

Expert reports on the accreditation procedure for the master programmes 'History in the Public Sphere (HIPS)'; 'European Women's and Gender History (MATILDA)' and 'Cultural Heritage Studies: Academic Research, Policy, Management' conducted in Vienna by the Central European University Private University

pursuant to § 7 of the Accreditation Regulation for Private Universities 2019 (PU-AkkVO)

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1 Basic principles for the procedure

The Austrian higher education system

To date, the Austrian higher education system comprises:

- 22 public universities; including the Danube University Krems, a public university for post-graduate continuing education;
- 16 private universities, run by nationally accredited private entities;
- 21 universities of applied sciences, run by state-subsidised entities organised under private law or by nationally accredited public entities;
- the university colleges of teacher education, run by nationally accredited public or private entities;
- the philosophical-theological higher education institutions, run by the Catholic Church;
- the Institute of Science and Technology – Austria, which focusses its tasks on the advancement and appreciation of new fields of research and a post-graduate training in the form of PhD and postdoc programmes.

In the winter semester of 2018/2019, 293,644 students were enrolled at public universities (incl. the Danube University Krems). Furthermore, 53,401 students were enrolled at universities of applied sciences and 14,446 students at private universities.¹

External quality assurance

Pursuant to the Act on Quality Assurance in Higher Education (HS-QSG), public universities shall perform an audit procedure for the certification of their internal quality management system every seven years. There are no legal or financial consequences linked to the decision on certification.

Private universities require institutional accreditation conducted by AQ Austria every six years. After twelve years of uninterrupted accreditation, the accreditation may also be awarded for twelve years. Interim degree programmes and certificate university programmes for further education leading to a degree programme also require accreditation.

Following the six-year period of institutional initial accreditation, universities of applied sciences must be re-accredited. After that, they pass on to the audit system. However, the accreditation is linked to a positive decision on certification in the audit procedure. Before degree programmes may be offered, they must be accredited once.

Accreditation of private universities and their degree programmes

In order to be active as a higher education institution in Austria, private universities require institutional accreditation which must be renewed on a regular basis. In addition to institutional accreditation, newly established degree programmes must be accredited once before they may be offered by the private university. The Agency of Quality Assurance and Accreditation Austria (AQ Austria) is responsible for carrying out accreditation procedures.

¹As at May 2019, data source: Statistics Austria/unidata. Contrary to the data of the public universities, the student numbers of the universities of applied sciences do not include non-degree seeking students. 278,039 degree students were enrolled at the public universities in the winter semester 2018/19.

The accreditation procedures are carried out in accordance with AQ Austria's Accreditation Regulation for Private Universities 2019 (PU-AkkVO). Furthermore, the agency has based its procedures on the Standards and Guidelines for Quality Assurance in the European Higher Education Area.²

The AQ Austria appoints experts for reviewing accreditation applications. On the basis of the application documents and a site visit at the applicant institution, the experts draw up a joint written expert report. The Board of the AQ Austria then makes a decision on accreditation, which is based on the expert report and takes into consideration the higher education institution's comment on the expert report. If the statutory prerequisites for accreditation are met and the required qualitative requirements are fulfilled, the degree programmes shall be accredited by official notification.

Before its entry into force, the official notification of the Board shall be subject to approval by the competent Federal Minister. After the procedure has been completed, a report on the outcome of the accreditation procedure as well as the expert report shall be published on the websites of AQ Austria and the applicant institution. Personal data and those parts of the report that disclose funding sources as well as business and operational secrets shall be exempt from publication.

The Act on Quality Assurance in Higher Education (HS-QSG) and the Private Universities Act (PUG) form the legal basis for the accreditation of degree programmes at private universities.

1 Short information on the accreditation procedure

Information on the applicant institution	
Applicant institution	Central European University Private University (CEU PU)
Legal nature	GmbH
Initial accreditation	16.07.2019
Last extension of accreditation	-
Site	Vienna
Number of students	ca. 1800 planned
Information on the accreditation application – M.A. History in the Public Sphere (HIPS)	
Name of the degree programme	History in the Public Sphere (HIPS)
Type of the degree programme	Joint Master programme (Erasmus Mundus Master)
ECTS credits	120 ³
Normal period of studies	2 academic years (4 semesters)
Number of study places	Up to 20 students
Academic degree	Master of Arts (M.A.)

² Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)

³ at CEU PU, 1 ECTS equals 30 hrs

Organisational form	Full-time
Language used	English
Sites at which the degree programme is offered	Vienna
Tuition fees	12,000 €
Information on the accreditation application – M.A. in European Women's and Gender History (MATILDA)	
Name of the degree programme	MA in European Women's and Gender History (MATILDA)
Type of the degree programme	Joint Master programme
ECTS credits	120
Normal period of studies	2 academic years (4 semesters)
Number of study places	3 to 5 students enrolling at CEU PU as home institution; ca. 2 to 4 exchange students from the partner universities
Academic degree	Master of Arts (M.A.)
Organisational form	Full-time
Language used	English
Sites at which the degree programme is offered	Vienna
Tuition fees	12,000 €
Information on the accreditation application – M.A. in Cultural Heritage Studies: Academic Research, Policy, Management	
Name of the degree programme	Cultural Heritage Studies: Academic Research, Policy, Management
Type of the degree programme	Master programme
ECTS credits	120
Normal period of studies	2 academic years (6 terms)
Number of study places	10-15
Academic degree	Master of Arts (M.A.)
Organisational form	Full-time
Language used	English
Sites at which the degree programme is offered	Vienna
Tuition fees	12,000 €

The Central European University Private University (CEU PU) submitted the application for accreditation on 19.12.2019. In its decision on 17.04.2020, the Board of AQ Austria appointed the following experts for the review of the accreditation application:

Name	Institution	Role of the expert
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Prof. Dr. Ingrid Hotz-Davies	Eberhard Karls Universität Tübingen	Expert from academia and Expert for Joint Programmes
Professor Marc Jacobs	University of Antwerp / Vrije Universiteit Brussel	Expert from academia
Prof. Maria Tamboukou	University of East London	Expert from academia
Sema Colpan	Ludwig Boltzmann Institute for Digital History (LBIDH), Humboldt Universität zu Berlin	Student with professional practice

On 5 June 2020 the expert panel and representatives of the AQ Austria conducted a virtual site visit for the three above-mentioned study programmes of the Central European University Private University.

History in the Public Sphere (HIPS) master programme

2 Preliminary notes of the experts

The proposed master programme 'History in the Public Sphere' (HIPS) has been developed as an Erasmus Mundus Joint Master's Degree (EMJMD) - Partnership with Japan (IUEP) project. It is designed as a 2 year full-time English-language programme that includes three periods of mobility and is offered by a Consortium of four partner institutions (CEU PU, TUFS Tokyo University of Foreign Affairs, University of Florence, New University of Lisbon) and one associate partner (University Sorbonne- Paris-Cité, National Institute of Languages and Civilizations, France). While CEU PU will serve as the coordinating institution, the programme's management regarding its main academic, administrative, student support and financial components will be organised by the Consortium's joint governing bodies (the Consortium Board, supported by the Secretariat, the Joint Admissions and Examination Committee, the Curriculum Development and the Quality Assurance Committee).

Unlike the majority of the already established master programmes at CEU PU, which have to undergo a renewed accreditation process due to the university's forced transition to Vienna in 2019, HIPS is a new master's programme that is scheduled to start with its first intake of students in fall 2020.

Due to the COVID-19 pandemic, the usual accreditation procedure had to be altered. Instead of meeting each other in person, the expert panel convened via videoconference calls. As opposed to the original plan, the panel met representatives of CEU PU at a 'virtual on-site visit'. As the proposed programme is new and is intended to start in fall 2020, there were no current HIPS students the expert panel could talk to.

3 Review and assessment based on the assessment criteria stipulated in the PU-AkkVO for the master programme 'History in the Public Sphere (HIPS)'

3.1 Assessment criteria § 17 (1) 1 to 2: Development and quality assurance of the degree programme

Development and quality assurance of the degree programme

1. The degree programme was developed using a predefined procedure for the development and establishment of degree programmes and involving the relevant stakeholder groups.

According to the application documents, HIPS was developed as a joint Erasmus Mundus programme between the Department of History at CEU, the Graduate School of Global Studies (GSGS) at TUFS in Japan, the Department of History, Archaeology, Arts and Performing Arts (SAGAS) at the Università degli Studi di Firenze, the NOVA School of Social Sciences and Humanities (NSSH) in Lisbon's New University and the National Institute of Languages and Civilizations (INALCO) of the University Sorbonne- Paris-Cité.

The list of annexes that are attached to the programme proposal demonstrates that CEU's predefined procedure for the development and establishment of degree programmes was followed (relevant information is also available to students in the Draft Student Agreement and on the program website (<https://hipsma.com/>)). This procedure involved all the relevant stakeholder groups. During the virtual meeting with CEU PU, it was confirmed that declarations of intent with partners were drawn up before the application and the programme was met with enthusiasm from the side of these institutions.

Although the final version of the signed Consortium Agreement has not yet been submitted, during the virtual meeting with CEU PU the expert panel was assured that the agreement is on its way and the delay of the signatures was due to the COVID-19 pandemic. In the meantime, the expert panel has received the consortium agreement signed by three partners, namely CEU, TUFS and NOVA, as well as two letters from SAGAS and INALCO, confirming their participation in the consortium.

According to the programme proposal, the Consortium has developed an integrated programme structure. In reviewing the annexes attached to the programme proposal, the syllabi of the four institutions as well as the current version of the Consortium Agreement, the expert panel had the opportunity to have an overview of this integrated programme structure, the makeup of the joint management and the cohesive way that the different competencies of all participants in the programme have been brought together.

In light of the above, this new degree programme has followed predefined procedures within CEU PU, which involved institutional procedures from all members of the Consortium, although the Consortium Agreement with full signatures has yet to be submitted.

The experts consider the criterion to **be fulfilled**.

Development and quality assurance of the degree programme

2. *Following its accreditation, the degree programme is incorporated into the private university's quality management system.*

According to the programme proposal, 'the operation of the master's program is subject to rigorous mechanisms of quality control'. This includes the quality control of the academic staff concerning its performance in research and publication activities. Furthermore, the teaching and supervision qualities of faculty members are evaluated via institutionalized student feedback loops. CEU PU's Department of History reviews the curriculum before the start of each academic year. The students themselves and their progress are monitored by reviews of the Department as well as regular consultations with their supervisors in preparation of their final thesis or Capstone Project.

In reviewing CEU PU's 'Institutional Assessment and Quality Assurance (IAQA) Policy', the expert panel gained a clear overview of the operation of CEU PU's quality assurance policy. CEU PU incorporates the master's programme into its quality management by reviewing mandatory annual reports submitted by all Departments with degree granting CEU PU programmes. The reports are evaluated by the Senate Curriculum and Academic Quality Assurance Committee of CEU PU with written feedback. Every five years, the same body additionally conducts a strategic review of each Department, evaluating the unit's curriculum, its research and outreach activities, the quality of teaching as well as the development of the student body.

Additionally, according to article 2.5 of the Consortium Agreement, a 'Curriculum Development and Quality Assurance Committee' composed of representatives of each Consortium Institution will oversee the integration of the programme's main components.

The experts consider the criterion to **be fulfilled**.

3.2 Assessment criteria § 17 (2) 1 to 11: Degree programme and degree programme management

Taking into account a heterogeneous student body, the following criteria shall apply. In the case of degree programmes with special profile elements, the descriptions shall furthermore address the characteristics defining the profile. Special profile elements are, for example, compulsory vocational practice, organisational forms which are offered alongside professional activity, distance-learning degree programmes, joint degree programmes or jointly offered degree programmes etc.

Degree programme and degree programme management

1. *The degree programme is oriented towards the profile and the objectives of the private university and is clearly in line with the development plan.*

According to the programme proposal, the degree programme is oriented towards the profile and the objectives of the private university and is clearly in line with the development plan. The expert panel has reviewed the document 'Mission, Vision and Values, Strategic Goals' provided by the private university to establish this alignment. The mission statement of CEU PU highlights

its commitment to promoting the values of self-reflective critical thinking and open democratic societies. Its educational program highlights the institution's interdisciplinary approach to research (with emphasis on the connection between theory and practice) and its roots in the intellectual traditions of the region while taking a global perspective in order to address critical issues relevant to contemporary public policy.

The HIPS programme's design incorporates many of these values: Drawing on the individual competencies, specializations and local strength of its Consortium members, it plans to expand and open interconnections from different domains of knowledge. Students will learn about the various methodological approaches and theoretical concepts developed within historical studies and critically evaluate the public uses and representations of history. At the same time, the programme intends to offer hands on training in skills that prepare students to professionally engage in the dissemination of historical knowledge in and beyond academia.

HIPS aims for offering its students an inspiringly international training that integrates non-western historiography and includes a comparative and global perspective on the public uses of history, not least because the mobility concept fosters the students' intercultural experiences.

During the virtual meeting with CEU PU's members, it was discussed how the successful running of the programme can rely on the CEU policies, infrastructure and colleagues.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

2. The profile and the intended learning outcomes of the degree programme have been clearly defined. They include scientific and/or artistic competencies, personal skills, and social competencies, they meet the professional requirements and are in accordance with the respective level of the National Qualifications Framework. As regards regulated professions, the private university shall describe, if and under which preconditions access to those professions can be ensured.

The profile and the intended learning outcomes of the degree programme have been clearly defined in the programme proposal. As described in the programme proposal, the programme combines a thorough understanding and source-based exploration of the past with the critical study of its public representations and often inherently conflicting and politically charged narratives. Its main objective is to bring together historical scholarship and civic engagement in order to prepare students for careers in producing, translating, and disseminating historical knowledge through archives, museums, journalism, broadcasting, and digital communication. The programme draws on the most up-to-date historiography, offering students different ways of studying local contexts in dialogue with transnational and global developments. At the same time, the degree programme offers students a professional environment to acquire practical experience in the participating universities' own archival resources, audio-visual courses, and media education, as well as their close collaboration with national cultural institutions and private foundations. The aim of this consortium of academic institutions is to create the synergy of expertise and resources required to realize an innovative, student needs-based program that none of the institutions involved could deliver on its own. The selection of institutions strictly follows this aim, while also building on existing cooperation networks (including the Erasmus+ scheme), as well as on experience with collaboration on the global level, such as the intense exchange between CEU and the Tokyo University of Foreign Studies going back to more than a decade. In this light, the learning outcomes include scientific and professional skills, given the

applied character of the degree in combining scholarship with civic engagement in collaboration with national and international cultural institutions and private foundations. Having gone through the detailed learning outcomes as identified in the proposal, the expert panel can confirm that they correspond to Level 7 of the National Qualification Framework.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

3. The name of the degree programme and the academic degree correspond to the degree programme's profile.

The name of the degree programme 'History in the Public Sphere' and the academic degree correspond to the degree programme's profile. The name of the degree programme adequately reflects the broad notion of history conceived of as the exploration and narration of the past as an integral part of the Public Sphere, the field where history and the way memory politics work become visible. The title is actually both successful and innovative in the field of history and heritage studies. In addition, it is simple and crystal clear.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

4. The contents and structure of the curriculum ensure that the intended learning outcomes are achieved, while combining research (research and development and/or advancement and appreciation of the arts) and teaching

- The MA in History in the Public Sphere combines an exploration of the past with the study of its public representations. According to the programme proposal, the programme's main objective is to bring together rigorous, source-based scholarship and civic engagement with history in order to prepare future historians and educators for careers in the profession of translating and disseminating historical knowledge through archives, museums, journalism, broadcasting, documentary film-making, and digital communication. Thus, the programme seeks not only to critically assess the public uses of history, but also to enable young people to contribute to public displays of the past through their professional education and practical experience. The programme draws on the most up-to date historiography in global and transnational history. The following core courses are offered during the 2 years of the programme:
 - 'Introduction to the Study of History in the Public Sphere' (CEU PU, 8 ECTS/4 US credits);
 - 'Comparative Approach to Memory Politics in Europe and East Asia' (TUFS, 8 ECTS/4 US credits) and 'Collective Memory in Transnational Context – A Workshop' (TUFS, 8 ECTS/4 US credits);
 - 'Western European Empires: From Colonial Past to Postcolonial World' (3rd semester, NOVA, 8 ECTS/4 US credits) or 'Historical Cultures and Collective Identity: Historical Culture and Identity-Building/Collective Identities in Modern and Contemporary Age' (3rd semester, UniFi, 8 ECTS/4 US credits).

Students must earn 8 ECTS credits of these core courses per semester during the first three semesters of the programme, the choice of the course taken in the third semester depends on the mobility track of the student.

In addition, there are 2 mandatory elective courses introducing the 4 thematic foci, namely, a) History and the Institutionalization of Memory; b) Visual Representations and Medialization of History; c) Histories of Inclusions and Exclusions and d) Entanglements between national, regional, and global frameworks of history. The programme offers students different ways of studying local contexts in dialogue with global developments.

The participating universities' own archival resources, audio-visual courses, and media education, as well as close collaboration with national cultural institutions and private foundations, provide the professional context in which students gain practical experience. The curriculum structure in all four institutions includes practical experiences and skills in both years of the programme. These include study visits, practitioners' workshops, audio-visual skill building, internships, as well as learning archival, organizational, and curatorial competencies.

In the discussion with the CEU PU panel, the importance of this hands-on approach, as well as the combination of theory and praxis, was highlighted as one of the most distinct characteristics of the programme. In line with this feature and depending on the student's individual emphasis on research skills or practical experience, he or she has the choice to graduate by submitting a 'Capstone Project' instead of a master's thesis. A 'Capstone Project' can take the form of a documentary film, exhibition, media product, etc., and must be submitted together with a 20-page documentation of the project development and execution.

Finally, the research and research training part of the programme includes research writing, participation in conferences, as well as regular consultations with two supervisors from two institutions.

The contents and structure of the curriculum ensure that the intended learning outcomes are feasible and achievable. In reviewing the syllabi of the courses offered at CEU PU and at the partner institutions, as well as the faculty CVs, the panel was actually impressed by the high level of research-led teaching, as well as the way theory and praxis have been brought together in this programme.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

5. The didactic conception of the degree programme's modules shall ensure that the intended learning outcomes can be achieved and promotes the students' active contribution in the learning process.

In reviewing the programme proposal, the expert panel had the opportunity to see how learning outcomes and methods are connected, as well as how students' active contribution in the learning process is being promoted. Upon completion of the courses identified above, students will have a thorough understanding and critical evaluation of key concepts and theoretical approaches that have developed and are developing in historical studies, and an ability to critically assess the public uses and representations of history. More specifically the four main learning outcomes, namely a) knowledge and understanding, b) evaluation and integration of knowledge, c) application of knowledge and d) learning skills and communication are aligned

with both the teaching approaches, which include lectures, seminars and workshops, as well as the three learning methods of a) knowledge acquisition, b) interactive participation and c) content creation.

The practicum module is particularly to be commended and highlighted as good practice since it facilitates and consolidates first-hand knowledge of the ways in which historians engage in the public sphere. Additionally, to be commended here is that this module is offered by each of the consortium partners, under a variety of forms, depending on their geopolitical and historical context, as well as their particular links with non-academic institutions in the public and private sectors. The mandatory elements of the practicum module ensure that all graduates will have acquired the practice-based skills that are necessary for their engagement as historians in the public sphere.

Overall, students are encouraged to reflect critically on the diverse scholarly approaches and methods they are taught and familiarise themselves with the necessary skills of independent research. The programme invests in an individualised learning experience, strengthened and mediated by peer-to-peer learning in a diverse international academic environment in which the students acquire the ability to work in multicultural teams.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

6. The workload related to the individual modules ensures that the intended learning outcomes can be achieved within the stipulated duration of studies, and in case of part-time degree programmes takes into account any professional activity. The ECTS is applied correctly.

According to the programme proposal, the programme consists of 2 academic years (4 semesters). The total number of credits adds up to 120 ECTS credits, 1 ECTS credit equals 30 hours of learning activities, of which 5 hours are classroom time, and 25 hours are for out of class work, in line with CEU PU's credit hour assignment policy. The expert panel has reviewed the proposed syllabi, both mandatory and optional, to establish that the workload is quite challenging, but manageable during the duration of studies. The expert panel is of the opinion that the ECTS is applied correctly. Moreover, during the virtual discussion, CEU PU's faculty representatives described ways that they put in practice in mentoring students at the beginning of their studies in how to navigate the workload of their degree. They also discussed the degrees of flexibility that are available during the two years of the programme in terms of students being able to cover materials through electives or from distance. Flexibility, in short, is the way of balancing the difficult act of not overloading students on the one hand, but also of ensuring that they graduate having achieved all the learning outcomes of the programme, including the practice-based skills.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

7. The private university has adopted examination rules. The examination methods are suitable to assess whether and to what extent the intended learning outcomes have been achieved

Following a close review of the syllabi, the expert panel is confident that the assessment requirements are appropriate for this level and nature of study, meeting national and international standards. According to the programme proposal, the programme follows the CEU PU 'Institutional Assessment and Quality Assurance Policy'. It aims to achieve its outcomes and objectives through providing students with an individualised learning experience that emphasises critical thinking and the pursuit of students' own professional objectives. Elements of teamwork are carefully balanced with individual assessment items to enable individualised assessment of performance. Class sizes and diverse modes of participation permit instructors to engage with students across different formats, thus providing a rich, personalised post-graduate learning experience. The programme has three main, complementary educational components: coursework, practical experience and skills, and research / research training. Coursework consists of the mandatory core courses, the mandatory elective courses offered for each thematic track, and the elective courses. The final project may be a thesis or Capstone Project, depending on the student's emphasis on research skills or practical experience. The thesis is a piece of original research on a topic chosen by the student and approved by the co-supervisors, closely related to one of the programme's four thematic foci. The Capstone Project may be designed by the student in connection with their internship placement, and must be approved by the co-supervisors. It can take the form of a documentary film, exhibition, media product, etc., and must be submitted together with a 20-page documentation of the project development and execution, which shows theoretical, methodological, and historiographical competencies in the chosen topic.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

8. A "Diploma Supplement" that complies with the requirements laid down in Annex 1 to § 6 of the University and Higher Education Statistics and Education Documentation Decree (Universitäts- und Hochschulstatistik- und Bildungsdokumentationsverordnung, UHSBV), original version: F. L. G. II no. 216/2019, will be issued.⁴

An MA in History in the Public Sphere Diploma Supplement will be issued. A sample of this Diploma Supplement was included in the application documents. The Diploma Supplement complies with the requirements laid down in Annex 1 to § 6 of the University and Higher Education Statistics and Education Documentation Decree (Universitäts- und Hochschulstatistik- und Bildungsdokumentationsverordnung, UHSBV), original version: F. L. G. II no. 216/2019.

The experts consider the criterion to **be fulfilled**

Degree programme and degree programme management

9. The admission requirements have been clearly defined. In terms of the qualification level, they correspond at least to the provisions provided by the Universities Act 2002 (UG), F. L. G. I no. 120/2002.

The admission requirements have been clearly defined in the programme proposal. In addition, the admissions criteria follow CEU PU's university-wide admission policy. The academic

⁴ The Accreditation Regulation for Private Universities 2019 (PU-AkkVO) refers to Annex 2 of the UniStEV 2004. This decree was amended, Therefore, the text of the assessment criterion in the expert report was adapted accordingly.

qualifications required correspond to the provisions provided by the Universities Act (UG). According to the programme proposal, applicants must have earned the equivalent of an academic bachelor's degree from a recognized higher education institution, equating to at least 180 ECTS credits, in a field relevant to the programme, preferably in the humanities and social sciences. Furthermore, for applicants with a bachelor's degree in a different field, relevant working experience will be taken into consideration. Given the strong practical and professional component of the programme, adding working experience in the admissions criteria is a very good practice, compared to equivalent admission criteria in Higher Education Institutions in other European countries, e.g. in the UK. Interviews will play a crucial role in assessing this admission requirement and according to the Consortium Agreement up to the 25% of the merit list will be interviewed either electronically or personally wherever possible.

Language requirements for admission are clearly defined in the programme proposal. Applicants whose first language is English or who earned a degree taught entirely in English do not have to submit further proof of language proficiency. The other applicants must provide proof of their language proficiency by submitting standardised English language test scores, which meet CEU PU's general requirements.

To apply, candidates must also submit higher education academic records, a curriculum vitae or resume, a motivation letter, a certificate of residence and two letters of recommendation.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

10. The admission procedure has been clearly defined and ensures a fair and transparent selection of the applicants according to the admission requirements and the required competencies.

According to the application documents, there is a joint recruitment, application, selection, and admissions system in place, which is managed by CEU PU on behalf of the Consortium. The admission procedure has been clearly defined in the application documents. The programme intends to recruit mature students and professionals with non-linear career paths who wish to return to university, therefore professional careers will be part of the admissions process. The admissions procedure as outlined in the consortium agreement ensures a fair and transparent selection, given the merit list that has been prepared by the Joints Admissions and Examination Committee which includes four components, namely: a) academic merit (30%); b) motivation letter (25%); c) relevance of research proposal for the programme (25%) and d) letters of recommendation (20%). The fact that all candidates with scores above the minimum, which is going to be decided by the Consortium on a yearly basis, will be accepted ensures transparency and fairness across the board.

Scholarship options for admitted candidates include

- EMJMD or IUEP scholarships (currently 8 scholarship recipients per institution)
- a small number of self-funded students and
- students who are offered full or partial tuition waiver.

Tuition waivers will be awarded in order of merit. The Consortium Board jointly decides on the number of recipients of partial or full tuition waivers as well as the number of fee-paying students.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

11. The recognition procedures for higher education competencies and, if applicable, competencies acquired outside higher education in terms of crediting towards examinations or parts of a degree programme have been clearly and transparently defined. When recognising or crediting higher education competencies, the Convention on the Recognition of Qualifications concerning Higher Education in the European Region (Lisbon Recognition Convention) shall be considered.

According to CEU PU's general admissions policy, the recognition procedures for higher education competencies at CEU PU follow the Lisbon recognition convention. In the current version of the Consortium Agreement submitted by CEU PU, it is stated that regarding joint recognition, the degrees awarded will be recognised by all Consortium partners.

The experts consider the criterion to **be fulfilled**.

3.3 Assessment criteria § 17 (3) 1 to 5: Staff

Staff

1. The private university shall provide for sufficient scientific and/or artistic staff as well as sufficient non-academic staff for operating the degree programme.

In reviewing the annexes attached to the application documents, including faculty CVs at CEU PU and at the partner institutions, the experts were convinced by CEU PU's demonstration on how it will, together with the partner institutions, provide for sufficient scientific staff as well as non-academic staff for operating the degree programme. During the virtual meeting with CEU PU, the expert panel had the chance to meet with the Administrative Coordinator responsible for the programme HIPS at CEU PU's Department of History. According to the Consortium Agreement, the Administrative Coordinator at CEU PU is also in charge of the administration of the entire programme and is the main contact person for students during their studies, regardless of the chosen mobility track. The Administrative Coordinator gave a very good overview of how the administrative part of the programme is operated.

The experts consider the criterion to **be fulfilled**.

Staff

2. The relation between permanent scientific and/or artistic staff and students shall be in accordance with the profiles of the respective degree programmes. Permanent staff here means working at least 50% of one's total working hours in salaried employment at the private university.

According to the programme proposal, teaching is delivered by permanently employed scientific staff of the faculty (16 working full-time and 7 working part-time). Given that the expected cohort is 20 students, the students-staff ratio at CEU PU is very good.

The experts consider the criterion to **be fulfilled**.

Staff

3. The subject-specific core competencies of the degree programme are covered by permanent professors.

According to the curriculum structure included in the programme proposal, the subject-specific core competencies of the degree programme are covered by permanent professors at CEU PU. Additionally, the expert panel was provided with a document listing the faculty at the partner institutions involved in the delivery of the degree programme HIPS. This table shows that the majority of the faculty is employed full-time at the respective institutions.

The experts consider the criterion to **be fulfilled**.

Staff

4. The scientific staff or the artistic staff, respectively, is qualified according to the requirements of the activities provided for in the degree programme.

According to the application documents, including tables showing the full-time and part-time faculty involved in the delivery of the programme, as well as the faculty CVs, the scientific staff is qualified according to the requirements of the activities provided for in the degree programme. Their expertise covers a wide range of topics that are taught and researched in the programme, ranging from Islamic and Middle Eastern Studies and the History of the Modern Physical Sciences to History of Art, Memory cultures and Media history, just to mention some of the areas of expertise. The CVs of the faculty of the partner institutions are equally rich, and diversified, within a wide range of geopolitical contexts. In short, the faculty qualifications fit the profile of the programme.

The experts consider the criterion to **be fulfilled**.

Staff

5. The prioritisation of the permanent scientific or artistic staff's teaching, research, and administrative activities ensures adequate participation in teaching in degree programmes and leaves sufficient time for research and development or the advancement and appreciation of the arts.

Having reviewed the teaching load of the scientific staff involved in the delivery of the programme as demonstrated above, the experts are convinced that there is evidence of adequate participation in teaching in the degree programme, as well as sufficient time for research and development. According to the application documents, the typical full-time teaching load for faculty members at CEU PU is 24 ECTS credits over the course of at least two terms. Faculty members with the title of "University Professor" need to teach 16 ECTS credits. Furthermore, a teaching reduction of altogether 8 ECTS credits for junior faculty can be awarded in the first two years. The teaching load for instructors is 20 ECTS credits. The experts are therefore confident that the teaching load at CEU PU allows for sufficient time for research. In addition, the CEU PU Academic Staff Handbook stipulates that there are possibilities for paid and unpaid research leave with clear criteria and procedures

The experts consider the criterion to **be fulfilled**.

3.4 Assessment criterion § 17 (4): Funding

Funding

The degree programme's funding is secured. Provisions have also been made to fund expiring degree programmes.

The programme proposal includes the planned expenses and revenues of the Department of History for the Academic Year 2020-2021, which shows that the programme will be funded primarily by the CEU PU Endowment Fund, as with most programmes at CEU PU. Having reviewed the documents regarding the CEU PU Endowment Fund, which were included in the application documents, the expert panel is satisfied that the programme is financially sustainable within the current conditions and arrangements. Furthermore, HIPS is co-funded for the 2019-2025 period through a partnership between Erasmus Mundus and the Inter-University Exchange Project (IUEP) of the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT).

The experts consider the criterion to **be fulfilled**.

3.5 Assessment criterion § 17 (5): Infrastructure

Infrastructure

Quantitatively and qualitatively adequate facilities and equipment are provided for the degree programme. In the case that the private university draws on external resources, their authorisation to use them has been contractually secured.

According to the programme proposal, the programme is supported by the overall infrastructure of CEU PU, which the panel reviewed through Annex 1.1, 'Introduction to CEU PU', and Annex 1.3 on the CEU PU Campus. A sublease agreement contractually securing the sublease of CEU PU's Vienna campus is included in the application documents. CEU PU has also provided a Library factsheet, confirming that an active collection of 45,000 predominantly English-language print volumes will be shelved in the Vienna Campus library and 140,000 lesser-used titles will be housed in Budapest. A shared online library catalogue will facilitate requesting books. The plan is also to license electronic resources for access for the Vienna campus and the additional location in Budapest, ensuring access to a very substantial set of databases, e-books, and e-journals, relevant for heritage studies. A performant interlibrary loan service is available. A seating capacity of 160 seats in Vienna will be expanded to 300 in September 2020. A media lab and recording facilities are accessible for the heritage and history studies researchers. The experts are confident that the infrastructure provided for the degree programme is adequate.

The experts consider the criterion to **be fulfilled**.

3.6 Assessment criteria § 17 (6) 1 to 2: Research and development and/or the advancement and appreciation of the arts

Research and development and/or the advancement and appreciation of the arts

1. *The permanent scientific and artistic staff assigned to the degree programme is involved in the private university's relevant research and development activities.*

The Department of History's Research Concept, the list of publications, major externally funded research projects and the number of individual research fellowships held by the scientific staff, provide clear evidence of research activity and research-led teaching. As stated in the Department of History Research Concept and Strategy, a further consistent endeavour in the work of the History faculty and doctoral candidates is the application of cutting-edge theories and methods to the empirical material they study. Currently, the Department's thematic focus with some major publications is on the following areas: history of empires, processes of imperial transformation, state- and nation-building; theories and practices associated with twentieth-century authoritarian regimes and their legacy; cultural, social, political, diplomatic, and intellectual encounters, conflicts and entanglements; social history: history of social groups, mobility, labour; gender history and women's history; intellectual history and political thought; religious traditions; history of science.

In addition, cross-disciplinary approaches informed by perspectives from anthropology, gender studies, religious studies, visual studies, digital humanities, art history etc. are prominent in the exploration of each of these themes. In some of the fields identified above, History faculty members have managed some major externally funded research projects, including the following: 'Striking from the Margins', funding for research, postdoctoral appointments, conferences, a seminar series, and publications from the Carnegie Corporation (New York), 2016-2021; 'People in Motion - Entangled Histories of Displacement across the Mediterranean (1492-1923)', funded by Cost Action program, Horizon 2020 framework, National representative, steering/core committee member, 2019-23 and 'Women's labour activism in Eastern Europe and transnationally, from the age of empires to the late 20th century', European Research Council (ERC) Advanced Grant (Acronym: ZARAH), 2020-2025.

Moreover, the research expertise of the Faculty at HIPS partner universities cover a wide range of national and transnational approaches including Southeast Asian History, transnational slave trade, history of Europe and America, war memories, media histories, visual anthropology, historiography and archive studies, musicology, history of racism, film studies and history of modern art and history of popular press in addition to overlapping areas with the expertise at CEU PU.

Having reviewed the CVs of the faculty involved in the delivery of the programme, both from CEU PU, as well as the partner institutions, the panel is satisfied that the scientific staff is involved in CEU PU's relevant research and development activities. The expert panel was actually impressed by the excellence of the academics fields of expertise, as well as their scientific outputs.

The experts consider the criterion to **be fulfilled**.

Research and development and/or the advancement and appreciation of the arts

2. *The (planned) research performance of the permanent scientific or artistic staff assigned to the degree programme are in accordance with the university's approach and the respective subject culture.*

The research performance of the scientific staff is in accordance with the private university's approach and the respective subject culture. The distinctive feature of the research concept of the History Department is its strong commitment to the comparative and transnational approach in historical studies with a particular but non-exclusive focus on the regions of Central, Eastern and Southeastern Europe and the Eastern Mediterranean, including the Russian and Ottoman Empires, the former Soviet Union and Central Asia. According to the Department of History's Research Concept and the CVs provided it is clear that the permanent academic staff involved in the delivery of the programme is actively doing research and participating in development activities in these areas. The department and its Ph.D. program thus play a leading role in virtually all of the University's successful and institutionalized interdisciplinary research and training initiatives, such as the Center for Religious Studies (which also runs an advanced certificate program registered with the New York State Education Department (NYSED), the Center for Eastern Mediterranean Studies, and the NYSED-registered advanced certificate program in Political Thought. Recently, interdisciplinary PhD fellowships supported by the University's Humanities Initiative (<https://www.ceu.edu/humanities-initiative>) have been announced in cooperation between the Department of History and other CEU teaching units in two thematic areas: 'Understanding Humanity' (with the Department of Philosophy, <https://history.ceu.edu/history-and-philosophy-joint-phd-fellowship-program>) and 'Populism, Nationalism and Authoritarianism' (with the Nationalism Studies Program and the Department of Political Science, <https://history.ceu.edu/new-joint-phd-position-nationalism-studies-program-nationalism-and-authoritarianism>). The CEU Humanities Initiative has also supported the Early Modern Studies focus area to fund two postdoctoral positions and involve the Department's doctoral students in international workshops and other academic activities focusing on the early modern period (<https://history.ceu.edu/early-modern-studies>) The Department was also central in initiating the Visual Studies Platform (<https://vsp.ceu.edu/>) which is now running a program on its own with cross-listing at the Department of History, the Department of Sociology and Social Anthropology, and the Institute for Advanced Study (fellowship program).

The experts consider the criterion to **be fulfilled**.

3.7 Assessment criterion § 17 (7): Co-operations

Co-operation

The private university has envisaged co-operation projects with higher education partners and, if applicable, partners outside the higher education area in Austria and abroad which match the degree programme's profile and furthermore promote the mobility of students and staff.

The very nature of this Erasmus Mundus programme within the EU and through the bilateral agreement with Japan demonstrates CEU PU's co-operation projects with higher education partners, as well as with partners outside the higher education area in Austria and abroad. The proposed programme is an exemplary case of forging international collaborations and of promoting the mobility of students and staff.

Each Consortium Partner maintains co-operations that allow future HIPS students to gain professional experience. This may include for example conducting historical research, the curation of exhibitions and collaboration with experts. The following co-operations partners are presented in the programme proposal:

- CEU PU: the Vera and Blinken Open Society Archive (OSA), affiliated with the Central European University
- TUFS: Chofu and Fuchu Municipalities
- NOVA: the association of NOVA-NSSH as well as other institutions and NGOs that are closely affiliated to NOVA
- UniFi: the Historical Archives of European Union, Archivio di Stato di Firenze, Gallerie degli Uffizi, Galleria dell'Accademia, Opificio delle Pietre Dure, Fondazione Palazzo Strozzi, Fondazione per le arti contemporanee in Toscana (Museo Pecci, Prato), Deputazione di storia patria per la Toscana, Istituto storico della Resistenza e dell'età contemporanea, or the Archivio storico del Comune di Firenze.

Additionally, the students have the possibility to spend three weeks at INALCO, the Associate Partner, to participate in short seminars/workshops specifically designed for the HIPS programme. The experts consider the criterion to **be fulfilled**.

3.8 Special provisions - Assessment criteria § 20 (1): Criteria for the accreditation of joint degree programmes and jointly offered degree programmes

Joint degree programmes and jointly offered degree programmes

1. *The partner institutions are recognised post-secondary educational institutions.*

In this programme, CEU PU cooperates with the following partner institutions/departments:

Consortium partners

- Graduate School of Global Studies (GSGS) at TUFS in Japan,
- the Department of History, Archeology, Arts and Performing Arts (SAGAS) at the Università degli Studi di Firenze,
- the NOVA School of Social Sciences and Humanities (NSSH) in Lisbon's New University.

Associate Partner

- National Institute of Languages and Civilizations (INALCO) of the University Sorbonne-Paris-Cité

According to the Consortium Agreement, the Consortium Partners are all recognised post-secondary educational institutions.

This applies as well to the Associate Partner, the National Institute of Languages and Civilizations (INALCO) of the University Sorbonne- Paris-Cité. Furthermore, CEU PU provided the expert panel with the document 'Proof of accreditation ', which was also necessary for the

application for the Erasmus Mundus Joint Master Degrees (EMJMD) – Partnership with Japan. This document confirms the valid accreditation of the relevant degree programmes at the four Consortium Partners involved in the programme HIPS.

The experts consider the criterion to **be fulfilled**.

Joint degree programmes and jointly offered degree programmes

2. The degree programme has either been accredited, if so required, in accordance with the national laws and regulations applicable in the partner institution's country, or a parallel or joint programme accreditation procedure is underway.

According to the document 'Proof of Accreditation', which was also a mandatory attachment regarding the successful application for the Erasmus Mundus Joint Master Degrees (EMJMD) – Partnership with Japan, the relevant history degree programmes offered at the four Consortium Partners involved in the programme HIPS have been accredited in accordance with the national laws and regulations applicable in the partner institution's country. Currently, the programme accreditation procedure for HIPS is underway in Austria.

The experts consider the criterion to **be fulfilled**.

Joint degree programmes and jointly offered degree programmes

3. The institutions involved have specified at least the following points in the co-operation agreement:

- a. academic performance to be rendered by the students at the respective institutions;*
- b. admission and selection procedures;*
- c. determination of the applicable study and examination regulation(s);*
- d. automatic and full recognition of examinations and scientific theses produced at the institutions involved;*
- e. academic degree and specification of how and by whom the academic degree will be awarded;*
- f. organisational rules and administrative accountability.*

CEU PU submitted the current version of the Consortium Agreement on 08.06.2020. According to the Consortium Agreement, the institutions involved have specified at least the following points in the co-operation agreement:

a. academic performance to be rendered by the students at the respective institutions:

The Consortium Agreement contains an academic calendar specifying at which institution the students have to complete the various components of the programme. It is defined that the students spend their first semester at CEU. The final joint examination period takes place at TUFS and includes:

- a student conference, where students will present their nearly finished work
- the submission of their thesis (or capstone project)
- and the thesis (or capstone project) defence.

b. admission and selection procedures:

The Consortium Agreement includes specifications regarding student recruitment, application and admission. According to the Consortium agreement, there is a joint electronic recruitment, application, selection, and admissions system in place, which is managed by CEU on behalf of the Consortium. The Joint Admissions and Examination Committee, consisting of one representative from each Consortium partner, is responsible for the selection of candidates.

c. determination of the applicable study and examination regulation(s);

The Consortium Agreement contains a part specifying performance monitoring. In the corresponding sections, rules regarding exams and grading are laid out. As mentioned above, the final joint examination period takes place at TUFS. The Joint Admissions and Examination Committee deals with student appeals concerning grading and academic progress if those cannot be solved at the institution where the student resides.

d. automatic and full recognition of examinations and scientific theses produced at the institutions involved;

It is stated in the Consortium Agreement that regarding joint recognition, the degrees awarded will be recognised by all Consortium Partners.

e. academic degree and specification of how and by whom the academic degree will be awarded;

Students who successfully meet the graduation requirements are eligible for the award of a Multiple Master's Degree from CEU, TUFS and the chosen host institution for the second year of study. CEU will issue a joint Diploma Supplement.

f. organisational rules and administrative accountability.

The Roles and Duties of the Consortium Members as well as the Joint Government Bodies and their responsibilities are clearly described in the consortium agreement. CEU PU will be the Coordinating Institution of the Consortium.

The expert panel notes that the Consortium Agreement still needs to be signed by two Consortium Partners. During the online discussion, the experts were assured that the signing of the Consortium Agreement will be finalised soon.

The experts consider the criterion to **be fulfilled, provided that the final and signed Consortium Agreement between CEU PU and the Consortium Partners and Associate Partner be submitted by the time of the accreditation decision.**

4 Summary and final evaluation

The MA in History in the Public Sphere (HIPS) is a new programme, which was designed to connect the partner institutions' local strengths, resources, and complementary competencies, in order to create new synergies and possibilities of research and teaching in a transnational and global framework. As the documentation of the new programme has clearly demonstrated, there are common themes, research pursuits, and complementary competencies represented by the HIPS partners. Each participating institution is embedded in a distinct national and cultural context where the past experience of interwar and wartime authoritarian regimes and

their traumatic heritage has been essential and formative. Likewise, in all these national historiographical contexts, debates about imperial, colonial, and post-colonial experiences form narratives that play an important role in the local historical culture. Last but not least, in most of these contexts, there has been a recent upsurge of radical nationalism seeking to effectively rewrite the past. Bringing together these distinct but comparable cases (usually not studied jointly) and linking the academia to private and public institutions shaping the image of the past gives the program a uniquely complementary geographical, cultural and political perspective and offers multiple scales of analysis, but also opens up a wide range of professional routes in connecting history with the public sphere.

The programme fulfils all the criteria for its accreditation, which can be summarised as follows

- Development and quality assurance of the degree programme:

The MA in History in the Public Sphere (HIPS) has followed predefined procedures within CEU PU, which involved institutional procedures from all members of the Consortium, although the final Consortium Agreement with full signatures has yet to be submitted

- Degree programme and degree programme management:

The MA in History in the Public Sphere (HIPS) is oriented towards the profile and the objectives of the private university and is clearly in line with the development plan. The profile and the intended learning outcomes of the degree programme have been clearly defined. They correspond to Level 7 of the National Qualification Framework. and include scientific and professional skills. The name of the degree programme corresponds to its profile. HIPS combines an exploration of the past with the study of its public representations and its main objective is to bring together rigorous, source-based scholarship and civic engagement with history in order to prepare future historians and educators for careers in the profession of translating and disseminating historical knowledge through archives, museums, journalism, broadcasting, documentary film-making, and digital communication. The contents and structure of the curriculum ensure that the intended learning outcomes are feasible and achievable. The panel was impressed by the high level of research-led teaching, as well as the way theory and praxis has been brought together in this programme. Learning outcomes and methods are connected, and students' active contribution in the learning process is being promoted. The workload is manageable during the duration of studies. Assessment requirements are appropriate for this level and nature of the study, meeting national and international standards. In addition, an MA in History in the Public Sphere Diploma Supplement will be issued. The admission requirements have been clearly defined and the admissions criteria follow CEU PU's university-wide admission policy. There is a joint recruitment, application, selection, and admissions system in place, which is managed by CEU PU on behalf of the Consortium. The admission procedure has been clearly defined and the recognition procedures for higher education competencies at CEU PU follow the Lisbon recognition convention.

- Staff:

In reviewing the annexes attached to the application documents, including faculty CVs at CEU PU and at the partner institutions, the experts were convinced by CEU PU's demonstration on how it will, together with the partner institutions, provide for sufficient scientific staff as well as non-academic staff for operating the degree programme. Teaching is delivered by permanently employed scientific staff of the faculty (16 working full-time and 7 working part-time). Given that the expected cohort is 20 students, the students-staff ratio at CEU PU is very good. The

subject-specific core competencies of the degree programme are covered by permanent professors at CEU PU. Additionally, the expert panel was provided with a document listing the faculty at the partner institutions involved in the delivery of the degree programme HIPS. This table shows that the majority of the faculty is employed full-time at the respective institutions. The full-time and part-time faculty involved in the delivery of the programme at CEU PU and partner institutions is qualified according to the requirements of the activities provided for in the degree programme. There is evidence of adequate participation in teaching in the degree programme, as well as sufficient time for research and development.

- Funding:

HIPS will be funded primarily by the CEU PU Endowment Fund, as with most programmes at CEU PU. In addition, the programme is co-funded for the 2019-2025 period through a partnership between Erasmus Mundus and the Inter-University Exchange Project (IUEP) of the Japanese Ministry of Education, Culture, Sports, Science and Technology (MEXT). The expert panel is satisfied that the programme is financially sustainable within the current conditions and arrangements.

- Infrastructure:

HIPS is supported by the overall infrastructure of CEU PU, which is adequate.

- Research and development and/or the advancement and appreciation of the arts:

Having reviewed the CVs of the faculty involved in the delivery of the programme, both from CEU PU, as well as the partner institutions, the panel is satisfied that the scientific staff is involved in CEU PU's relevant research and development activities. The research performance of the scientific staff is in accordance with the university's approach and the respective subject culture. The expert panel was actually impressed by the excellence of the academics fields of expertise, as well as their scientific outputs.

- Co-operation:

The very nature of this Erasmus Mundus programme within the EU and through the bilateral agreement with Japan demonstrates CEU-PU's co-operation projects with higher education partners, as well as with partners outside the higher education area in Austria and abroad. The proposed programme is an exemplary case of forging international collaborations and of promoting the mobility of students and staff.

- Joint degree programme:

According to the Consortium Agreement, the Consortium Partners are all recognised post-secondary educational institutions. This applies as well to the Associate Partner, the National Institute of Languages and Civilizations (INALCO) of the University Sorbonne- Paris-Cité.

The experts **recommend the Board of the AQ Austria to accredit the master programme History in the Public Sphere (HIPS), subject to the submission of the final version of the signed Consortium Agreement.**

European Women's and Gender History (MATILDA) master programme

5 Review and assessment based on the assessment criteria stipulated in the PU-AkkVO for the master programme 'European Women's and Gender History (MATILDA)'

5.1 Assessment criteria § 17 (1) 1 to 2: Development and quality assurance of the degree programme

Development and quality assurance of the degree programme

1. The degree programme was developed using a predefined procedure for the development and establishment of degree programmes and involving the relevant stakeholder groups.

The MATILDA programme is a long-running (since 2008/2009) and successful international MA programme specializing in Gender History and bringing together, at CEU PU, the expertise of the Department of Gender Studies and Department of History. It is a carefully developed degree programme which included all the stakeholders in its implementation in the past. It was originally developed in compliance with the framework of the ERASMUS Curriculum Development Programme (2006-2009; renewed 2013 and 2018). The list of Annexes that are attached to the programme proposal demonstrates that CEU PU's predefined procedure for the development and establishment of degree programmes was followed. This involved all the relevant stakeholder groups. During the virtual discussion with the programme faculty, it was discussed how the change regarding partner institutions from the University of Nottingham in the UK to the University of Padova was swiftly and seamlessly administrated, in line with the Consortium Agreement, which stipulates that the consortium may be enlarged to include other universities.

The experts consider the criterion to **be fulfilled**

Development and quality assurance of the degree programme

2. Following its accreditation, the degree programme is incorporated into the private university's quality management system.

As an internationally as well as locally administered programme, MATILDA faces special challenges in the area of quality assurance for which there are sufficient structures established in the accreditation bid and in the 'Institutional Assessment and Quality Assurance (IAQA) Policy', which was part of the accreditation application. Following the Quality Assurance processes established at CEU PU, these include: (1) annual reports and self-assessment from both departments involved (2) academic activity report by individual department members (3) anonymous student evaluations on both courses and thesis supervision, (4) collective meetings with students. Beyond this, the application procedures for MATILDA are also strictly formalized

and documented: Program Directors and department heads are involved in assessing applications and interviewing candidates; Program Directors supervise closely the development of the specialized MATILDA curriculum and the individual progress of the students. For the organization of the whole consortium, there is a Consortium Committee, which meets twice a year. During the virtual meeting with the students, there was a discussion about their contribution to the programme's operation and management with the caveat of this being done *post fiesta*, although with the acknowledgement of their contribution to the benefit of future students, in the same way that they have benefited from previous students' feedback and evaluations.

The experts consider the criterion to **be fulfilled**.

5.2 Assessment criteria § 17 (2) 1 to 11: Degree programme and degree programme management

Taking into account a heterogeneous student body, the following criteria shall apply. In the case of degree programmes with special profile elements, the descriptions shall furthermore address the characteristics defining the profile. Special profile elements are, for example, compulsory vocational practice, organisational forms which are offered alongside professional activity, distance-learning degree programmes, joint degree programmes or jointly offered degree programmes etc..

Degree programme and degree programme management

1. The degree programme is oriented towards the profile and the objectives of the private university and is clearly in line with the development plan.

According to the programme proposal, the degree programme is oriented towards the profile and the objectives of the private university and is clearly in line with the development plan. The expert panel has reviewed document 'Mission, Vision and Values, Strategic Goals' provided by the private university to establish this alignment. More specifically, MATILDA addresses some of the most important goals of CEU PU. Its central research theme, the study of women and gender in history, is closely linked to the vision of 'socially and morally responsible intellectual inquiry' as it is stated in the CEU PU mission statement. MATILDA also supports CEU PU's educational goals when it comes to both teaching and research traditions. With its double/shared location in two departments, the Department of Gender Studies and the Department of History, MATILDA also serves the interdisciplinary mission of CEU PU. The degree programme is well supported by the specializations available in all partner institutions, at CEU PU with a special strength in the fields of Gender Studies and Historical Studies specifically with reference to European concerns and including an intersectional approach.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

2. The profile and the intended learning outcomes of the degree programme have been clearly defined. They include scientific and/or artistic competencies, personal skills, and social competencies, they meet the professional requirements and are in accordance with the respective level of the National Qualifications

Framework. As regards regulated professions, the private university shall describe, if and under which preconditions access to those professions can be ensured.

The profile and the intended learning outcomes are in agreement. The contents and structure of the curriculum have been very carefully worked out to include and mutually position both disciplinary components of the programme. Core Modules are: Foundations in Women's and Gender History; Foundations in Historical Methods and Theories. These are flanked by a wide variety of mandatory and freely chosen elective components which have been very impressively selected and devised to fit the current state of the art of the academic discussion in the field of Gender Studies. To ensure the regulated progress of the studies as well as the development of the MA thesis, there is, in addition to the individual supervision of MA theses, a mandatory Thesis Preparation Module as well as further course offerings: Academic Writing I and II; MA Thesis Seminar I and II; Research Preparation Seminar; Thesis Writing Workshop. The didactic conception of all of these components is very good encompassing a wide variety of learning and counselling formats ranging from one-on-one instruction to instruction in smaller groups to instruction in more generally angled lecture formats. The intended learning outcomes correspond to level 7 of the National Qualification Framework.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

3. The name of the degree programme and the academic degree correspond to the degree programme's profile.

The name of the Degree Programme, 'European Women's and Gender History (MATILDA)' corresponds precisely to the programme's profile which consists of gender studies components combined with gender issues in history studies. The acronym as a female name is actually both successful and easy to use.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

4. The contents and structure of the curriculum ensure that the intended learning outcomes are achieved, while combining research (research and development and/or advancement and appreciation of the arts) and teaching.

According to the programme proposal, MATILDA is an MA programme designed as a vehicle for educating and training future generations of specialists in European Women's and Gender History who are knowledgeable about the diversity and unity in European women's and gender history and historiography. It aims to systematically train a limited number of specialists to understand the European past and present as shaped by gender and gender as shaping social and symbolic realities in past and present. It provides students with analytical tools for fully understanding the complexity and the fluidity of these interconnections in micro- and macro-contexts and – e.g. through the comparative perspective – for de-naturalizing the implications of gender in history. Upon graduation, MATILDA students have developed a balanced and critical view on gendered historical development. The curriculum of the programme is carefully designed to address these aims and objectives. The programme is not built on additional

courses for students, but on courses that are already offered in the Department of Gender Studies and the Department of History. It is a mix of foundational modules and electives, and includes preparation and writing of the MA thesis as a third key element. Core subjects include courses in Women's and Gender History (theory, methodology, and research skills) and specialist options covering medieval to contemporary history, such as: History of Nationalism and Post-/Colonialism and History of Post-/Socialism; History of Masculinities; History of Gender in the Sciences; History of Gender and Work; History of Gender and Education; Family and the Life Course; Comparative History of Women's and Social Movements; Critical Romani Studies; Gender and Migration; Women's Oral History; and Gender and Religion.

All six partner universities teach a similar core curriculum for MATILDA students, with complementary competencies in selected fields, enabling students to take advantage of the expertise of more than one European university with an excellent record in teaching and research in women's and gender history. The partner universities and the Consortium as a whole offer a high quality, fully integrated and globally relevant programme. Teaching and research in all six partner universities focus on politics and gender in history, social relations, science, culture, and approaches and techniques in women's and gender history. On completion, students are awarded the MA degree from the university from which they graduate and receive the MATILDA Certificate which documents at which of the partner universities the student has studied.

The experts consider the criterion to **be fulfilled**

Degree programme and degree programme management

5. The didactic conception of the degree programme's modules shall ensure that the intended learning outcomes can be achieved and promotes the students' active contribution in the learning process.

In reviewing the programme proposal, the expert panel had the opportunity to see how learning outcomes and methods are connected, as well as how students' active contribution in the learning process is being promoted. Upon graduation, students

- Are thoroughly and widely educated in women's and gender history with theoretical and methodological skills that will enable them to carry out research in the field in transnational perspective;
- Demonstrate independent creative and critical thinking capabilities and research skills that enable them to function in the academic, governmental, and civil spheres;
- Are able to analyze and develop productive knowledge about multiple research cultures

Specific learning outcomes and abilities include knowledge and scholarly approach, skills and competences and attitudes.

One of the tools by which the program pursues its educational goals is student mobility between partner institutions so that students can experience different cultures and traditions of research and benefit from the challenge of studying transnational history in more than one country, and with many leading experts in women's and gender history. In addition, MATILDA at CEU PU brings together faculty from many countries and research traditions with expertise in Gender and Historical Studies (including Medieval Studies). Other tools by which the programme pursues its educational goals are the careful composition of the core and elective curriculum

assembled from the MA curricula of CEU PU's Department of History and Department of Gender Studies.

Enabled by the low student-faculty ratio at CEU PU, and the small size of the MATILDA programme, MATILDA's teaching philosophy is based in the principles of high interactivity, student-centeredness and close guidance and the supportive monitoring of each individual student. The latter includes the collaborative design of the students' annual study plans, a whole variety of classes and activities aimed at developing students' research skills, and peer group as well as faculty support for each student's thesis preparation and thesis work in various settings.

The interviews with the students during the virtual meeting seemed to confirm the success of the programme's didactic conception. The students confirmed that they were very happy with the programme and found the staff at the university very helpful and very responsive. The programme gave them a sense of being part of a community. However, the experts got the impression that the students would welcome more diversification in the curriculum. This feedback has already been given to the departments. In this regard, the experts learned that it is always possible for students to discuss and negotiate the curriculum with the departments, which confirms that the students can actively contribute in the learning process. Students also reflected on their own improvement and development in dealing with challenges, especially time management, connecting information and academic writing skills during their studies.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

6. The workload related to the individual modules ensures that the intended learning outcomes can be achieved within the stipulated duration of studies, and in case of part-time degree programmes takes into account any professional activity. The ECTS is applied correctly.

According to the programme proposal, MATILDA at CEU PU consists of 2 academic years (4 semesters). The total number of credits adds up to 120 ECTS credits, 1 ECTS credit equals 30 hours of learning activities, of which 5 hours are classroom time, and 25 hours are for out of class work, in line with CEU PU's credit hour assignment policy. The workload as well as ECTS assignments to individual components appear adequate. The expert panel is confident that the ECTS is applied correctly.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

7. The private university has adopted examination rules. The examination methods are suitable to assess whether and to what extent the intended learning outcomes have been achieved

Examination rules are specified in the CEU PU 'Student Rights Policy' document, which stipulates clear rules for the learning progress required of the students as well as the forms of examination by which each course 'is assessed and graded by means of examinations and/or graded course work. The form (e.g. open book, closed book, take-home, restricted examination) and the criteria of assessment should be specified in the course syllabi which should be made available to students at time of their registration for the course at the latest.' There are clear examination

rules for the final assessment of the thesis (assessment by reports as well as thesis defence), sections 4.2. and 4.3. of the 'Student Rights Policy' document as well as in section F, VI. of the 'Joint Programme Description', which regulates the Thesis Evaluation and the criteria for awarding marks. The examination methods on the course level are flexible enough to accommodate different teaching formats while also providing good grounds for the assessment of the achievement of learning outcomes. On the level of the MA thesis, the rules are very clear, especially in their specification of requirements for the various grades that may be acquired.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

8. A "Diploma Supplement" that complies with the requirements laid down in Annex 1 to § 6 of the University and Higher Education Statistics and Education Documentation Decree (Universitäts- und Hochschulstatistik- und Bildungsdokumentationsverordnung, UHSBV), original version: F. L. G. II no. 216/2019, will be issued.⁵

A Diploma Supplement will be issued to the students. A sample Diploma Supplement was included in the application documents. The Diploma Supplement complies with the requirements laid down in Annex 1 to § 6 of the University and Higher Education Statistics and Education Documentation Decree (Universitäts- und Hochschulstatistik- und Bildungsdokumentationsverordnung, UHSBV), original version: F. L. G. II no. 216/2019.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

9. The admission requirements have been clearly defined. In terms of the qualification level, they correspond at least to the provisions provided by the Universities Act 2002 (UG), F. L. G. I no. 120/2002.

The academic qualifications required correspond to the provisions provided by the Universities Act (UG). According to the programme proposal, applicants should have earned a BA (or a pre- or non-Bologna-type MA) in history and other disciplines in the Humanities or Social Sciences. Language requirements for admission are clearly defined in the programme proposal. Applicants to MATILDA at CEU PU, who are not native speakers, must provide proof of their language proficiency by submitting standardised English language test scores, which meet CEU PU's general requirements. Further required application documents include a motivation letter; two letters of academic reference; a recent CV and a copy of the appropriate BA certificate.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

10. The admission procedure has been clearly defined and ensures a fair and transparent selection of the applicants according to the admission requirements and the required competencies.

⁵ The Accreditation Regulation for Private Universities 2019 (PU-AkkVO) refers to Annex 2 of the UniStEV 2004. This decree was amended, Therefore, the text of the assessment criterion in the expert report was adapted accordingly.

According to the programme proposal and the Consortium Agreement, the candidates apply to the university where they wish to be regularly enrolled ('Home University'). It is clearly defined that applicants who are refused by one partner institution can not be accepted by another partner institution. The admission process is clearly regulated with Program Directors and department heads involved in assessing applications and interviewing candidates and following clear regulations on admission requirements (previous academic degree, language requirements). The programme accepts a certain variety of BA qualifications in the fields of the Humanities and Social Sciences. As a result, to ensure a fair assessment of the applications beyond measurable evidence of previous grades and assessments, the 500-word motivation letter is of central importance as it is here that students may demonstrate their specific suitedness for this programme. To this end, the Joint Programme Description in the Consortium Agreement gives clear instructions on what is expected of the motivation letter and how it should be fashioned.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

11. The recognition procedures for higher education competencies and, if applicable, competencies acquired outside higher education in terms of crediting towards examinations or parts of a degree programme have been clearly and transparently defined. When recognising or crediting higher education competencies, the Convention on the Recognition of Qualifications concerning Higher Education in the European Region (Lisbon Recognition Convention) shall be considered.

In the 'Admissions Policy and Procedures' of CEU and CEU PU included in the application documents, it is explicitly stated that the CEU PU participates in the European Credit Transfer and Accumulation System (ECTS) and is acting in accordance with the Recommendation on Criteria and Procedures for the Assessment of Foreign Qualifications adopted by the Lisbon Recognition Convention Committee. In the Consortium Agreement for MATILDA, it is stated that the consortium partners 'send out their own Students and recognize their periods of study at another Party'.

The experts consider the criterion to **be fulfilled**.

5.3 Assessment criteria § 17 (3) 1 to 5: Staff

Staff

1. The private university shall provide for sufficient scientific and/or artistic staff as well as sufficient non-academic staff for operating the degree programme.

According to the accreditation application, the programme aims at an intake of 3 to 5 students taking CEU PU as their Home University and 2 to 4 students coming in from the partner institutions as 'exchange students'. With 10 university professors and 6 Associate Professors teaching the core and mandatory elective components, and 6 part-time faculty augmenting the class offerings (see accreditation application and annexes with Course offerings and CVs), the programme's academic staff requirements at CEU PU are more than amply met. The number of permanent staff involved in the programme is more than 50% and all staff members are excellently qualified for the requirements of the programme. For the administration of the

programme, there appear to be adequate resources in the form of the Programme Directors and their staff, given the small size of the programme. In the virtual discussion with the students, they highlighted the fact that everybody was swiftly responding to their needs, including quick e-mail responses. It was clear to the experts that the students felt that they were well cared for. Additionally, CEU PU provided documents including information about the faculty as well as non-academic staff at all partner institutions. In conclusion, the expert panel is confident that sufficient scientific and non-academic staff is provided for operating the degree programme.

The experts consider the criterion to **be fulfilled**.

Staff

2. The relation between permanent scientific and/or artistic staff and students shall be in accordance with the profiles of the respective degree programmes. Permanent staff here means working at least 50% of one's total working hours in salaried employment at the private university.

The accreditation application lists 10 university professors, 6 associate professors, as well as 6 part-time faculty members at CEU PU. The number of permanent staff involved in the programme is more than 50% and all staff members are excellently qualified for the requirements of the programme.

The experts consider the criterion to **be fulfilled**.

Staff

3. The subject-specific core competencies of the degree programme are covered by permanent professors.

The core and mandatory elective components of the programme are being taught by the programme's university professors and associate professors, so the subject-specific core competencies of the programme are being covered by permanent professors at the private university. The application documents include a list of full and part-time faculty teaching the programme in the partner institutions. Numerically, the document lists a minimum of 4 full-time professors per institution, and in most cases even more. Their scholarly expertises are excellently suited for the teaching of this programme as they are all specialists in the fields of gender studies and (gender) historical studies with a broad range of methodological approaches from empirical methods to more text-based approaches. Additionally, the expert panel was provided with a document listing the faculty at the partner institutions involved in the delivery of the degree programme MATILDA. This table shows that the majority of the faculty is employed full-time at the respective institutions.

The experts consider the criterion to **be fulfilled**.

Staff

4. The scientific staff or the artistic staff, respectively, is qualified according to the requirements of the activities provided for in the degree programme.

After assessing the annexes detailing the scientific staff's CVs, the expert panel is satisfied that they are qualified according to the activities provided for in the degree programme. Their expertise cover a wide range of topics, including women's and gender history; inter/transnational women's movements, women's archives, labor history; women's activism in transnational perspective, history of emotions, migrants and migration networks and Islamic and postcolonial feminist critique. The CVs of the faculty of the partner institutions are equally rich, and diversified, within a wide range of geopolitical contexts.

The experts consider the criterion to **be fulfilled**.

Staff

5. The prioritisation of the permanent scientific or artistic staff's teaching, research, and administrative activities ensures adequate participation in teaching in degree programmes and leaves sufficient time for research and development or the advancement and appreciation of the arts.

The tasks filled by staff at CEU PU is regulated in the Academic Staff Handbook. The typical full-time teaching load for faculty members at CEU PU is 24 ECTS credits over the course of at least two terms. Faculty members with the title of "University Professor" need to teach 16 ECTS credits. Furthermore, a teaching reduction of altogether 8 ECTS credits for junior faculty can be awarded in the first two years. The teaching load for instructors is 20 ECTS credits. This is sufficient to teach the degree programmes and is designed to leave sufficient time for other academic duties in research and administration. In addition, the CEU PU Academic Staff Handbook stipulates that there are possibilities for paid and unpaid research leave with clear criteria and procedures.

The experts consider the criterion to **be fulfilled**.

5.4 Assessment criterion § 17 (4): Funding

Funding

The degree programme's funding is secured. Provisions have also been made to fund expiring degree programmes.

The funding is provided by the tuition fees generated by the two departments (CEU PU's Department of History and the Department of Gender Studies) involved and by the central budget of the university funded by the CEU PU Endowment Fund. For the Programme's mobility component, the programme can draw on the Erasmus+ funding scheme. The programme proposal also includes the financial plan for the academic year 2020/2021 for the Department of Gender Studies and the Department of History. Furthermore, the explanations regarding budget and funding in the document "Introduction to CEU PU" as well as the additional documents regarding the financial plan, grant commitment, endowment and statement of assets, confirm that the programme is financially viable.

The experts consider the criterion to **be fulfilled**.

5.5 Assessment criterion § 17 (5): Infrastructure

Infrastructure

Quantitatively and qualitatively adequate facilities and equipment are provided for the degree programme. In the case that the private university draws on external resources, their authorisation to use them has been contractually secured.

All requirements stipulated by §17 (5) are being met. The university is still in the process of moving from Budapest to Vienna but adequate provision for 'housing' the university and its teaching apparatus have been made. The adequacy of these arrangements can be seen in the documents provided by CEU PU. A sublease agreement contractually securing the sublease of CEU PU's Vienna campus is included in the application documents. CEU PU has also provided a Library factsheet, confirming that an active collection of 45,000 predominantly English-language print volumes will be shelved in the Vienna Campus library and 140,000 lesser-used titles will be housed in Budapest. A shared online library catalogue will facilitate requesting books. The plan is also to license electronic resources for access for the Vienna campus and the additional location in Budapest, ensuring access to a very substantial set of databases, e-books, and e-journals, relevant for heritage studies. A performant interlibrary loan service is available. A seating capacity of 160 seats in Vienna will be expanded to 300 in September 2020. A media lab and recording facilities are accessible for the heritage and history studies researchers.

The experts consider the criterion to **be fulfilled**.

5.6 Assessment criteria § 17 (6) 1 to 2: Research and development and/or the advancement and appreciation of the arts

Research and development and/or the advancement and appreciation of the arts

1. The permanent scientific and artistic staff assigned to the degree programme is involved in the private university's relevant research and development activities.

The permanent staff involved in the teaching of this programme are admirably suited for the task in terms of their own research activities and past as well as current research achievements. Indeed, reading the CVs of the persons involved, it becomes clear that this is a team of university teachers who are very much involved in contributing to the research of their fields. In some cases, this level of engagement has been honoured with an impressive number of recognitions and awards. The individual research specializations across the group in its entirety are broad and all of them contributive to the programme's concerns as well as the university's overall research and development activities. The history department is especially strong in their 'commitment to the comparative and transnational approach in historical studies, with a particular but non-exclusive focus on the regions of Central, Eastern and Southeastern Europe and the Eastern Mediterranean, including the Russian and Ottoman Empires, the former Soviet Union and Central Asia,' a commitment which is also honoured as a task for the investigation of gender history (Annex 2.4.). This broad, non-essentializing approach ensures an element of transnational historical awareness that is of central importance to our understanding of the effects of gender. This is embedded in and supplements the broad intersectional approach that is being pursued by the Department of Gender Studies, which seeks to 'understand gender as

it relates to other social relations, structures of power, and subjectpositions (such as class, "race"/ethnicity, nationality, sexuality, generation, and ableness).' (Annex 2.3.).

Research and development and/or the advancement and appreciation of the arts

2. *The (planned) research performance of the permanent scientific or artistic staff assigned to the degree programme are in accordance with the university's approach and the respective subject culture.*

The research activities of the scientific staff are in accordance with the university's approach as stated in Annex 1.1. and the respective subject culture (see Annex listing CVs, research activities and publications as well as Annex 2.3. and 2.4.).

The experts consider the criterion to **be fulfilled**.

5.7 Assessment criterion § 17 (7): Co-operations

Co-operation

The private university has envisaged co-operation projects with higher education partners and, if applicable, partners outside the higher education area in Austria and abroad which match the degree programme's profile and furthermore promote the mobility of students and staff.

MATILDA is a multinational degree programme which depends on close cooperation with the following partners: The University of Vienna, The University Lumière Lyon 2 (coordinating university), Sofia University St Kliment Ohridski, the Università degli Studi di Padova, and the Ruhr-University Bochum. Thus, this programme encompasses international co-operations across Europe, including Eastern Europe. The mobility rules make clear that a mobility track combining CEU PU and the University of Vienna is not possible. In this way, students will either study at CEU PU or at the University of Vienna (who as became apparent in the virtual site meeting, have a different profile and academic culture), while at the same time being able to participate in and profit from the presence of the academic environment of both institutions. All in all, the whole set-up of MATILDA is very international in its structure of partner institutions and in the overall international distribution of its staff.

The experts consider the criterion to **be fulfilled**.

5.8 Special provisions - Assessment criteria § 20 (1): Criteria for the accreditation of joint degree programmes and jointly offered degree programmes

Joint degree programmes and jointly offered degree programmes

1. *The partner institutions are recognised post-secondary educational institutions.*

The MATILDA Consortium includes the following universities:

- Universität Wien
- Sofia University St. Kliment Ohridski
- Université Lumière Lyon 2
- Università degli Studi di Padova
- Ruhr-Universität Bochum

The Consortium Agreement stipulates that all universities involved in MATILDA are 'subject to the relevant European and national laws' and are therefore recognized post-secondary educational institutions.

The experts consider the criterion to **be fulfilled**.

Joint degree programmes and jointly offered degree programmes

2. The degree programme has either been accredited, if so required, in accordance with the national laws and regulations applicable in the partner institution's country, or a parallel or joint programme accreditation procedure is underway.

The specific Master Degrees offered at each partner institution are specified in the Consortium Agreement. Within this framework, the individual Master Degrees have been accredited with the national laws and regulations in force in the various partner institutions. For CEU PU, this is the MA degree in 'European Women's and Gender History (MATILDA)' (US-accredited) and the 'MA in Gender Studies, MATILDA: Women's and Gender History Specialization' (Hungarian accredited). Currently, the programme accreditation procedure for MATILDA at CEU PU is underway in Austria.

The experts consider the criterion to **be fulfilled**.

Joint degree programmes and jointly offered degree programmes

3. The institutions involved have specified at least the following points in the co-operation agreement:

- a. academic performance to be rendered by the students at the respective institutions;*
- b. admission and selection procedures;*
- c. determination of the applicable study and examination regulation(s);*
- d. automatic and full recognition of examinations and scientific theses produced at the institutions involved;*
- e. academic degree and specification of how and by whom the academic degree will be awarded;*
- f. organisational rules and administrative accountability.*

It should be noted that the Consortium Agreement provided to the expert panel states the CEU (Central European University) as Consortium Partner. This Consortium Agreement entered into force for five years from 1 December 2018. CEU PU therefore provided partner university support letters confirming that the parties involved in the Consortium 'are aware that MATILDA has been submitted for accreditation in Austria, where it will operate, once accredited, under the auspices of the Central European University-Private University - a private Austrian university which, as an institution, received Austrian accreditation in 2019'. These letters also confirm the consortium parties' commitment to continue the programme and accept CEU PU as a partner in the Consortium after a successful accreditation. Together with the Consortium Agreement, CEU

PU provided the MATILDA Joint Programme Description. This document serves as an annex to the Consortium Agreement further describing the joint rules and regulations for MATILDA.

The required points have been regulated in the Consortium Agreement. Specifically,

(a) 'academic performance to be rendered by the students' is regulated under Article 2.5. and in the Joint Programme Description of the Consortium Agreement under section C. It is described, that students usually spend semesters 1 and 2 at their start university, followed by one or two semesters at a partner university.

(b) 'admission and selection procedures' are described under Article 2.3. and Section B of the Joint Programme Description.

Applicants must have earned an appropriate Bachelor Programme (history and other disciplines in the humanities and social sciences) or equivalent study programme. The admission and selection procedures are the responsibility of the Home University. The Consortium Agreement also specifies language requirements which include the language of the start institutions applied to plus one further language.

(c) 'determination of the applicable study and examination regulations' is regulated under Article 2.7. They are also included in the Joint Programme Description attached to the Consortium Agreement under section D 'Assessment and Grading of the Consortium Agreement' and section F, which includes detailed M.A. Thesis Guidelines. Section D regulates specifically also the application of local as well as consortium-wide grading regulations as well as the 'translation' of local grades into the joint European ECTS grading system.

(d) 'recognition of examinations and theses' is ensured under Article 1.1. of the Consortium Agreement.

It is stated that the Parties 'send out their own Students and recognize their periods of study at another Party';

(e) awarding of degrees is regulated by Article 2.8. as well as Annex D of the Consortium Agreement.

The MATILDA programme does not offer joint degrees. The students take their MA Degrees from the institution that functions as the 'Home University'. According to the Consortium Agreement, the 'Home University' means the university in the MATILDA consortium where the students are regularly enrolled. During the online discussion, the expert panel learned that students who spend semesters 3 and 4 at a partner university, may choose that university as their degree awarding university. The majority of the students, however, choose to graduate at their 'Home University'. Students are required to earn 120 ECTS credits during the span of their studies to earn a degree, with the exception if they graduate from Sofia University St. Kliment Ohridski. If they graduate from that university, only 90 ECTS credits are required.

(f) organisational rules and administrative accountability is regulated by Articles 1, 2, 3 and 4 of the Consortium Agreement.

For the duration of the agreement at hand, the Université Lumière Lyon 2 acts as coordinator, which includes the overall management of the consortium.

The experts consider the criterion to **be fulfilled**.

6 Summary and final evaluation

MATILDA is a long-running programme that has worked well in the past. Due to the restrictions imposed to counter the spread of the Covid 19 pandemic, the expert panel met representatives of the programme in the form of online conferencing. The expert panel was impressed by CEU PU's representatives commitment and expertise. MATILDA is very well managed in terms of quality assurance and programme management. It provides an exciting and state of the art programme of studies which is in line with the university's, the Gender Studies Department's, and the History Department's academic mission statements. The programme is very well staffed with sufficient and very well qualified staff to teach the programme. The professors (full professors, assistant professors, and part-time staff) provide an academically vital research group who contribute significantly to research in their fields and in the fields singled out by the departments in question and by CEU UP. The programme is adequately funded through the CEU PU Endowment Fund (and to a much lesser degree student fees and Erasmus+ mobility options). Due to its long standing structure as a multinational degree programme, international cooperation is very good.

- Development and quality assurance of the degree programme:

The MATILDA programme is a long-running and successful international MA Programme specializing in Gender History and bringing together, at CEU PU, the expertise of the Departments of History and of Gender Studies. It is a carefully developed degree programme which included all the stakeholders in its implementation in the past.

As an internationally as well as locally administered programme, MATILDA faces special challenges in the area of quality assurance for which there are sufficient structures established in the accreditation bid and in the Institutional Assessment and Quality Assurance (IAQA) Policy.

- Degree programme and degree programme management:

According to the programme proposal, the degree programme is oriented towards the profile and the objectives of the private university and is clearly in line with the development plan. The profile and the intended learning outcomes are in agreement. The contents and structure of the curriculum have been very carefully worked out to include and mutually position both disciplinary components of the programme. The intended learning outcomes correspond to level 7 of the National Qualification Framework.

The name of the degree programme, 'European Women's and Gender History (MATILDA)' corresponds precisely to the programme's profile which consists of gender studies components combined with gender issues in history studies. The acronym as a female name is actually both successful and easy to use.

The curriculum of the programme is carefully designed to address its aims and objectives. The partner universities and the consortium as a whole offer a high quality, fully integrated and globally relevant program.

In reviewing the programme proposal, the expert panel had the opportunity to see how learning outcomes and methods are connected, as well as how students' active contribution in the learning process is being promoted.

The workload as well as ECTS assignments to individual components appear adequate. The expert panel is confident that the ECTS is applied correctly. There are clear examination rules for the final assessment of the thesis (assessment by reports as well as thesis defence).

A sample Diploma Supplement was included in the application documents.

The academic qualifications required correspond to the provisions provided by the Universities Act (UG).

The admission process is clearly regulated with Program Directors and department heads involved in assessing applications and interviewing candidates and following clear regulations on admission requirements (previous academic degree, language requirements).

In the Admissions Policy and Procedures of CEU and CEU PU included in the application documents, it is explicitly stated that the CEU PU participates in the European Credit Transfer and Accumulation System (ECTS) and is acting in accordance with the Recommendation on Criteria and Procedures for the Assessment of Foreign Qualifications adopted by the Lisbon Recognition Convention Committee.

- Staff:

The number of permanent staff involved in the programme is more than 50% and all staff members are excellently qualified for the requirements of the programme. For the administration of the programme, there appear to be adequate resources in the form of the Programme Directors and their staff. The core and mandatory elective components of the programme are being taught by the programme's university professors and associate professors, so the subject-specific core competencies of the programme are being covered by permanent professors at the private university. The same applies to the Consortium partners' faculty. After assessing the annexes detailing the scientific staff's CVs, the expert panel is satisfied that they are qualified according to the activities provided for in the degree programme. The typical full-time teaching load for faculty members at CEU PU is 24 ECTS credits over the course of at least two terms. Faculty members with the title of 'University Professor' need to teach 16 ECTS credits. Furthermore, a teaching reduction of altogether 8 ECTS credits for junior faculty can be awarded in the first two years. The teaching load for instructors is 20 ECTS credits. This is sufficient to teach the degree programmes and is designed to leave sufficient time for other academic duties in research and administration.

- Funding:

The funding is provided by the tuition fees generated by the two departments involved and by the central budget of the university funded by the CEU PU Endowment Fund. For the programme's Mobility component, the programme can draw on the Erasmus+ funding scheme.

- Infrastructure:

All requirements stipulated by §17 (5) are being met.

- Research and development and/or the advancement and appreciation of the arts:

The permanent staff involved in the teaching of this programme are admirably suited for the task in terms of their own research activities and past as well as current research achievements. The research activities of the scientific staff are in accordance with the private university's approach and the respective subject culture.

- Co-operation:

MATILDA is very international in its structure of partner institutions and in the overall international distribution of its staff.

The experts **recommend the Board of the AQ Austria** to accredit the master programme 'MATILDA: European Master in Women's and Gender History'.

Cultural Heritage Studies: Academic Research, Policy, Management master programme

7 Review and assessment based on the assessment criteria stipulated in the PU-AkkVO for the master programme 'Cultural Heritage Studies: Academic Research, Policy, Management'

7.1 Assessment criteria § 17 (1) 1 to 2: Development and quality assurance of the degree programme

Development and quality assurance of the degree programme

1. The degree programme was developed using a predefined procedure for the development and establishment of degree programmes and involving the relevant stakeholder groups.

The programme proposal for the MA "Cultural Heritage Studies: Academic Research, Policy, Management" (CHSP) clearly explains the emergence and subsequent management of the programme in and from an established, experienced and internationally renowned academic unit, the faculty of the Department of Medieval Studies (MEDS) of the CEU PU. The programme was created to address trends in the 21st-century labour market, where not only historians, but also graduates from other disciplines, find employment at heritage institutions. In a broader perspective, it is related to a global cultural heritage boom (and subsequent inter- and transdisciplinary field of heritage studies) that has been documented in the oeuvre of scholars like Rodney Harrison and the ACHS (a global network of academic stakeholders in the Association of Critical Heritage Studies (<https://www.criticalheritagestudies.org>)).

In the light of these international evolutions, it is clear for the experts, why an interdepartmental and interdisciplinary MA programme was developed. It was prepared in the framework of a Phare project, specifically resulting in a concept and identification of curriculum requirements for a higher educational programme in cultural heritage studies in general and, in English as lingua franca for international student groups in particular. The proposed 'Cultural Heritage Studies: Academic Research, Policy, Management' programme that is being assessed is the direct successor and continuation of the tested two-year MA programme at Central European University's Budapest campus, where it has been in operation since the academic year 2014-2015. It has successfully gone through a procedure of accreditation by the New York State Education Department (NYSED). Also, as a 'Cultural Heritage Interpretation and Institutional Management Postgraduate Non-degree Specialization Program' an accreditation procedure was successfully granted by the Hungarian Accreditation Committee (MAB). This history, as explained in the programme proposal, emphasises a continued involvement of relevant stakeholders, not only by working with experts from different university departments in and outside CEU PU, but also by inviting practitioners in the field from non-academic backgrounds (management specialists, business practitioners, etc.).

The experts consider the criterion to **be fulfilled**

Development and quality assurance of the degree programme

2. Following its accreditation, the degree programme is incorporated into the private university's quality management system.

The programme proposal clearly explains that the MA CHSP degree programme undergoes periodic review and evaluation within the CEU PU system. The policy documents provided as annexes present the quality management system, to which the MA CHSP programme is subjected. In addition to CEU PU's policy on establishing, operating and modifying degree programmes at CEU PU, in particular the 'Institutional Assessment and Quality Assurance Policy' is relevant. The Senate Curriculum and Academic Quality Assurance Committee (SeCur) play a central role in this system, next to the different levels in the organisation. Overall, a coaching and feedback approach to quality management is being followed. There is a mechanism in place for assessment of the quality of the programme, especially in terms of achieving the programme's learning outcomes. Furthermore, there is an annual review process and additionally a strategic review every five years. Moreover, the courses in the programme will be evaluated every year by students through an anonymous online course evaluation portal. They are used for self-assessment and improvement, and for reviews and coaching by the unit head.

The experts consider the criterion to **be fulfilled**.

7.2 Assessment criteria § 17 (2) 1 to 11: Degree programme and degree programme management

Taking into account a heterogeneous student body, the following criteria shall apply. In the case of degree programmes with special profile elements, the descriptions shall furthermore address the characteristics defining the profile. Special profile elements are, for example, compulsory vocational practice, organisational forms which are offered alongside professional activity, distance-learning degree programmes, joint degree programmes or jointly offered degree programmes etc..

Degree programme and degree programme management

1. The degree programme is oriented towards the profile and the objectives of the private university and is clearly in line with the development plan.

From the video messages provided by the Rector and the Provost as well as from the programme proposal, the experts conclude that the MA CHSP programme is in line with the profile and the objectives of the Central European University Private University as an institution combining the comparative study of Central Europe's historical, cultural, and social diversity with a global perspective on good governance, sustainable development and transformation. Embracing scholarship relevant to public policy, civic engagement and the concept of Open Society are characteristics of the MA CHSP programme and of the private university itself. The emphasis on building open and democratic societies that respect human rights and human dignity raises hope.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

2. The profile and the intended learning outcomes of the degree programme have been clearly defined. They include scientific and/or artistic competencies, personal skills, and social competencies, they meet the professional requirements and are in accordance with the respective level of the National Qualifications Framework. As regards regulated professions, the private university shall describe, if and under which preconditions access to those professions can be ensured.

The programme proposal not only clearly sketches the profile in an international and transdisciplinary context, but also spells out the set of intended learning outcomes.

On the one hand, mission related competencies are identified:

- Understanding changing attitudes in past societies to different cultures and civilizations as well as global interactions of cultures and civilizations in the past and the impact of this process in the present;
- Understanding the relation between academic research fields and analytical approaches; the ability to conduct research using a variety of academic methods;
- Recognition of different global (World Heritage), regional, national, local approaches and conceptual frameworks to the different parts of cultural heritage (tangible, intangible, etc.);
- Studying the impact of tourism and commercialization on object based and intangible cultural heritage policy;
- Understanding the connections between heritage and identity-building (universal, European, national, minority, local, etc.) processes;
- Recognition of policy and management aspects of cultural heritage and the need for these approaches in protection and sustainable development within a holistic approach.

On the other hand, a set of specific skills related to the field of Cultural Heritage Studies are included:

- The ability to work with the standard methods in at least one academic field or activity area related to cultural heritage;
- The ability to work with tangible and intangible cultural heritage;
- Knowledge of and the ability to use standard methods of academic research, policy oriented and management activities;
- The ability to apply interdisciplinary and multidisciplinary methods in research, policy and management;
- Basic skills in digital methods for recording, storing and interpreting cultural heritage (data visualization, GIS, digitalization methods);
- Writing, presentation and publication skills for expression in English and the ability to generate different types of publication and media materials to understand, disseminate, protect and develop cultural heritage sites, objects, complexes, etc. aimed at a range of audiences;
- Basic knowledge and the ability to work using academic reasoning (qualitative and quantitative methods, statistical approaches, etc.). These competences give access to a wide range of heritage professions in many countries in the world.

By providing both a thorough training in academic research and practical skills needed for working in heritage organisations or running heritage projects, students are encouraged to integrate knowledge from various fields into their critical assessment of the different aspects of Cultural Heritage. This holistic character of the programme is further stimulated by the international, multi-cultural character of CEU PU as well as its student body.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

3. The name of the degree programme and the academic degree correspond to the degree programme's profile.

The MA in 'Cultural Heritage Studies: Academic Research, Policy, Management' is a convincing programme, adding up to 120 ECTS credits over the span of two academic years, including an internship and concluding with a master thesis of 18,000 words. All the documents submitted and the interviews make crystal clear that the name of the degree programme and the academic degree correspond to the degree profile.

The programme title 'Cultural Heritage Studies: Academic Research, Policy, Management' is very well suited to indicate the dual focus of the curriculum, which is structured into two streams. There is on the one hand a stream called 'Academic Research and Protection of Cultural Heritage' and on the other hand a stream named 'Cultural Heritage Management and Policy'. The programme is composed of a mix of various academic disciplines dealing with the past, and natural and cultural heritage. It combines them with cultivating particular skills of management related to the protection and safeguarding of heritage. It is a continuation of a master programme accredited in the US and a Postgraduate Non-degree Specialization Program accredited in Hungary.

The experts consider the criterion to **be fulfilled**

Degree programme and degree programme management

4. The contents and structure of the curriculum ensure that the intended learning outcomes are achieved, while combining research (research and development and/or advancement and appreciation of the arts) and teaching

'We consider the graduate students enrolled in the program as our younger colleagues, involve them in our research activities and introduce them to research networks, conferences, workshops and funding opportunities that further their progress and job opportunities in various academic environments': this statement in the programme proposal speaks volumes. In the experts' view, this statement shows that the dispositions of reinforcing the skills, knowledge and networks of the participants are part of the habitus of the research and teaching staff and that a mature professional interaction is cultivated in the way the curriculum is being implemented in practice.

The curriculum is well tested and refined and has, as mentioned above, been previously accredited in New York and by Hungarian institutions. The experts are of the opinion that the quality control systems are in place to monitor that the desired learning outcomes are achieved.

The power of the programme is that it is oriented towards the paradigm of 'critical heritage studies', but also still anchored in classic scholarly disciplines. The option to build on three pillars is state of the art. These pillars encompass:

1. the historical approach;
2. the present social relevance (policy and management); and
3. the integration of cultural and natural heritage issues

In the programme proposal, it is stated that these are three fundamental pillars, which in the practical world sometimes work in concert, but at other times may be in direct conflict with each other. Whether more inclined toward academic research issues or rather the practical running of heritage organisations or projects, students will need to confront possibilities and inevitable contradictions in the goals of such organizations or projects and the needs of modern 'communities'.

This is ensured by the content and structure of the curriculum. Even though students have to choose between the two streams 'Academic Research and Protection of Cultural Heritage' and 'Cultural Heritage Management', many modules are taught in both streams and therefore provide for a common ground for the envisaged holistic approach taken by the programme. Shared modules comprise of introduction to Cultural Heritage from the viewpoint of different disciplines, its concepts and theories, hands-on courses with focus on presentation skills and heritage interpretation, community engagement as well as institutional management and protection of cultural heritage. In both streams, practical experience in the form of an internship plays an important role to support the students' thesis research process and future professional career.

The overview of courses, with precise syllabi and descriptions, provided to the experts, is convincing that the programme addresses the need to achieve the learning outcomes, in particular in combination of building networks in the heritage field and the cultivation of reflexivity during the interaction with colleagues and teaching staff as 'older colleagues' (as emphasised in the statement quoted above).

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

5. The didactic conception of the degree programme's modules shall ensure that the intended learning outcomes can be achieved and promotes the students' active contribution in the learning process.

The research-education nexus in this programme is strong: faculty members teach subjects related to their research projects. According to the programme proposal, interactive classes are taught allowing students to learn about diverse scholarly approaches and methods while fostering critical thinking, cultural awareness and critical self-reflection. This is combined with the expectation that students gain the necessary skills for independent research. Independent individual research assignments support the students' progress and encourage them to select themes or topics for course papers that are close to their own professional interests. During the interviews, the experts were glad to hear that the new paradigm of critical heritage studies with

its emphasis on stakeholder involvement and reflexive critical perspectives is explored actively in workshops and discussion classes. The procedure of first year students preparing a MA thesis prospectus that is open for discussion at the end of the year enhances the process to develop a sharper final thesis. The diversity of teaching methods, ranging from lectures to workshops, discussion classes and field visits, convince the experts that the goals of the intended learning outcomes can be achieved. The aim is to provide students with a dedicated learning experience and to prepare them for their future professional objectives, emphasising mediated peer-to-peer learning. As mentioned above in criterion § 17 (2) 4, the departments involved in the programme regard the students as their younger colleagues, which implies including them in research activities, introducing them to research and professional networks as well as funding opportunities.

As evidenced in the application documents and discussed during the online interviews, the students have ample opportunity to give feedback via an anonymous online course evaluation portal. This leads the experts to the conclusion that the learning process is monitored and guided by all protagonists involved in the programme.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

6. The workload related to the individual modules ensures that the intended learning outcomes can be achieved within the stipulated duration of studies, and in case of part-time degree programmes takes into account any professional activity. The ECTS is applied correctly.

According to the programme proposal, the programme consists of 2 academic years (6 terms). The total number of credits adds up to 120 ECTS credits, 1 ECTS credit equals 30 hours of learning activities, of which 5 hours are classroom time, and 25 hours are for out of class work, in line with CEU PU's credit hour assignment policy. The expert panel is of the opinion that the ECTS is applied correctly. The course syllabi provided by CEU PU allow to confirm this. In addition, the interviews with the students confirmed the feasibility of the workload. The expert panel learned that the student workload should not be underestimated and requires regular work and effort, but that the expectations regarding the student workload are reasonable and feasible. It is emphasised in the programme proposal that 'in order to assure a balance of work between courses and individual work', it is an explicit policy to ask for a relatively short master thesis consisting of 18.000 words. The experts see this as further evidence that the workload related to the individual modules is monitored and that it ensures that the intended learning outcomes can be achieved within the stipulated duration of studies.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

7. The private university has adopted examination rules. The examination methods are suitable to assess whether and to what extent the intended learning outcomes have been achieved

The specific course requirements are described in the syllabi. A recent set was provided to the experts as annexes to the programme proposal. The syllabi are made available by the beginning of each term to the students. Attendance and class participation is mandatory and counts

toward the final grade for a precise percentage. Term and cumulative grade point averages (GPA) are calculated according to the Student Rights, Rules and Academic Regulations of CEU PU.

The expectations for the master thesis are clearly specified. The theses are evaluated by an internal and in addition by at least one external reader. The final examination (thesis defence) assesses the knowledge, skills, and abilities requisite to the award of the degree. The grading criteria are made available in a MA booklet, of which electronic copies were provided to the experts. The expert panel is confident that the examination methods are suitable to assess whether and to what extent the intended learning outcomes have been achieved.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

8. A "Diploma Supplement" that complies with the requirements laid down in Annex 1 to § 6 of the University and Higher Education Statistics and Education Documentation Decree (Universitäts- und Hochschulstatistik- und Bildungsdokumentationsverordnung, UHSBV), original version: F. L. G. II no. 216/2019, will be issued.⁶

According to the application documents, a Diploma supplement is available, following the model developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient independent data to improve the international transparency and fair academic and professional recognition of qualifications (diplomas, degrees, certificates etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. The sample Diploma Supplement provided by CEU PU complies with the requirements laid down in Annex 1 to § 6 of the University and Higher Education Statistics and Education Documentation Decree (Universitäts- und Hochschulstatistik- und Bildungsdokumentationsverordnung, UHSBV), original version: F. L. G. II no. 216/2019.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

9. The admission requirements have been clearly defined. In terms of the qualification level, they correspond at least to the provisions provided by the Universities Act 2002 (UG), F. L. G. I no. 120/2002.

The programme proposal states clearly that only applicants are accepted who have completed a minimum three-year bachelor's degree in a field related to cultural heritage, such as historical studies, art history, archaeology, creative and performing arts, architecture and urban development, sociology, anthropology, international relations, and management. The programme proposal describes a set of general CEU PU Requirements, which are in line with the 'Admissions Policy and Procedures' of CEU and CEU PU document provided to the experts.

The general requirements encompass:

⁶ The Accreditation Regulation for Private Universities 2019 (PU-AkkVO) refers to Annex 2 of the UniStEV 2004. This decree was amended, Therefore, the text of the assessment criterion in the expert report was adapted accordingly.

- Completed online Application Form
- Two letters of recommendation
- Academic records
- A full curriculum vitae, including a list of publications, if any
- Proof of English proficiency

The programme-specific requirement for admission to the CHSP programme consists in submitting a MA thesis project proposal of 1500 words and a bibliography.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

10. The admission procedure has been clearly defined and ensures a fair and transparent selection of the applicants according to the admission requirements and the required competencies.

According to CEU PU's admissions policy, decisions are based on an overall evaluation of the candidate including academic achievement, strength of recommendations, English language competency and general compatibility with the goals of the given programme. CEU PU admits candidates who accept its mission and curriculum tuned to that mission. CEU PU admits students based on academic merit. According to the programme application, all these requirements are duly followed. The online interviews with CEU PU staff and in particular students emphasised the impression of a fair and transparent selection process.

The experts consider the criterion to **be fulfilled**.

Degree programme and degree programme management

11. The recognition procedures for higher education competencies and, if applicable, competencies acquired outside higher education in terms of crediting towards examinations or parts of a degree programme have been clearly and transparently defined. When recognising or crediting higher education competencies, the Convention on the Recognition of Qualifications concerning Higher Education in the European Region (Lisbon Recognition Convention) shall be considered.

In the document 'Admissions Policy and Procedures' of CEU and CEU PU included in the application documents, it is explicitly stated that CEU PU participates in the European Credit Transfer and Accumulation System (ECTS) and is acting in accordance with the Recommendation on Criteria and Procedures for the Assessment of Foreign Qualifications adopted by the Lisbon Recognition Convention Committee. The statement is made that foreign qualifications will be granted unless a substantial difference can be demonstrated with the relevant Austrian qualification. For demonstrating proficiency in English, a whole series of tests can be used. An elaborate system of taking into account competencies acquired outside higher education, e.g. in the heritage field, does not appear to be in place yet.

The experts consider the criterion to **be fulfilled**.

7.3 Assessment criteria § 17 (3) 1 to 5: Staff

Staff

1. The private university shall provide for sufficient scientific and/or artistic staff as well as sufficient non-academic staff for operating the degree programme.

On the basis of the programme proposal, it is clear that sufficient scientific and non-academic staff is provided for operating the degree. This is demonstrated in two tables, presenting the 12 full-time and 10 part-time faculty involved. This criterion is easily fulfilled in view of the relatively low numbers of students admitted up to now in the programme. 10 to 15 students are accepted every year, leading to on average 20 students enrolled in the two master years. The CEU Endowment Fund is sufficiently large to assure the availability of the staff needed.

The experts consider the criterion to **be fulfilled**

Staff

2. The relation between permanent scientific and/or artistic staff and students shall be in accordance with the profiles of the respective degree programmes. Permanent staff here means working at least 50% of one's total working hours in salaried employment at the private university.

The above-mentioned table in the programme proposal presents the 12 full time professors (per definition permanent professors at the university), who are mostly connected to the core Department of Medieval Studies of CEU PU, the links to course units and the description of their competencies and experience in heritage (related) fields. This illustrates clearly that the criterion is easily fulfilled. Furthermore, the availability of the dedicated full time academic director of the Cultural Heritage Studies Program is crucial. With the sufficient critical mass of the scientific staff at hand, scaling up the number of students who can enjoy the programme would be feasible. However, during the online discussion, the expert panel learned that one of CEU PU's basic principles is a focus on small programmes allowing to give attention to each individual student.

The experts consider the criterion to **be fulfilled**.

Staff

3. The subject-specific core competencies of the degree programme are covered by permanent professors.

Linking the core competencies described in the syllabi of the courses to the information on the 12 full-time faculty members (per definition permanent faculty at the university), clearly shows that the criterion is fulfilled. In addition, the availability of a dedicated full-time academic director of the Cultural Heritage Studies Program is a key aspect for the delivery of a coherent programme in line with international evolutions of the heritage paradigm as a transdisciplinary 21st-century field.

The experts consider the criterion to **be fulfilled**.

Staff

4. The scientific staff or the artistic staff, respectively, is qualified according to the requirements of the activities provided for in the degree programme.

In addition to presenting the permanent professors at the university, the programme proposal contains information on 10 top specialists connected to the private university as part-time guest professors or part-time researchers involved in temporary research projects, which is particularly impressive. These specialists can provide up-to-date information and insights in international developments in the heritage field. The curricula vitae presented to the experts speak volumes about their experience and qualifications and are convincing.

The experts consider the criterion to **be fulfilled**.

Recommendation:

In view of future developments of the heritage field, reinforcement in several domains could be considered, in particular in fields like digital heritage or African or Asian heritage and developments or issues like decolonisation and industrial heritage.

Staff

5. The prioritisation of the permanent scientific or artistic staff's teaching, research, and administrative activities ensures adequate participation in teaching in degree programmes and leaves sufficient time for research and development or the advancement and appreciation of the arts.

According to the application documents, the typical full-time teaching load for faculty members at CEU PU is 24 ECTS credits over the course of at least two terms. Faculty members with the title of 'University Professor' need to teach 16 ECTS credits. Furthermore, a teaching reduction of altogether 8 ECTS credits for junior faculty can be awarded in the first two years. The teaching load for instructors is 20 ECTS credits. The experts are therefore confident that the teaching load at CEU PU allows for sufficient time for research. In addition, the CEU PU Academic Staffbook stipulates that there are possibilities for paid and unpaid research leave with clear criteria and procedures. The online discussions leave no doubt that there is a sufficient balance between the different dimensions of academic work. In particular, this MA degree, in view of the low numbers of participants, seems to put no extreme pressure on the balance between teaching, research and administrative activities. The workload of the Academic Director of the programme seems to be relatively heavy from the experts' view. However, during the online discussions the experts learned that thanks to the support of the temporary and part-time staff members and the colleagues from the Department of Medieval Studies, the workload is manageable.

The experts consider the criterion to **be fulfilled**.

7.4 Assessment criterion § 17 (4): Funding

Funding

The degree programme's funding is secured. Provisions have also been made to fund expiring degree programmes.

It is clear that as long as the CEU PU Endowment Fund exists and is well managed, the degree funding is secured. This is documented in the documents provided, such as 'Introduction to CEU PU' and 'CEU PU Financial Plan and Funding'. The tuition fees (in principle 12.000 Euro full programme tuition fee per student) cover below 60.000 euros of the costs and are marginal in relation to the total cost. As the number of students is relatively low and only a small part actually pay the full fee, there is still room for a buffer if necessary. However, at the moment the programme can afford to accept limited numbers of participants, as it enjoys substantial coverage by the CEU PU Endowment Fund. The experts are confident that the funding of the programme is secured.

The experts consider the criterion to **be fulfilled**.

7.5 Assessment criterion § 17 (5): Infrastructure

Infrastructure

Quantitatively and qualitatively adequate facilities and equipment are provided for the degree programme. In the case that the private university draws on external resources, their authorisation to use them has been contractually secured.

In the application, several documents, such as 'Introduction to CEU PU' and 'CEU PU Campus', are provided that demonstrate the building up and preparation of adequate facilities for teaching and research. The library for instance has a staff of more than 25 FTE. From the documents provided, it becomes clear that an active collection of 45,000 predominantly English-language print volumes will be shelved in the Vienna Campus library and 140,000 lesser used titles will be housed in Budapest, next to the CEU-ELTE Medieval Library of 30,000 volumes. A shared online library catalogue will facilitate requesting books. The plan is also to license electronic resources for access for the Vienna campus and the additional location in Budapest, ensuring access to a very substantial set of databases, e-books, and e-journals, relevant for heritage studies. A performant interlibrary loan service is available. A seating capacity of 160 seats in Vienna will be expanded to 300 in September 2020. A media lab and recording facilities are accessible for the heritage studies researchers.

In a letter by the president of the Open Society Foundations to the President and Rector of Central European University, the intention is confirmed to provide grants and additional support to cover the substantially higher operating costs in Vienna to support CEU's move to Vienna. A sublease agreement contractually securing the sublease of CEU PU's Vienna campus is included in the application documents. The experts are convinced that the infrastructure provided for the degree programme is adequate.

The experts consider the criterion to **be fulfilled**.

7.6 Assessment criteria § 17 (6) 1 to 2: Research and development and/or the advancement and appreciation of the arts

Research and development and/or the advancement and appreciation of the arts

1. The permanent scientific and artistic staff assigned to the degree programme is involved in the private university's relevant research and development activities.

The CVs provided demonstrate that the permanent academic staff involved in the delivery of the programme is actively doing research and participating in development activities in the cultural heritage sector. CHSP has two large projects running. OpenHeritage is a research project (2018-2022), funded by Horizon2020 scheme, to develop models of sustainable heritage asset management, to promote inclusive governance of cultural heritage sites and co-creating with heritage communities in processes of adaptive reuse. The Sensiclass project is funded by the Erasmus+ scheme 'Strategic Partnership for Higher Education' (2019-2022). In the programme proposal, several examples are provided of research projects on the Mongolian Conquest, historiographies of art history, industrial and company heritage, religious heritage, human-nature relations, heritage repatriation law, and sustainability.

The experts consider the criterion to **be fulfilled**.

Research and development and/or the advancement and appreciation of the arts

2. The (planned) research performance of the permanent scientific or artistic staff assigned to the degree programme are in accordance with the university's approach and the respective subject culture.

The aforementioned research projects, but also the new areas that are explored to broaden the research and teaching perspectives, are in accordance with CEU PU's approach, as is clearly argued throughout the programme proposal. The document 'Research Concept and Strategy of the Department of Medieval Studies', provided in the application documents, also points in that direction. During the interviews with the scientific staff, the intention to continue innovative research was emphasised. The new context in Vienna can open new opportunities for research and development, as there will be new forms of collaboration with institutions and networks.

The experts consider the criterion to **be fulfilled**.

7.7 Assessment criterion § 17 (7): Co-operations

Co-operation

The private university has envisaged co-operation projects with higher education partners and, if applicable, partners outside the higher education area in Austria and abroad which match the degree programme's profile and furthermore promote the mobility of students and staff.

The CHSP programme and CEU are part of the Sensiclass network and one of 16 consortium members of the OpenHeritage project until 2022, funded by Horizon2020. There are active networks and projects together with several Austrian institutions, including Belvedere (Vienna), the Wiener Stadt- und Landesarchiv, and the Institut für Realienkunde des Mittelalters und der frühen Neuzeit in Krems. In the Library Factsheet provided to the experts, it is emphasised that CEU PU's library in Vienna will join the Austrian Academic Library Consortium in 2021. Active collaboration is pursued with many higher education institutions and programmes, such as the Institute for Advanced Studies in Lucca. Via the system of internships, many new connections were and will be created. In view of the track record in Hungary, it can reasonably be expected that soon a vibrant network in and via Austrian institutions will emerge. The participation in the

Erasmus funding schemes and other possibilities (e.g. via the CEU funds) for staff and student mobility is clearly the intention and will facilitate exchanges. As the heritage topic is booming and academic programmes are emerging in many countries in and outside Europe, it is reasonable to expect further networking, exchanges and collaboration with other institutions in the next decade.

The experts consider the criterion to **be fulfilled**

8 Summary and final evaluation

The master programme 'Cultural Heritage Studies: Academic Research, Policy, Management' (CHSP) has been offered at CEU since the academic year 2014-2015. It obtained accreditation from agencies in Hungary and the United States of America (New York). Notwithstanding (or even reinforced by) the 'transition' of the private university's staff and infrastructure to Vienna, continuity regarding the programme at hand is provided. CEU PU's tested development and quality assurance mechanisms as well as the Department of Medieval Studies' programme management will be up and running the next years. There is sufficient staff in full-time primary occupation, both in academic and supporting positions, mainly attached to CEU PU's Department of Medieval Studies, and a network of external experts and specialists working in the broad heritage field teaching part time. Thanks to the substantial CEU Endowment Fund, sufficient funding is available for the recurrent costs. Furthermore, for the extra costs due to the transfer to and installation in Vienna, a special grant is available. The infrastructure in Vienna is being developed and will be fully operational in the academic year 2020-2021. A state of the art infrastructure is available for the staff, researchers and students allowing access to library facilities on and off campus, interlibrary loan, media and recording services. The CHSP programme is building on a research-teaching nexus. Next to interdisciplinary connections in the Department of Medieval Studies and other departments, the 21st century paradigm of critical heritage studies is cultivated. Several international research programmes are running and the research projects of the teaching staff and researchers are being continued. Via Erasmus plus and Horizon 2020 co-operation is facilitated. A whole series of co-operation trajectories are taking place and the intention is, when being fully operational, to cooperate more with Austrian institutions. All criteria for accreditation are fulfilled.

More specifically:

- Development and quality assurance of the degree programme:

The programme was created to address trends in the 21st-century labour market, where not only historians, but also graduates from other disciplines, find employment at heritage institutions. Its history, as explained in the programme proposal, emphasises a continued involvement of relevant stakeholders, not only by working with experts from different university departments in and outside CEU PU, but also by inviting practitioners in the field from non-academic backgrounds. The programme proposal clearly explains that the MA CHSP degree programme undergoes periodic review and evaluation within the CEU PU system.

- Degree programme and degree programme management:

From the video messages provided by the Rector and the Provost and from the programme proposal, the experts conclude that the programme is in line with the profile and the objectives

of CEU PU. The programme proposal not only clearly sketches the profile in an international and transdisciplinary context, but also spells out the set of intended learning outcomes. A set of specific skills related to the field of Cultural Heritage Studies are included. By providing both, a thorough training in academic research and practical skills needed for working in heritage organisations or running heritage projects, students are encouraged to integrate knowledge from various fields into their critical assessment of the different aspects of Cultural Heritage.

All the documents submitted and the interviews make crystal clear that the name of the degree programme and the academic degree correspond to the degree profile. The curriculum is well tested and refined and the experts are of the opinion that the quality control systems are in place to monitor that the desired learning outcomes are achieved. The research-education nexus in this programme is strong: faculty members teach subjects related to their research projects. According to the programme proposal, interactive classes are taught allowing students to learn about diverse scholarly approaches and methods while fostering critical thinking, cultural awareness and critical self-reflection. According to the programme proposal, the programme consists of 2 academic years (6 terms). The total number of credits adds up to 120 ECTS credits, 1 ECTS credit equals 30 hours of learning activities, of which 5 hours are classroom time, and 25 hours are for out of class work, in line with CEU PU's credit hour assignment policy. The expert panel is of the opinion that the ECTS is applied correctly. The expert panel is confident that the examination methods are suitable to assess whether and to what extent the intended learning outcomes have been achieved. According to the application documents, a Diploma Supplement is available, following the model developed by the European Commission, Council of Europe and UNESCO/CEPES. The programme proposal describes a set of general CEU PU requirements regarding the admissions policy and procedure. The application documents, the interviews of staff and in particular students emphasised the impression of a fair and transparent selection process. In the Admissions Policy and Procedures of CEU and CEU PU included in the application documents, it is explicitly stated that the CEU PU participates in the European Credit Transfer and Accumulation System (ECTS) and is acting in accordance with the Recommendation on Criteria and Procedures for the Assessment of Foreign Qualifications adopted by the Lisbon Recognition Convention Committee.

- Staff:

On the basis of the programme proposal, it is clear that sufficient scientific and non-academic staff is provided for operating the degree. The programme proposal presents the 12 full time professors (per definition permanent professors at the university), who are mostly connected to the core Department of Medieval Studies of CEU PU, the links to course units and the description of their competencies and experience in heritage (related) fields. In addition, the programme proposal contains information on 10 top specialists connected to the private university as part time guest professors or part-time researchers involved in temporary research projects, which is particularly impressive. These specialists can provide up-to-date information and insights in international developments in the heritage field. The curricula vitae presented to the experts speak volumes about their experience and qualifications and are convincing. According to the application documents, the typical full-time teaching load for faculty members at CEU PU is 24 ECTS credits over the course of at least two terms. Faculty members with the title of "University Professor" need to teach 16 ECTS credits. Furthermore, a teaching reduction of altogether 8 ECTS credits for junior faculty can be awarded in the first two years. The teaching load for instructors is 20 ECTS credits. The experts are therefore confident that the teaching load at CEU PU allows for sufficient time for research.

- Funding:

It is clear that as long as the CEU PU Endowment Fund exists and is well managed, the degree funding is secured.

- Infrastructure

In the application, several documents, such as 'Introduction to CEU PU' and 'CEU PU Campus', are provided that demonstrate the building up and preparation of adequate facilities for teaching and research.

- Research and development and/or the advancement and appreciation of the arts:

The CVs provided demonstrate that the permanent academic staff involved in the delivery of the programme is actively doing research and participating in development activities in the cultural heritage sector. The department's research projects, publications and research-led teaching perspectives are in accordance with CEU PU's approach, as is clearly argued throughout the programme proposal.

- Co-operation

The programme and CEU are part of the Sensiclass network and one of 16 consortium members of the OpenHeritage project until 2022, funded by Horizon2020. There are active networks and projects together with several Austrian institutions, including Belvedere (Vienna), the Wiener Stadt- und Landesarchiv, and the Institut für Realienkunde des Mittelalters und der frühen Neuzeit in Krems. Active collaboration is pursued with many higher education institutions and programmes, such as the Institute for Advanced Studies in Lucca. Via the system of internships many new connections were and will be connected. In view of the track record in Hungary, it can reasonably be expected that soon a vibrant network in and via Austrian institutions will emerge.

The experts **recommend the Board of the AQ Austria** to accredit the master programme 'Cultural Heritage Studies: Academic Research, Policy, Management'.

9 Documents reviewed

- Application of the Central European University Private University from 19.12.2019 in the version of 17.04.2020 for the accreditation of the following degree programmes to be offered in Vienna:
 - the joint master programme 'History in the Public Sphere (HIPS)';
 - the joint master programme 'European Women's and Gender History (MATILDA)';
 - the master programme 'Cultural Heritage Studies: Academic Research, Policy, Management'
- Submission of further information from 26.03.2020 and 28.04.2020 prior to the online meeting:
 - Video messages on general issues/institutional level CEU PU
 - CEU PU Library Factsheet
 - Draft Consortium Agreement HIPS
- Submission of further information from 08.06.2020, 17.06.2020 and 01.07.2020 following the site visit:
 - Consortium Agreement incl. three signatures
 - Confirmation letters regarding Consortium Agreement Università degli Studi di Firenze and INALCO
 - Remaining faculty contracts
 - Remaining HIPS partner university faculty CVs
 - Joint programme description MATILDA