end of May** the NOHA Master Secretariat compiles all results, determines the average satisfaction rates and makes all compiled results available on NOHA Blackboard for the Joint Programme Coordinator, the QECD Taskforce and the Joint Programme Committee. The results of each university are also sent to the respective NOHA University Programme Committees.

data analysis system

- The **Joint Programme Committee and Joint Programme Coordinator** analyse the student surveys and university recommendations, diagnose possible problems, and send a report to the Board of Directors in **September**.

enhancement system

- In November, the **Board of Directors** adopts the improvement proposals and share it with all NOHA associate universities.

instruments

- IQH.04.d1 Student survey of regional training
- IQH.04.d2 Review report for regional training

IQH.04.d1 Student survey of Regional Training
Evaluation of the Regional Training Track by its participating NOHA students

All other questions are made available to the NOHA Director, NOHA Coordinator and the Programme Committee.

1. This questionnaire closes in two weeks.

This questionnaire has been compiled to evaluate the Regional Training Track in the third semester of the Joint Master's Programme in International Humanitarian Action. This questionnaire will form the basis for the discussions in the NOHA quality enhancement unit. It will investigate more deeply what can be improved in the Regional Training Track. The results will be published on Blackboard. Instructions: Click on the option under the answer of your choice.

1. My overall impression of the Regional Training Track was:
    ○ Good
    ○ more than adequate
    ○ Adequate
    ○ less than adequate

2. The previous information and the support that you received from NOHA and partners for the Regional Training
    ○ Good
    ○ more than adequate
    ○ Adequate
    ○ less than adequate
    ○ Poor

3. The specific support that you received for administrative paper-work (Visas, registration, accommodation, further information)
    ○ Good
    ○ more than adequate
    ○ Adequate
    ○ less than adequate
    ○ Poor

4. The available resources of the partner university
    ○ Good
    ○ more than adequate
    ○ Adequate
    ○ less than adequate
    ○ Poor

5.   The general quality of the selected courses was:
   ○   Good
   ○   more than adequate
   ○   Adequate
   ○   less than adequate
   ○   Poor

6.   I have devoted the appropriate effort and time to the courses.
   ○   not applicable
   ○   strongly agree
   ○   Agree
   ○   neither agree nor disagree
   ○   Disagree
   ○   strongly disagree

7. The overall organisation of the regional training track

   ○   Good
   ○   more than adequate
   ○   Adequate
   ○   less than adequate
   ○   Poor

2. Course content and study material.

Let us know what you think about the following statements in a range from 'strongly agree' to 'strongly disagree'. If you do not have a clear opinion, select 'neither agree nor disagree'. Use the 'not applicable' option if you cannot give an opinion for whatever reason. For example, question 5: if you are not familiar with the manual, you cannot express an opinion so select the option 'not applicable'.

8. I had sufficient prior knowledge and skills to be able to take part in the Regional Training Track.
   ○   not applicable
   ○   strongly agree
   ○   Agree
   ○   neither agree nor disagree
   ○   Disagree
   ○   strongly disagree

9. The content of the lectures/tutorials matched the description of the manual.
   ○   not applicable
   ○   strongly agree
   ○   Agree
   ○   neither agree nor disagree
   ○   Disagree
   ○   strongly disagree

10. I am satisfied with the reading materials for this period
- ○ not applicable
- ○ strongly agree
- ○ Agree
- ○ neither agree nor disagree
- ○ Disagree
- ○ strongly disagree

Comments

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3. Design and coherence of the teaching.

11. The teaching method chosen was suitable.
- ○ not applicable
- ○ strongly agree
- ○ agree
- ○ neither agree nor disagree
- ○ disagree
- ○ strongly disagree

Comments

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12. The workload was generally well spread out over the weeks.
- ○ not applicable
- ○ strongly agree
- ○ Agree
- ○ neither agree nor disagree
- ○ Disagree
- ○ strongly disagree

Comments

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13. The elected courses were taught by several lecturers and they worked well together.
N.B. If the course unit was taught by one lecturer, select the 'not applicable' option.
- ○ not applicable
- ○ strongly agree
- ○ Agree
- ○ neither agree nor disagree
- ○ Disagree
- ○ strongly disagree

4. Assessment criteria and examinations.

14. The methods of assessment were suitable for this period.
   - ○ not applicable
   - ○ strongly agree
   - ○ Agree
   - ○ neither agree nor disagree
   - ○ Disagree
   - ○ strongly disagree

Please specify:

15. The assessment criteria were made clear at the start of this period.
   - ○ not applicable
   - ○ strongly agree
   - ○ Agree
   - ○ neither agree nor disagree
   - ○ Disagree
   - ○ strongly disagree

5. Your final evaluation of this period.

16. This period made a valuable contribution to my experiential training
   - ○ not applicable
   - ○ strongly agree
   - ○ Agree
   - ○ neither agree nor disagree
   - ○ Disagree
   - ○ strongly disagree

17. The NOHA quality enhancement unit should analyse the regional training track more closely on:

6. Learning outcomes.

The following questions concern the mix of knowledge, skills and competences that you are expected to have acquired by the end of the regional training track.

18. The regional training track provided me with experiential humanitarian knowledge in the regional context
- ○ not applicable
- ○ strongly agree
- ○ Agree
- ○ neither agree nor disagree
- ○ Disagree
- ○ strongly disagree

19. The regional training track provided me with skills for analysing humanitarian action specifically in the region

- ○ not applicable
- ○ strongly agree
- ○ Agree
- ○ neither agree nor disagree
- ○ Disagree
- ○ strongly disagree

20. The regional training track provided me with regional cultural perspectives on humanitarian action

- ○ not applicable
- ○ strongly agree
- ○ Agree
- ○ neither agree nor disagree
- ○ Disagree
- ○ strongly disagree

21. The regional training track provided me with comparative settings and geopolitical instruments of analysis

- ○ not applicable
- ○ strongly agree
- ○ Agree
- ○ neither agree nor disagree
- ○ Disagree
- ○ strongly disagree

Final comments

Review report for regional training
Evaluation of regional training by their coordinator (and/or lecturers)

Dear lecturer/coordinator,
The NOHA programme would very much like to receive your assessment of how your NOHA regional training has functioned in this semester in terms of the performance of the students and your experiences in class. Your review will be made available to your university in order to analyse it alongside the student evaluations and the success rate of the regional training track.

Module:	
Partner university:	
Academic year:	
Your name:	

How many lecturers were involved in the teaching of this module?		NOHA lecturers
		guest lecturers
Students have received a course manual specifying the intended learning outcomes and assessment criteria of the module.	● yes	● no

Students' performance	fully disagree	mostly disagree	undecided	mostly agree	fully agree	not applicable
Attendance of classes was satisfactory.	⊖	●	●	●	⊕	☐
Students had sufficient prior knowledge and skills for this module.	⊖	●	●	●	⊕	☐
Students prepared and participated well in this module.	⊖	●	●	●	⊕	☐
Performance in assignments/exams was satisfactory.	⊖	●	●	●	⊕	☐
Clarifications:						

Teaching

The facilities (class room, projectors, AV, etc.) proved adequate.   ⊖ ● ● ● ⊕ ▣

Coordination with the NOHA programme was adequate.   ⊖ ● ● ● ⊕ ▣

What are the most remarkable issues/results you have observed in this year's teaching during the regional training?

What could have caused the observations above?

What changes are you planning for the future based on this year's evaluation, and why?

Procedure for work placement track

objective

- To ensure the quality of external internships in the Degree as well as the Career Development Module.

data collection system

- In the NOHA home universities, the **NOHA Internship/placement Coordinator** (which can be e.g. the Director, the NOHA Coordinator or one of the lecturers) is responsible for the supervision of internships/placements, including:
  - Preparing the student with regard to the contents of the internship/placement, leading to the formal approval of the NOHA Internship Plan
  - Ensuring a contractual agreement about obligations and rights between the home university, the internship/placement provider and the student. The contract is preferably based on the NOHA internship contract template or a home university contract. If necessary and appropriate, a contract by the internship/placement provider can be used, preferably parallel to the NOHA internship or home university contract.
  - Interim evaluation halfway the internship/placement (optional)
- Beside the individual assessment and grading of external internships/placement, the internship/placement module itself is evaluated in one of the components of the survey on student satisfaction with the NOHA programme (IQH.02.d1). See therefore **procedure IQH.02**.

data analysis system

- See **procedure IQH.02**.

enhancement system

- See **procedure IQH.02**.

instruments

- IQH.04.d3 Student survey of the internship/placement
- IQH.04.d4 Review report for internship/placement

Student survey of internship/placement
Evaluation of internship/placement by its participating NOHA students

Member university:	
Academic year:	

	fully disagree	mostly disagree	undecided	mostly agree	fully agree		not applicable
Formalities for the internship/placement went smoothly and easy.	−	●	●	●	+		☐
Information on internship/placement procedures were available and clear.	−	●	●	●	+		☐
Communication with internship/placement provider was fluent.	−	●	●	●	+		☐
I was sufficiently informed to prepare my internship/placement.	−	●	●	●	+		☐
Tasks assigned were in accordance to my academic and professional experience.	−	●	●	●	+		☐
The coordinator/supervisor gave me adequate support.	−	●	●	●	+		☐
My overall satisfaction with internship/placement programme has been positive.	−	●	●	●	+		☐

Important strengths of the internship/placement
+
+
+

Important weaknesses of the internship/placement
−
−
−

1. I have devoted the appropriate effort and time to internship/placement.
   ○ not applicable
   ○ strongly agree
   ○ agree
   ○ neither agree nor disagree
   ○ disagree
   ○ strongly disagree

2. I had sufficient prior knowledge and skills to be able to contribute and learn during the internship/placement.
   ○ not applicable
   ○ strongly agree
   ○ agree
   ○ neither agree nor disagree
   ○ disagree
   ○ strongly disagree

3. The activities developed during the internship/placement were aligned with the master.
   ○ not applicable
   ○ strongly agree
   ○ agree
   ○ neither agree nor disagree
   ○ disagree
   ○ strongly disagree

4. The skills achieved during the career development module were essential in my internship/placement:
   ○ not applicable
   ○ strongly agree
   ○ agree
   ○ neither agree nor disagree
   ○ disagree
   ○ strongly disagree

5. I am satisfied with the evaluation I received during my internship/placement:
   ○ not applicable
   ○ strongly agree
   ○ agree
   ○ neither agree nor disagree
   ○ disagree
   ○ strongly disagree

6. I am satisfied with the internship/placement.
   ○ not applicable
   ○ strongly agree
   ○ agree
   ○ neither agree nor disagree
   ○ disagree
   ○ strongly disagree

Comments:

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Review report for internship/placement providers
Evaluation of internship/placement by their providers

Dear internship/placement provider:
The NOHA programme would very much like to receive your assessment of how your internship/placement has functioned in this semester in terms of the performance and your experiences during the internship/placement. Your review will be made available to your university in order to analyse it alongside the student evaluations and the success rate of the internship/placement.

Module:	
Partner university:	
Academic year:	
Your name:	

Internship/placement providers	fully disagree	mostly disagree	undecided	mostly agree	fully agree		not applicable
Information provided by NOHA on the procedures for the internship/placement was easily available and clear.	⊖	●	●	●	⊕		☐
Students had sufficient prior knowledge and skills for the internship/placement.	⊖	●	●	●	⊕		☐
Students prepared and participated well in the assigned tasks.	⊖	●	●	●	⊕		☐
Coordination and communication with NOHA weres adequate.	⊖	●	●	●	⊕		☐
Performance in during the internship/placement was adequate.	⊖	●	●	●	⊕		☐

Clarifications:

What are the most remarkable issues/results you have observed during the internship/placement?

What could have caused the observations above?

What changes are you planning for the future based on this year's evaluation, and why?

IQH.05 Procedure for satisfaction assessment for research period

objective

- To ensure the quality of the final Master theses in the Degree.

data collection system

- At the universities level, the **NOHA Director** bears the final responsibility for the supervision of Master theses by the home university, including:
- Arranging the preparation of students with regard to the requirements for the NOHA Master thesis leading to the formal approval of the NOHA Master Thesis Proposal Form.
- Assigning a first supervisor from the home university and arranging a second supervisor from the host university.
- In cooperation with the NOHA Coordinator, monitoring the overall progress of students in terms of attaining deadlines for the submission of the proposal, the complete draft version and the final version.
- Ensuring that the supervisors base their final grade for the thesis on a signed thesis assessment form (NOHA Master Thesis Assessment Form).
- Beside the individual assessment and grading of the student's master thesis, the master thesis module itself is evaluated in one of the components of the survey on student satisfaction with the NOHA programme (IQH.02.d1). See therefore **procedure IQH.02**.

data analysis system

- See **procedure IQH.02**.

enhancement system

- See **procedure IQH.02**.

instruments

- IQH.05.d1 Student survey of the research period
- IQH.05.d2 Review report for the research period

Student survey of the research period
Evaluation of the research period by its participating NOHA students

Member university:	
Academic year:	
Block/semester:	

1. This questionnaire closes in two weeks.

This questionnaire has been compiled to evaluate the research period semester of the Joint Master's Programme in International Humanitarian Action. This questionnaire will form the basis for the discussions in the NOHA quality enhancement unit. It will investigate more deeply what can be improved in an individual module/course unit. The results will be published on Blackboard. Instructions: Click on the option under the answer of your choice.

1. My overall impression of the research period unit was:
   - ○ Good
   - ○ more than adequate
   - ○ Adequate
   - ○ less than adequate
   - ○ Poor

Comments:

2. The work load of the research period was ……… than the credits allocated.
   - ○ much greater than
   - ○ greater than
   - ○ in accordance with
   - ○ less than
   - ○ much less than

3. I have devoted the appropriate effort and time to the research period.
   - ○ not applicable
   - ○ strongly agree
   - ○ agree
   - ○ neither agree nor disagree
   - ○ disagree
   - ○ strongly disagree

2. Course content and study material.

Instructions:

Let us know what you think about the following statements in a range from 'strongly agree' to 'strongly disagree'. If you do not have a clear opinion, select 'neither agree nor disagree'. Use the 'not applicable' option if you cannot give an opinion for whatever reason. For example, question 5: if you are not familiar with the course unit's manual, you cannot express an opinion so select the option 'not applicable'.

4. I had sufficient prior knowledge and skills to be able to develop my research.
   - ○ not applicable
   - ○ strongly agree
   - ○ agree
   - ○ neither agree nor disagree
   - ○ disagree
   - ○ strongly disagree

Comments:

5. The supervision and tutorials matched the description of the course unit's manual.
   - ○ not applicable
   - ○ strongly agree
   - ○ agree
   - ○ neither agree nor disagree
   - ○ disagree
   - ○ strongly disagree

6. I am satisfied with the academic and personal support during my research period.
   - ○ not applicable
   - ○ strongly agree
   - ○ agree
   - ○ neither agree nor disagree
   - ○ Disagree

7. I am satisfied with the evaluation received
   - ○ not applicable
   - ○ strongly agree
   - ○ agree
   - ○ neither agree nor disagree
   - ○ Disagree

Important strengths of the research period

+	
+	
+	

Important weaknesses of the research period

−	
−	
−	

Review report for research period
Evaluation of the research period by examiners

Dear examiner,
The NOHA programme would very much like to receive your assessment of how your NOHA research period has functioned in this semester. Your review will be made available to your university in order to analyse it alongside the student evaluations and the success rate of the research period.

Partner university:

Academic year:

Your name:

Students have received a course manual specifying the intended learning outcomes and assessment criteria of the research period.

⬤ yes   ⬤ no

Clarifications:

Research period

	fully disagree	mostly disagree	undecided	mostly agree	fully agree		not applicable
The facilities proved adequate.	⊖	●	●	●	⊕		☐
Students were sufficiently informed and prepared for the research period.	⊖	●	●	●	⊕		☐
Examiners were informed and prepared to develop their tasks.	⊖	●	●	●	⊕		☐
Procedures on the research period were sufficiently clear.	⊖	●	●	●	⊕		☐
Deadlines, procedures and other formalities were clear enough.	⊖	●	●	●	⊕		☐
Communication with students was proper.	⊖	●	●	●	⊕		☐
Coordination with the NOHA programme was adequate.	⊖	●	●	●	⊕		☐

What are the most remarkable issues/results you have observed during the research period?

What could have caused the observations above?

What changes are you planning for the future based on this year's evaluation, and why?

IQH.06 Procedure for satisfaction assessment for mobility

objective

- To ensure the quality of the mobility programme of the NOHA Master's Degree programme by evaluating, monitoring and improving this programme.

data collection system

- The **NOHA Master Secretariat** distributes the student satisfaction survey about the mobility for specialisation period (IQH.06.d1) at the **end of June** and student satisfaction survey about the contextualisation period at the **end of December**.
- The **mobility students** fill out the survey and return it within two weeks.
- The **NOHA Master Secretariat** compiles the survey data and summarises the number of students having applied for and participated in the mobility programmes. These results are made available via NOHA Blackboard to the Network Mobility Coordinator/Joint Programme Coordinator, the QECD Taskforce and the Joint Programme Committee.

data analysis system

- The **Network Mobility Coordinator / Joint Programme Coordinator** analyses the survey results and proposes recommendations, where necessary or appropriate in cooperation with the QECD Taskforce, the Joint Programme Committee, the respective mobility university and/or its NOHA Focal Point (in the case third semester mobility) and sends these recommendations to the Board of Directors.

enhancement system

- The **Board of Directors** adopts the recommendations and delegates its implementation to the Network Mobility Coordinator / Joint Programme Coordinator and the relevant mobility universities and NOHA Focal Points, unless decided otherwise.

instruments

- IQH.06.d1 Student survey about the mobility procedure of the especialisation period
- IQH.06.d2 Student survey about the mobility procedure of the contextualisation period

Student satisfaction survey about the mobility procedure
Evaluation by mobility students at the end of their mobility period

Specialisation period

Academic year of your mobility:

Hosting university during your mobility:

Your home university:

	fully disagree	mostly disagree	undecided	mostly agree	fully agree		not applicable
I was sufficiently informed to prepare for my mobility period.	−	●	●	●	+		☐
Formalities to move to the hosting university and start went smoothly.	−	●	●	●	+		☐
The coordinator at the hosting university gave adequate support.	−	●	●	●	+		☐
My own academic performance at the hosting university was good.	−	●	●	●	+		☐
My overall satisfaction with this mobility programme has been positive.	−	●	●	●	+		☐

Important strengths of this mobility programme

+	
+	
+	

Important weaknesses of this mobility programme

−	
−	
−	

Additional comments:

IQH.06.d2 Student survey about the mobility for the contextualisation period

Contextualisation period

	fully disagree	mostly disagree	undecided	mostly agree	fully agree		not applicable
Academic year of your mobility period:							
Hosting university during your mobility for the contextualisation period:							
I was sufficiently informed to prepare mobility for the contextualisation period.							
The manual provided by the partner university provided me with useful and complete information for mobility on the contextualisation period							
Formalities to move to the partner university and start there went smoothly.							
The procedure of selection of the partner university was adequate and clear to me							
The contact person at the partner university gave adequate support.							
My own academic performance at the partner university was good.							
My overall satisfaction with this mobility programme has been positive.							

Important strengths of this mobility programme

	Important weaknesses of this mobility programme

Additional comments:

IQH.07 Procedure for labour market integration analysis

objective

- To measure and analyse the extent to which graduates of the NOHA programme integrate successfully into the humanitarian labour market and their satisfaction with the training received in the Degree based on their experiences after the programme.

data collection system

- In **May** of each year, the **NOHA Master Secretariat** requests the **NOHA Coordinators** to distribute the survey on labour market integration and satisfaction about the degree (IQH.07.d1) among the NOHA-students who graduated at least one year earlier at their home university.
- The **NOHA graduates** fill out the survey and return it within three weeks to their NOHA Coordinator.
- By **end of June** the NOHA Coordinators return the filled out surveys to the NOHA Master Secretariat.
- Before the **end of July** the NOHA Master Secretariat compiles all results, determines the labour market integration rates, and makes all compiled results available on NOHA Blackboard for the Joint Programme Coordinator, the QECD Taskforce and the Joint Programme Committee. The results of each university are also sent to the respective NOHA University Programme Committees.

data analysis system

- The **NOHA University Programme Committees** analyse their graduates surveys and send a recommendation report to their NOHA Director, the Joint Programme Committee and the Joint Programme Coordinator **before June**.
- The **Joint Programme Committee and Joint Programme Coordinator** analyse the surveys and university recommendations, diagnose possible problems, and send a report for improvement proposals to the Board of Directors in **September**.

enhancement system

- The **Board of Directors** adopts the improvement proposals and delegates their implementation to the Joint Programme Coordinator, the QECD Taskforce and/or respective universities, unless decided otherwise.

instruments

- IQH.07.d1 Survey on labour market integration and satisfaction about degree.

IQH.07.d1 Survey on labour market integration and satisfaction about degree

Survey on labour market integration and satisfaction about degree
Evaluation by NOHA alumni one year after graduation

Dear NOHA Alumnus,

In order to measure how our NOHA graduates are faring after their studies and how successful they have become on the labour market, we would very much appreciate your willingness in filling out the following anonymous questionnaire. It would greatly help us improve the NOHA programme.

Any additional advice based on your experiences after your studies is also highly valued!

Academic year in which you started the NOHA programme:	
Home university:	
Host university:	
Third semester:	
Did you do an internship/placement at a Humanitarian Organisation during your NOHA programme?	⚪ yes ⚪ no
Internship/placement provider	
Gender:	⚪ male ⚪ female
Your age at NOHA graduation:	years
Did you find a job after your NOHA graduation?	⚪ yes ⚪ no
If yes, how many months passed between NOHA and your first contract?	months
How many hours per week was your first contract?	hours per week
What was the approximate start salary of your first contract? (before taxes)	euro per month
How many job contracts have you had since NOHA?	job contracts
What kind of function/position was your first contract?	
At which organisation was your first contract?	
If you changed jobs, what is your present function/position?	
If you changed jobs, at which organisation do you work now?	

What is your present working situation?		full-time employed
	○	part-time employed
	○	unemployed
	○	other:
In which country are you stationed presently?		
Which module of the NOHA programme proved most important to you?		

	fully disagree	mostly disagree	undecided	mostly agree	fully agree		not applicable
My work experience prior to the NOHA programme has mainly determined my present integration into the labour market.	−	○	○	○	+		☐
The NOHA programme has mainly determined my present integration into the labour market.	−	○	○	○	+		☐
Employability information during the NOHA programme proved useful for integrating into the labour market.	−	○	○	○	+		☐
My second semester specialisation proved important for integrating into the labour market.	−	○	○	○	+		☐
Third semester proved important for integrating into the labour market.	−	○	○	○	+		☐
NOHA internship/placement proved important for integrating into the labour market.	−	○	○	○	+		☐
My NOHA contacts proved important for integrating into the labour market.	−	○	○	○	+		☐
My first job was directly related to Humanitarian Action.	−	○	○	○	+		☐
My present job is directly related to Humanitarian Action.	−	○	○	○	+		☐
Looking back, I am happy I chose the NOHA programme.	−	○	○	○	+		☐

○

Important strengths of the NOHA programme: +

+

+

+

Important weaknesses of the NOHA programme:

⊖	
⊖	
⊖	

Thank you for filling out this evaluation and please let us know in case you have additional comments or advice.

IQH.08 Procedure for suggestions and complaints

objective

- To address justified complaints and suggestions from individuals about the joint degree (e.g. enrolment, counselling, education received, mobility programs, internships, resources, facilities, services) within the limits of the consortium agreements, the national educational and legal systems and as is reasonably possible and desired. N.B.: The NOHA programme requires from its students a proactive, self-reliant and reasonably flexible attitude in order to cope with the complexities of the joint programme and the exigencies of the humanitarian field.

data collection system

- Students wishing to make a suggestion or comment about the programme policies or services, either academic or non-academic, can do so informally:
- at the university by contacting the person in charge (where it seems appropriate),
- by raising non-individual matters with the student representatives on the NOHA University Programme Committee,
- by raising individual matters with their student advisor or tutor.
- If informal channels do not suffice, formal suggestions and complaints can be submitted:
- via the suggestions and complaints system of the partner university,
- by sending a message to **nohamundus@deusto.es** posted on the website nohanet.org (the NOHA Master Secretariat will take care that the message is forwarded to the most appropriate person in the network),
- by writing a formal letter to the relevant NOHA Director and/or Joint Programme Coordinator, or if the complaint is lodged against the NOHA Director and/or Joint Programme Coordinator, by writing to the President of the NOHA network.

data analysis system

- The addressee of a complaint will keep the name of the issuer or any other reference **anonymous** (unless the complainer states otherwise) and facilitate a prompt resolution of the complaint.
- The Board will consider complaints about academic judgments, and about matters to do with the student's course of study or research only if the candidate is not satisfied with the outcome reached at the home or host university. The universities are responsible for the effective organization of the tests and examinations which are carried out by the NOHA Faculty at each university. With regard to results of examinations the Board may function as a Review Committee only if the student is not satisfied with the outcome reached at the university level.
- Concerning the handling of complaints of academic judgments and the effective organization of tests and examinations the universities guarantee a system that takes adequately into account the specific nature of the joint programme and its exigencies.

enhancement system

- An initial response to any complaint can be expected **within 7 days of receipt**, and a considered response to the complaint should be received within a further **three weeks**, with any subsequent remedy implemented with the minimum of delay.

instruments

- mail address for suggestions and complaints: nohamundus@deusto.es

IQH.09 Procedure for quality enhancement planning

objective

- To ensure the implementation of recommendations for the improvement of the Degree.

data collection system

- The **QECD Task Force** decides on the organisation of improvement actions that have been delegated to it by the Board of Directors.
- The QECD Task Force ensures that for every (major) improvement action a person is **appointed as responsible for monitoring** the improvement action during implementation and at completion. At completion the appointed person makes an evaluation report (IQH.09.d2) which is made available via NOHA Blackboard to the Joint Programme Coordinator, the QECD Task Force and the Joint Programme Committee.

data analysis system

- In cooperation with the Joint Programme Coordinator, the **QECD Task Force** compiles an overview report (IQH.09.d1) based on the improvement action evaluation reports (IQH.09.d2) and sends it accompanied with recommendations for further actions in **August** to the Board of Directors. These recommendations may include concrete proposals for modifications of the Internal Quality Handbook itself.

enhancement system

- The **Board of Directors** adopts the recommendations and proposals in **September** and delegates their implementation to the Joint Programme Coordinator, the QECD Taskgroup and/or universities involved, unless decided otherwise.

instruments

- IQH.09.d1 Template for improvement planning and monitoring
- IQH.09.d2 Template for evaluating an improvement action

IQH.09.d1 Template for improvement planning and monitoring

noha

Template for improvement planning and monitoring
Instrument for managing quality enhancement actions

monitoring date:			updated by:	

deadline	person in charge	improvement action	monitoring indicators	target values	levels of compliance	monitoring procedure

IQH.09.d2 Template for evaluating an improvement action

noha

Template for evaluating an improvement action
Instrument for assessing individual quality enhancement actions

academic year:		in charge: name
improvement action:		mobile
action period:		e-mail

objectives to be achieved:		mechanisms / instruments:
monitoring indicators to measure change:		work team:

achievement indicator target values:		level of compliance:
analysis of the action:		satisfaction of the objectives:

Global evaluation of the action

strengths	weaknesses

opportunities	Threats

Internal Quality Calendar

In the following calendar, the yearly action plan for internal quality enhancement is presented for each of the stakeholder groups separately as an annual "to do"-list. This is to ensure that the internal quality procedures are implemented in a coordinated manner by the different NOHA partner universities and NOHA network organs in their respective areas of competence. For each action, the applicable procedure and step is mentioned together with the available instruments if relevant. For more explanation, the applicable procedure in this handbook should be consulted.

An internal quality calendar is available for the following entities:

> NOHA Master Board of Directors
> Joint Programme Coordinator
> Joint Programme Committee
> NOHA University Programme Committee
> QECD Taskforce
> NOHA Master Secretariat
> NOHA Coordinators

NOHA master board

September
- The **Board of Directors** adopts the improvement proposals and share it with all NOHA associate universities.
- The **Board of Directors** adopts the recommendations and proposals in **September** and delegates their implementation to the Joint Programme Coordinator, the QECD Taskgroup and/or universities involved, unless decided otherwise.
  November
- Board of Directors adopts the recommendations and delegates the implementation of the enhancement measures to the Joint Programme Coordinator or specific partner universities, unless decided otherwise.
- The Board of Directors adopts the improvement proposals and delegates their implementation to the Joint Programme Coordinator, the QECD Taskforce and/or respective universities, unless decided otherwise.

Joint Programme Coordinator

May
- The NOHA Master Secretariat requests the NOHA Coordinators to distribute the survey on labour market integration and satisfaction about the degree (IQH.07.d1) among the NOHA-students who graduated at least one year earlier at their home university.
- NOHA Coordinators return the filled out surveys to the NOHA Master Secretariat.

September
- The Joint Programme Committee and Joint Programme Coordinator analyse the surveys and university recommendations, diagnose possible problems, and send a report for improvement proposals to the Board of Directors in September.
- QECD Taskforce and the **Joint Programme Coordinator** analyse the lecturers and staff surveys, diagnose possible problems, and send a report for improvement proposals to the Board of Directors in September.

Joint Programme Committee

May
- The NOHA University Programme Committees analyse their graduates surveys and send a recommendation report to their NOHA Director, the Joint Programme Committee and the Joint Programme Coordinator before June. September
- Joint Programme Committee and Joint Programme Coordinator analyse the student surveys and university recommendations, diagnose possible problems, and send a report for improvement proposals to the Board of Directors in September.
- The **Joint Programme Committee** and Joint Programme Coordinator analyse the student surveys and university recommendations, diagnose possible problems, and send a report to the Board of Directors in September.
- The Joint Programme Committee and Joint Programme Coordinator analyse the surveys and university recommendations, diagnose possible problems, and send a report for improvement proposals to the Board of Directors in September.

NOHA University Programme Committee

June
- The NOHA **University Programme Committees** summarise their findings in a year report (IQH.03.d5) and make this available via NOHA Blackboard for the Joint Programme Committee, Joint Programme Coordinator and QECD Taskforce

August
- NOHA **University Programme Committees** analyse their student surveys and send a recommendation report to their NOHA Director, the Joint Programme Committee and the Joint Programme Coordinator before September.

QECD Taskforce

August

- In cooperation with the Joint Programme Coordinator, **the QECD Task Force** compiles an overview report (IQH.09.d1) based on the improvement action evaluation reports (IQH.09.d2) and sends it accompanied with recommendations for further actions in August to the Board of Directors. These recommendations may include concrete proposals for modifications of the Internal Quality Handbook itself.

September

- **The QECD Taskforce and** the Joint Programme Coordinator analyse the lecturers and staff surveys, diagnose possible problems, and send a report for improvement proposals to the Board of Directors in September.

November

- **The QECD Taskforce** analyse the academic performance indicators, diagnose possible causes for deviations from reference values (in cooperation with the university involved), and send a report with IQH.01.d2 and improvement recommendations to the Board of Directors in November.

NOHA Master Secretariat

January

- The NOHA **Master Secretariat** requests the NOHA Coordinators to distribute the surveys (IQH.04.d1) and to their lecturers (IQH.04.d2) on the regional training track.
- By the end of the track the NOHA Coordinators return the filled out surveys to the NOHA Master Secretariat.

May

- Before the end of May the NOHA **Master Secretariat** compiles all results, determines the average satisfaction rates and makes all compiled results available on NOHA Blackboard for the Joint Programme Coordinator, the QECD Taskforce and the Joint Programme Committee. The results of each university are also sent to the respective NOHA University Programme Committees.
- The NOHA **Master Secretariat** requests the NOHA Coordinators to distribute the survey on labour market integration and satisfaction about the degree (IQH.07.d1) among the NOHA-students who graduated at least one year earlier at their home university.

September

- The NOHA **Master Secretariat** requests the NOHA Coordinators to submit the cohort indicators of the students that started the NOHA Programme two years before (using IQH.01.d1)

- The NOHA **Master Secretariat** compiles the submitted data (using IQH.01.d2) and makes these (received IQH.01.d1 and IQH.01.d2) to the Joint Programme Coordinator and the QECD Taskforce.
- The NOHA Master Secretariat sends to the students the survey of the intensive programme (IQH.03.d1)

December
- The NOHA Master Secretariat distributes the student satisfaction survey about the mobility for specialisation period (IQH.06.d1) at the end of June and student satisfaction survey about the contextualisation period at the end of December.

noha

International Association of Universities

Internal Quality Handbook of
the Joint Master's Programme in
International Humanitarian Action

Included documents are available in pdf and docx
via the NOHA Blackboard organization
Internal Quality System