

**Study and Examination Regulations
for the
European Master in Migration and Intercultural Relations (EMMIR)**

at

Carl von Ossietzky Universität Oldenburg (Germany), Ahfad University for Women (Sudan), Mbarara University of Science and Technology (Uganda), Univerza v Novi Gorici (Slovenia), Jihočeská univerzita v Českých Budějovicích (Czech Republic), Universitetet i Stavanger (Norway), University of the Witwatersrand (South Africa),

of 25.07.2019

passed by the EMMIR Consortium Committee
on 12 December 2018,

and approved by the seven universities jointly offering
the European Master in Migration and Intercultural Relations.

A Consortium Committee

- § 1 Tasks of the Consortium Committee
- § 2 a Faculty and Staff Members of the Consortium Committee
- § 2 b Consortium Committee Examination Board
- § 2 c Consortium Committee Selection Board
- § 3 Students' Representatives of the Consortium Committee

B Study Regulations

- § 4 Programme Learning Outcomes
- § 5 Examination Objectives
- § 6 Award
- § 7 Duration and Scope of the Course of Study
- § 8 Structure of the Course of Study
- § 9 Coursework Requirements and Assessment

C Internship Regulations

- § 10 Objectives of Project-based Internship
- § 11 Scope and Timing of the Internship Module
- § 12 Arrangements for the Internship
- § 13 Support and Supervision during the Internship Module
- § 14 Proof and Acknowledgement

D Examination Regulations

- § 15 Supervising Examiners
- § 16 Admission to Modules and Module Examinations
- § 17 Types of Module Requirements
- § 18 ECTS
- § 19 Grading Module Requirements
- § 20 Failure, Withdrawal and Cheating
- § 21 Repeating Module Examinations and Assignments
- § 22 Diplomas and Transcripts
- § 23 Invalidity of the Examination
- § 24 Access to the Examination Records
- § 25 Procedure for Appeals
- § 26 Admission to the MA Dissertation
- § 27 MA Dissertation
- § 28 Appraisal of MA dissertation
- § 29 Resubmission of MA dissertation
- § 30 Overall Results

E Final Regulations

- § 31 Date of Coming into Force

Annexes

- I Degree diploma template
- II Diploma supplement template
- III Transcript template

A**Consortium Committee****§ 1****Tasks of the Consortium Committee**

- (1) The Consortium Committee, constituted according to the Consortium Agreement conducts the admissions procedure, monitors the implementation of EMMIR, and organises the examinations according to the tasks listed in these regulations.
- (2) The Consortium Committee ensures the integrity of the examination process. It is the responsibility of the Committee to ensure adherence to the legal requirements of the national legislation governing higher education in the respective partner countries, and to the examination regulations stated in this document. The examination records will be managed by the coordinating institution.
- (3) The Consortium Committee shall take decisions by a majority of valid votes cast. Abstentions count as votes not cast. If there is a tie, the Consortium Coordinator shall have the deciding vote.
- (4) The Consortium Committee can transfer authority until further notice to the Consortium Coordinator or the Deputy Consortium Coordinator.
- (5) Matters relating to the examinations are dealt with in closed meetings of the Consortium Committee. The members of the Consortium Committee and its representatives are bound by professional secrecy.
- (6) The Consortium Committee shall advise students appropriately of those examination requirements which are applicable to them.
- (7) The Consortium Committee can pass a resolution that decisions taken according to these examination regulations, particularly deadlines, examination dates, sessions and results shall be published on the closed section of the programme website. Legal requirements concerning data protection will be observed.

§ 2 a**Faculty and Staff Members of the Consortium Committee**

- (1) The Consortium Committee consists of two representatives from each partner university.
- (2) The Consortium Committee can transfer the administration of examinations to the University of Oldenburg's Academic Examination Office (Akademisches Prüfungsamt).

§ 2 b**Consortium Committee Examination Board**

- (1) One of the two representatives per partner university is appointed to be a member of the Consortium Committee Examination Board. The Board's tasks include
 - dealing with all questions relating to examinations, including appeals,
 - students' admission to the MA Dissertation and appointment of supervisors and examiners,
 - determination of the students' overall results.
- (2) The Examination Board members elect a chairperson by a simple majority of the votes cast.

§ 2 c**Consortium Committee Selection Board**

(1) One of the two representatives per partner university is appointed to be a member of the Consortium Committee Selection Board. The Board's tasks include

- selection of students according to § 7 and § 8 of the EMMIR Admission Regulations,
- admission of students to the MA Dissertation according to §26 of the Study & Examination Regulations.

(2) The Selection Board members elect a chairperson by a simple majority of the votes cast.

§ 3**Students' Representatives of the Consortium Committee**

The students of EMMIR elect two student representatives to be members of the Consortium Committee. The student representatives are granted advisory votes in questions pertaining to examinations and are consulted in the process of monitoring the course of study.

B**Study Regulations****§4****Programme Learning Outcomes**

A student, upon successful completion of the European Master in Migration and Intercultural Relations, will have

- achieved an overview of migration processes and policies in the past and present and be able to critically evaluate their structures, implications, and scenarios for the future, including categories and approaches of migration research;
- acquired in-depth knowledge about theories on migration and inter/transcultural relations and multiculturalism and the ability to autonomously contextualise terms and concepts in related fields;
- acquired knowledge about and experience with research methods, methodology and knowledge production and be able to reflect their significance, unpredictability and interdependencies in transcultural contexts;
- gathered competence to design a research agenda, to develop research projects and to conduct them in a self-reflexive manner in a diverse team;
- gained experiences in designing and addressing complex and original research questions and be able to independently evaluate research processes and results;
- acquired competence to evaluate the relevance of disciplinary as well as multi-/inter-/transdisciplinary approaches to specific research questions including the ability to position his/her own work in the field of studies and its emerging issues;
- developed an understanding of theories, concepts and policies related to at least one of the programme's foci (i.e. gender, diversity and intersectionality; development, conflict and justice; representation, power relations and knowledge production; education and citizenship) and acknowledges their cross-cutting and strategic relevance in the field of migration and intercultural relations;
- gained up-to-date expert knowledge in a specific area linking his/her disciplinary with transdisciplinary perspectives and specifying his/her individual profile;

- gathered experience in the occupational sphere shaping his/her professional profile and employability;
- enhanced proficiency in several languages, applied in research, interaction in the field and academic writing, thus further accentuating his/her bi-/multilingual profile;
- practical expertise to present and structure an argument in academic English based on enhanced reading and writing skills in various genres;
- acquired competence in handling new media and communication technology in a critical and reflexive way scrutinising its indications and connotations;
- the ability to condense and visualise work results in order to present it to various audiences;
- developed competence in self-management including the ability to prioritize, set goals and make decisions in individual and group work processes;
- the ability to identify and critique discriminating forms of verbal and non-verbal communication, reflecting power relations and his/her own biases aiming at self-reflective interaction;
- developed competence to initiate, lead and/or participate in team work in inter/transcultural contexts orienting themselves in unfamiliar areas, countries and contexts.

On a crosscutting level all EMMIR learning outcomes are geared towards metacognitive problem-solving skills connected to a critical efficacy belief and the ability of bi- or multidirectional knowledge transfers including acknowledgement of ethic responsibilities.

Graduates will be qualified to pursue doctoral studies or employment with national and international governmental and non-governmental institutions dealing with migration, intercultural competence and education, namely intersecting with development issues and/or gender issues.

§ 5

Examination Objectives

- (1) The EMMIR module examinations and assessments together comprise the professional Master degree. The requirements for these examinations and assessments guarantee standards in terms of the period of study and the content of the module, which is geared towards professional practice.
- (2) The EMMIR module examinations and assessments together are intended to establish whether the candidate has acquired the necessary specialist knowledge, abilities and skills to make the transition to professional practice, and whether he/she is capable of working according to academic principles and conveying academic knowledge and content.

§ 6

Award

- (1) Students will be awarded the joint degree of "European Master in Migration and Intercultural Relations" (MA) by the EMMIR Consortium Committee.
- (2) Students will also receive a Diploma Supplement (Annex II). The purpose of the supplement is to provide sufficient independent data to improve international transparency and the fair academic and professional recognition of qualifications. It is designed to provide a description of the nature, level, context, content and status of the course that was followed and successfully completed by the individual named on the original qualification to which the supplement is appended. It should be free from any value judgements, equivalence statements or suggestions concerning recognition.

§ 7

Duration and Scope of the Course of Study

- (1) EMMIR should be completed over a period of four semesters or two years.
- (2) The structure of modules and examination requirements should enable the Student to complete the programme within the envisaged period of study.

§ 8

Structure of the Course of Study

- (1) Modules:

| | | |
|-------|--|------------|
| MM 11 | Introduction to Migration Studies Studying Global Migration in the 21 st Century (Intensive Phase) | 8 ECTS |
| MM 12 | Evaluating and Developing Research Methods for Transcultural Contexts Research Methods for Transcultural Contexts Migration & Intercultural Relations: Disciplinary Perspectives – Theoretical Foundations | 14 ECTS |
| MM 13 | Theorizing Historical and Contemporary Migration Processes & Intercultural Relations Historical Dimensions of Migration Theorizing Contemporary Migration & Intercultural Relations Global Migration – Contextualising African Migration | 8 ECTS |
| MM 21 | Emigration and Immigration: A Northern European Perspective Scandinavia: Historical and Contemporary Migration | 12 ECTS |
| MM 22 | Theorizing Migration and Multiculturalism, e.g. 1 Migration and Integration (6 ECTS) 2 Migration, Borders and Citizenship (6 ECTS) 3 African Perspectives on Migration (6 ECTS) 4 Migration, Gender, Work (6 ECTS) 5 Controversies over Multiculturalism (6 ECTS) 6 Intercultural Education (6 ECTS) | 18 ECTS |
| MM 31 | Project-based Internship (thematic research teams) | 15 ECTS |
| MM 32 | Research Foci: Migration & Multicultural Societies, e.g. 1 Gender and Multiculturalism (AUW) 2 Forced Migration, Gender and (Post-)Conflict (MUST) 3 Migration and Small Nations (UNG) 4 Theory and Methods in Migration Studies (UO) 5 Representation, Ethnicity and Nation State (USB) 6 Labour, Health and Human Rights (Wits) | 15 ECTS |
| MM 41 | MA Dissertation Proposal Colloquium Dissertation and Research Colloquium (supervision groups) | 30 ECTS |

- (2) Students are required to earn credits from at least two of the awarding institutions as indicated in the student's mobility path in order to qualify for the joint degree. Each mandatory mobility period must include a minimum volume of study/internship/research that corresponds to 15 ECTS.

§ 9

Coursework Requirements and Assessment

- (1) All requirements are to be successfully completed during the course of study, based on regular attendance and active participation in the modules, including tutorials, and other forms of teaching.
- (2) The overall assessment for EMMIR consists of requirements for each of the modules as defined in the corresponding module description.

C**Internship Regulations****§ 10****Objectives of the Project-based Internship**

- (1) For admission to the MA Dissertation within the framework of EMMIR the internship module must be completed successfully.
- (2) During the internship, students should become familiar with practical activities in relevant professional fields and analyse these in the context of their academic qualifications.
- (3) The internship module offers students the opportunity to tackle specific issues in the field of Migration and Intercultural Relations, and encourages the self-reflective application of the knowledge and competencies acquired.
- (4) During the internship, the students conduct a research project linked to their practical experience. This assignment gives them greater insight into project-related work and qualifies them in particular for activities involving evaluation and conceptualisation. The development of a research question, the research design, and the implementation of the project provide students with the opportunity to complete independent academic work. Students are supported by the designated lecturers/professors responsible when conceptualising and carrying out their research projects.
- (5) The internship, as well as the research project included in it, may be used as preparatory work for the MA dissertation. The internship offers students the possibility of choosing a topic for the MA dissertation in consultation with the institution concerned as well as EMMIR lecturers/professors, thereby opening up prospects for further cooperation or collaboration.

§ 11**Scope and Timing of the Internship Module**

- (1) The internship module consists of a preparatory course at the end of the second semester teaching phase (max 10 contact hours), work in an institution outside the university (minimum 300 hours), an accompanying tutorial (max 10 contact hours) as well as the completion of a project report.
- (2) Students may begin the internship no sooner than after the end of the teaching phase in the second semester, and must complete practical work no later than early December of the second study year. The internship module must be completed by the end of December in the second study year.

§ 12**Arrangements for the Internship**

- (1) The choice of a suitable institution and the completion of the internship is the responsibility of the student. The internship should take place in institutions which deal with the subject of migration and intercultural relations from a political, pedagogical, journalistic, economic or academic perspective and offer the opportunity to complete an internship oriented towards research and a research project.
- (2) The internship must be completed outside the student's country of origin. Students are assisted by the relevant partner university in looking for an appropriate institution for the internship.
- (3) The department and staff in charge of the internship module at the different partner universities do not procure internships, but will offer advice and help, especially by maintaining a network of associates offering internships.
- (4) The intended activity and the institution in which the internship is to be carried out require the prior agreement of the lecturers/professors responsible.

§ 13**Support and Supervision during the Internship Module**

- (1) During the second semester, students will be assisted in forming thematic research teams; lecturers/professors provide support and feedback for developing concrete research questions as well as the overall concept of the internship-related research. This will be based on the cooperation of the Course Directors at the partner universities, the Consortium Coordinator and involved lecturers/professors involved.
- (2) Individual or group tutorials take place at the partner universities during the period of the internship.

§14**Proof and Acknowledgement**

- (1) Successful participation in the preparatory course and the tutorials or other support offered is to be confirmed by the lecturers/professors responsible.
- (2) The internship should be verified by a certificate from the institution in which the internship was completed.
- (3) Evidence of independently-conducted research during the internship is provided in the form of an assignment portfolio, consisting of a project report of around 4.000-5.500 words (12 - 15 pages) and an internship log that is kept on a weekly basis at the least. The report on the internship should include a critical and self-reflective analysis of experience in the field and present the concept, realisation and results of the research project.
- (4) A total of 15 ECTS will be awarded for the internship module.
- (5) The internship module specifically requires that the practical work is linked to a research project. Practical work from other courses of study or acquired in other contexts will not be taken into account.

D**Examination Regulations****§ 15****Examiners**

- (1) The module examinations and assessments are conducted by the relevant subject specialists and other supervising examiners who are members of staff at a partner university. Retired or former professors also have the right to conduct examinations and assessments.
- (2) The partner universities appoint the examiners responsible for the modules offered by them.
- (3) Examiners must hold at least the qualification being examined, or an equivalent qualification. The Consortium Committee shall ensure that the examiners for a particular module are legitimate and established lecturers/professors.
- (4) The examinations for a given module will be assessed by one examiner, ideally the lecturer/professor in charge of the module.

§ 16**Admission to Modules and Module Examinations**

- (1) Students may enrol for modules as long as the grounds for exclusion in §21 (3) do not apply. All those enrolled in a module are admitted to all the examinations and assessments in that module.
- (2) Each module is completed with assessments and an examination. These take place during the courses of study for the module and should be completed by the end of the semester in which the last lecture in a module is given.

- (3) One module can be stipulated as a prerequisite for another module.

§ 17

Types of Module Requirements

- (1) The type, length and deadline for each module requirement are specified in the corresponding module descriptions and syllabi, and explicated at the beginning of each semester.
- (2) Research papers and other written assignments may be accepted as team work, if each individual student's contribution can be defined based on chapters, numbers of pages or other objective criteria, and thus evaluated.
- (3) A retry of a written requirement is to be marked by two examiners. An average of the two marks forms the final mark.
- (4) If, due to a long-standing or permanent physical, mental, psychological disorder or disability, or because she/he is raising a family or taking care of next of kin, a student cannot complete particular requirements on time, the Consortium Committee may allow the requirements to be completed within an extended time period or to take equivalent module examinations in another form. In order to get the committee's approval, the student must send in a formal application and produce sufficient documentation. For scholarship holders EACEA regulations apply.

§18

ECTS

- (1) ECTS are awarded on the basis of successful attendance of modules. They reflect the average workload for the module requirement.
- (2) Students should obtain 30 ECTS each semester.
- (3) In order to obtain 15 ECTS for the internship module, students must submit confirmation of the internship and the project report.
- (4) The dissertation is valued at 30 ECTS and active participation in the proposal colloquium and the dissertation colloquium is compulsory.
- (5) Past periods of study of the last four years, including examination requirements, completed as part of the same programme or an equivalent programme at a university or equivalent higher education institution in the European Higher Education Area shall be recognized for course credit upon request of the student without requiring any special equivalence procedure. However, examination components of modules can only be credited if they correspond comprehensively to both content and scope of the modules in the examination regulations. Students must submit the documents necessary for crediting of examination results in German or English.
- (6) Past periods of study of the last four years, including examination requirements, completed as part of another programme may be recognized for credit upon request by the student, provided that no fundamental differences exist between the acquired competencies and the required competencies. Decisions relating to credit recognition shall be based on a global comparison. This credit recognition process shall include an evaluation of the level, scope, quality, profile and learning outcomes. Any fundamental differences must be justified by the university. The documents required for this evaluation must be submitted in either German or English by the students.
- (7) Competencies acquired from prior education may be recognized for credit, provided their content and level is predominantly equivalent to the content and level of the module examinations of the programme and equivalence has been established for the areas of the programme relevant to the recognition process. Performances in modules from other degree programmes and prior education specified as obligatory for admission to the study programme will not be recognized.
- (8) The grades and credits of examination requirements recognized by equivalence shall be derived from the grades and credits of the original qualifications. If the scope or scale of the grading scheme

differs, the EMMIR Examination Board may specify a conversion scheme. If grading systems are incomparable, an equivalence assessment in form of an examination will be performed by persons competent in the relevant subject area. Examination requirements recognized by equivalence shall be indicated as such in the transcript of records.

§ 19
Grading Module Requirements

(1) All module requirements must be marked by the supervising examiners in charge according to the scale given under (2) and (3). A requirement is deemed to have been met if it is given a grade of at least "E". As a general rule, grading of individual assignments should be completed within five weeks after the deadline for the work submitted. The student must formally be notified of the grade. This notification of grades is necessary in order to register for the MA dissertation.

(2) Grading is based on the following scale:

| | |
|------------------------------------|---|
| A+ A A- | An excellent performance, clearly outstanding. The candidate demonstrates excellent judgement and a high degree of independent thinking |
| B+ B B- | A very good performance. The candidate demonstrates sound judgement and a good degree of independent thinking. |
| C+ C C- | A good performance in most areas. The candidate demonstrates a reasonable degree of judgement and independent thinking in the most important areas. |
| D+ D D- | A satisfactory performance, but with significant shortcomings. The candidate demonstrates a limited degree of judgement and independent thinking. |
| E+ E E- | A performance sufficient to warrant a passing grade, but with serious flaws, errors and shortcomings. The candidate demonstrates a very limited degree of judgement and independent thinking. |
| F | A performance that does not meet the minimum academic criteria. The candidate demonstrates an absence of both judgement and independent thinking. |

(3) If requirements for particular modules consist of several parts, the grade for one module is to be generated as the weighted average of all grades obtained in the module. The allocation of grades and weighting will be announced at the beginning of the module.

(4) Lecturers/professors may grade student's work based on the scale generally in use in the partner university. This requires the use of the respective letter grade combined with the percentage achieved. The entry in the student's examination records will include the adjusted EMMIR grade. Adjustments will be made by using the following table:

| % | USB | MUST | AUW | Uis | UOL* | Wits | EMMIR |
|-----|-----|------|-----|-----|------|------|----------|
| 100 | A+ | A | A | A | 0,79 | A | A+ |
| 99 | A+ | A | A | A | 0,79 | A | A+ |
| 98 | A+ | A | A | A | 0,79 | A | A+ |
| 97 | A+ | A | A | A | 0,79 | A | A+ |
| 96 | A | A | A | A | 1,0 | A | A |
| 95 | A | A | A | A | 1,0 | A | A |
| 94 | A | A | A | A | 1,0 | A | A |
| 93 | A | A | A | A | 1,0 | A | A |
| 92 | A- | A | A | A | 1,23 | A | A- |
| 91 | A- | A | A | A | 1,23 | A | A- |
| 90 | A- | A | A | A | 1,23 | A | A- |
| 89 | B+ | A | A | B | 1,46 | A | B+ |
| 88 | B+ | A | A | B | 1,46 | A | B+ |
| 87 | B+ | A | A | B | 1,46 | A | B+ |
| 86 | B | A | A | B | 1,69 | A | B |
| 85 | B | A | A | B | 1,69 | A | B |
| 84 | B | A | A | B | 1,69 | A | B |
| 83 | B | A | A | B | 1,69 | A | B |
| 82 | B- | A | A | B | 1,92 | A | B- |
| 81 | B- | A | A | B | 1,92 | A | B- |
| 80 | B- | A | A | B | 1,92 | A | B- |
| 79 | C+ | B+ | B | C | 2,15 | A | C+ |
| 78 | C+ | B+ | B | C | 2,15 | A | C+ |
| 77 | C+ | B+ | B | C | 2,15 | A | C+ |
| 76 | C | B+ | B | C | 2,38 | A | C |
| 75 | C | B+ | B | C | 2,38 | A | C |
| 74 | C | B | B | C | 2,38 | B | C |
| 73 | C | B | B | C | 2,38 | B | C |
| 72 | C- | B | B | C | 2,62 | B | C- |
| 71 | C- | B | B | C | 2,62 | B | C- |
| 70 | C- | B | B | C | 2,62 | B | C- |
| 69 | D+ | C+ | C | D | 2,85 | C | D+ |
| 68 | D+ | C+ | C | D | 2,85 | C | D+ |
| 67 | D+ | C+ | C | D | 2,85 | C | D+ |
| 66 | D | C+ | C | D | 3,08 | C | D |
| 65 | D | C+ | C | D | 3,08 | C | D |
| 64 | D | C | C | D | 3,08 | C | D |
| 63 | D | C | C | D | 3,08 | C | D |
| 62 | D- | C | C | D | 3,31 | C | D- |
| 61 | D- | C | C | D | 3,31 | C | D- |
| 60 | D- | C | C | D | 3,31 | C | D- |
| 59 | F | D+ | F | E | 3,54 | D | E+ |
| 58 | F | D+ | F | E | 3,54 | D | E+ |
| 57 | F | D+ | F | E | 3,54 | D | E+ |
| 56 | F | D+ | F | E | 3,77 | D | E |
| 55 | F | D+ | F | E | 3,77 | D | E |
| 54 | F | D | F | E | 3,77 | D | E |
| 53 | F | D | F | E | 4,00 | D | E- |
| 52 | F | D | F | E | 4,00 | D | E- |
| 51 | F | D | F | E | 4,00 | D | E- |
| 50 | F | D | F | E | 4,00 | D | E- |
| 49 | F | F | F | F | 5,00 | F | F (Fail) |

*The purpose of the numerical grade is to calculate the weighted average.

§ 20**Failure, Withdrawal and Cheating**

(1) If the deadline for an examination or assignment is not met without valid reason and formal documentation, it will be rated as “failed”. In cases where the examination or assignment cannot be handed in on time for a valid reason, the designated lecturer/professor decides, taking into consideration the principles of equal opportunity and the precedence/priority of academic performance over the observance of procedural rules, whether the deadline for handing in the examination or assignment should be extended or whether a new assignment or examination should be set. The lecturer/professor will consult the relevant Course Director in cases of disagreement.

(2) Performance in an examination is rated as “failed”, if the student, without valid reason,

- is not present on the date of the examination;
- withdraws from the examination after the start of that examination; or
- does not repeat an examination within the specified time period

(3) The student must notify the lecturer/professor designated for the module immediately in writing of any valid reasons for withdrawal or failure, and satisfactory evidence must be provided; if this is not done, the performance in the examination concerned will be rated as “failed”. Deregistration or leave of absence is not a valid reason. In the event of illness, a doctor’s certificate must be submitted. If the reason is accepted, a new deadline for submission will be set. Other module assignments which have already been submitted remain valid.

(3) The EMMIR Consortium has a zero tolerance policy on cheating. If a student attempts to influence the result of his or her examination by cheating or by using unauthorised materials or any other kind of infringement of the exam regulations, his/her performance in the examination concerned will be rated as “failed”. In this case the lecturer/professor must notify the relevant Course Director. In case of dispute the student will be given a hearing by the Course Director. The Consortium Committee must be notified of the issue and will take a decision. The Consortium Committee may exclude the student. The rules and regulations of the university where cheating is uncovered, will also come into effect. In some countries this may lead to measures in addition to the above mentioned.

If a student fails an assignment due to any of the above reasons for a second time in the course of study, the student will be automatically withdrawn from the programme. In this event the MA degree is conclusively failed.

§ 21**Repeating Module Examinations and Assignments**

(1) Failed examinations and assignments in a module may be repeated once. Any repeated examination must be completed within a period of one month. If a module examination or assignment is rated as “failed” on the repeat, the MA degree is conclusively failed.

(2) If the student fails an examination or assignment, he or she has the right to make use of an advisory service specifically related to the subject. The Course Director in consultation with the Consortium Coordinator will decide, based on each individual case, how many hours of advisory tutoring the student is allowed.

§ 22**Diplomas and Transcripts**

(1) A joint diploma is issued once the EMMIR examination requirements have been met and the dissertation has been assessed by the examiners. The date on the diploma is that on which the last examination was passed. The diploma is accompanied by a joint diploma supplement.

(2) If the student fails the MA degree, the Consortium Coordinator will issue a written notification to that effect.

(3) Upon leaving the university or changing the course of study, the student receives an academic transcript of examination results and the credits earned. In case clause (2) applies, the transcript also shows the missing examination results as well as the fact that the MA degree has been conclusively failed.

§ 23

Invalidity of the Examination

(1) If a student has cheated in an examination or assignment, and this fact becomes known only after the joint diploma certificate has been issued to the student, the Consortium Committee may adjust the grade and declare the examination, assignment and degree to have been "failed" either in total or in part.

(2) The student shall be given an opportunity to speak to the Consortium Committee before a final decision is made.

(3) Incorrect certificates should be withdrawn and replaced with a correct certificate or transcript.

§ 24

Access to the Examination Records

A student will have full access to his/her examination records.

§ 25

Procedure for Appeals

(1) The Consortium Committee acknowledges the procedure for appeals at all partner universities. Appeals against decisions concerning the grading of an examination can be lodged with the Examination Board within one month of being informed of the grading. The Examination Board will collaborate with appeal panels at the partner universities before arriving at a final decision.

(2) An appeal can be filed electronically and necessarily includes

- a) a statement by the student detailing the reasons for his/her appeal, especially the professional misjudgement on the part of the examiner,
- b) a copy of the disputed material,
- c) documentation of the feedback and other communication with the examiner.

The appeal should be sent to the Chair of the Examination Board, who will forward it to all members of the Examination Board, barring their involvement in the grading as outlined in (11). Should the Chair of the Examination Board be involved in the grading, the appeal shall be sent to another member of the Examination Board.

(3) Upon receiving the appeal, the Chair of the Examination Board shall, on behalf of the Examination board, inform the supervising examiner of the appeal for a recheck/remark. The examiner has to respond to this appeal in writing (addressed to both the Examination Board and the student) within two weeks after he/she was informed of the appeal.

(4) The supervising examiner may respond by either

- a) changing the grade and outlining the reasons for this decision.
- b) not changing the grade and outlining the reasons for this decision.

- (4) In either case, the student may choose to
- a) accept the grade (revised or not)
 - b) request a review of the grade by the Examination Board.
- (5) Upon the student's request, the Examination Board reviews the decision on the basis of both the student's and the examiner's comments, to see whether:
1. the examination was conducted in a proper manner;
 2. the grading was based on correct information;
 3. general grading principles were followed;
 4. the examiner's reasoning for the award of the disputed grade is sound and in line with EMMIR grading principles;
 5. no reasonable answer, with a logical and justified argument was judged to be false;
 6. the examiner was guided by relevant considerations;
- (7) The Examination Board shall make a decision within four weeks after it received the student's request for review and inform both the student and the supervising examiner of its decision. If it finds all criteria listed under (6) respected, the grade remains unchanged. If it finds any of the criteria violated then a second reader not previously involved in the grading is appointed to remark the disputed work.
- (8) A second reader appointed by the Examination Board shall be chosen based on his familiarity with the field of the examination and shall, preferably, be a faculty member of a partner institution thus far not represented in the relevant student's assessment.
- (9) Within two weeks of his/her appointment, the second reader shall inform the Examination Board of the revised grade and outline the reasons for the decision. Should the Examination Board be satisfied that the criteria listed under (6) were respected by the second reader, the Examination Board upholds the decision and the student will be formally informed of the decision and the revised grade. All relevant transcripts shall be re-issued to reflect the revised grade. Should the Examination Board not be satisfied that the second reader's decision follows these criteria, it may choose to appoint another reader.
- (10) The original grade cannot be lowered (by either the examiner in reviewing his original grade or a second reader) unless during the appeal process it is determined that the paper is partially or fully plagiarised. In this case, procedures outlined in § 20 are to be followed.
- (11) If any member of Examination Board is involved in the grading of the disputed assignment, he/she shall not be part of any deliberations or decisions regarding the appeal, albeit by responding to the appeal as outlined in (4), should they have been the supervising examiner of the work in question.

§ 26

Admission to the MA Dissertation

- (1) In order to be admitted to the MA Dissertation, 60 ECTS must have been obtained. The ECTS connected to MM31 and MM32 may be documented until 28 February of semester 4.
- (2) The following documents should accompany applications for admission to the MA Dissertation:
- a proposed dissertation topic
 - the outline/research prospectus for the dissertation,
 - a proposal for the supervising examiners and a second examiner, including documentation that they accept to act as such

- (3) The application for admission to the MA Dissertation has to be handed in during the Proposal Colloquium at the beginning of semester 4.
- (4) The Admission Board, composed of the seven Course Directors, shall decide on admission. Admission is refused, if:
- the prerequisites for admission are not fulfilled, or
 - documentation is incomplete
- (5) If the Admission Board finds the prerequisites fulfilled and the documentation complete formal approval of the dissertation topic, supervising examiner and second examiner according to (2) will be granted no later than 31 December.

§ 27 MA Dissertation

- (1) In writing the MA Dissertation, students are required to prove that they are able to conduct independent scholarly research in an international and transcultural context in the field of migration studies.
- (2) The MA Dissertation should be based on research that is developed and conducted independently. Students are expected to apply the theoretical, methodological and empirical knowledge and competences they acquired in the study programme. The topic and research question of the MA Dissertation should conform to the objectives of the MA and be completed within the period given in clause (9).
- (3) The topic of the MA Dissertation may relate to any of the modules in the course, as long as competent examiners are available who are willing to commit themselves to supervising the student. The MA Dissertation should reflect the student's specialisation within the field of migration studies. Students are expected to aim at connecting the topic of the dissertation topic with the research project conducted during the internship.
- (4) The MA Dissertation must be written in English.
- (5) Students formulate the research question for their dissertation in consultation with their supervising examiner.
- (6) The candidate is entitled to propose a supervising examiner for her/his dissertation. There is no guarantee that such a proposal will be accepted.
- (7) Team work may be allowed, if each individual contribution can be defined based on chapters, numbers of pages or other objective criteria, and thus evaluated.
- (8) Students are required to present the research question and design of their MA dissertation to their supervisors.
- (9) The MA dissertation shall be completed in six months from the day of the Admission Board's formal approval as per §26 (5). The latest deadline for submission is 30 June of each year.

§ 28 Appraisal of MA Dissertation

- (1) As a general rule, the MA dissertation grading and report for theses submitted by 30 June will be communicated by 30 July. The dissertation will be graded by the supervising and the second examiner. The two examiners should be members of different universities; one of the examiners must be a member of an EMMIR partner university.
- (2) In their written reports, supervising examiners should consider at least the following criteria:
1. Research question/Objective

2. Structure
3. Methodology and Presentation
4. Examination of research question in terms of the content

(3) The MA dissertation will be graded by both examiners; the final grade is the average of the two grades.

(4) In case there is a discrepancy of more than 25% between the two grades (based on the numerical grades listed in §19) proposed by the two examiners, upon a student's request the examination board will appoint a third reader to decide on the final grade within the range of the two examiners' grades. Preferably the third reader is an EMMIR Course Director of an institution so far not represented in the relevant student's thesis assessment.

§ 29

Resubmission of MA Dissertation

(1) The MA Dissertation may be "accepted with revision". The student will then have the opportunity to submit a revised version of the MA Dissertation by 30 August (i.e. within one month after receiving the report).

(2) In the event that the MA Dissertation is assessed as a "fail" or counts as a "fail", the dissertation may be resubmitted once, based on a new topic. A third submission is not permitted.

(3) The new MA Dissertation topic should be submitted within one month after the initial dissertation was marked. The new dissertation shall be completed within six months after the new dissertation topic has been approved by the Admission Board.

§ 30

Overall Results

(1) The requirements for the MA degree are deemed to have been met if 120 credit points have been obtained and all the module examinations have been passed according to the study plan for the various subjects (including the internship) and the MA dissertation has also been passed.

(2) A final grade is defined in accordance with §19 (2). The grade is generated as the weighted average of all grades obtained in the course of study based on the ECTS awarded.

(3) The final grade is to be marked "with distinction" if the student achieves a grade average of "A" or better.

(4) The examination is failed for the first time when one module is assessed as failed or the dissertation graded in accordance with §19 (2) is considered as failed. It is failed finally when a module or the dissertation is graded with a failed grade and a repeat is not possible.

E
Final regulations

§ 31
Date of Coming into Force

- (1) These regulations must be approved by the Consortium Committee and shall come into force as soon as they are approved by the relevant bodies of the coordinating institution and ratified by all partner universities as stated in the beginning of this document.
- (2) At the same time the previous "Study and Examination Regulations for the European Master in Migration and Intercultural Relations (EMMIR)" (last revised 30th September 2013) expire.

Annex I
Degree diploma template

In view of the Consortium Committee Agreement of 26 September 2017, the seven member universities represented in the EMMIR Consortium award

[First Name NAME]

born [*date of birth*] in [*place of birth*]

the Joint Degree of Master of Arts (MA) in the Erasmus Mundus Master Course

EUROPEAN MASTER
MIGRATION & INTERCULTURAL RELATIONS

on [*date of submission of MA dissertation*].

Issued by the University of Oldenburg's School of Cultural Studies and Linguistics on *date*.

.....

The Dean

.....

Chair of the Examination Board

Annex II Diploma supplement template

Carl von Ossietzky Universität Oldenburg (Germany), Ahfad University for Women (Sudan), Mbarara University of Science and Technology (Uganda), Univerza v Novi Gorici (Slovenia), Jihočeská univerzita v Českých Budějovicích (Czech Republic), Universitetet i Stavanger (Norway), University of the Witwatersrand (South Africa)

Diploma Supplement

This Diploma Supplement model was 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. It should be free from any value judgements, equivalence statements or suggestions about recognition. Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.

1. INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

1.1 Family name(s) / 1.2 First name(s)

1.3 Date of birth (dd/mm/yyyy)

1.4 Student identification number or code (if applicable)

2. INFORMATION IDENTIFYING THE QUALIFICATION

2.1 Name of qualification and (if applicable) title conferred (in original language)
European Master in Migration and Intercultural Relations

2.2 Main field(s) of study for the qualification
Migration studies: history, political science, sociology, anthropology and education, gender and development studies

2.3 Name and status of awarding institution (in original language)

- جامعة الأحفاد للبيئات (Ahfad University for Women, Omdurman, Sudan, private university)
- Carl von Ossietzky Universität Oldenburg (University of Oldenburg, Germany, public university)
- Jihočeská univerzita v Českých Budějovicích (University of South Bohemia in České Budějovice, Czech Republic, public university)
- Mbarara University of Science and Technology (Uganda, public university)
- Universitetet i Stavanger (University of Stavanger, Norway, public university)
- Univerza v Novi Gorici (University of Nova Gorica, Slovenia, private university)
- University of the Witwatersrand (South Africa, public university)

2.4 Name and status of institution (if different from 2.3) administering studies (in original language)
Carl von Ossietzky Universität Oldenburg

2.5 Language(s) of instruction/examination
English

3. INFORMATION ON THE LEVEL AND DURATION OF THE QUALIFICATION**3.1 Level of the qualification**

Graduate/second degree; by research with dissertation

3.2 Official duration of programme in credits and/or years

120 ECTS (2 years)

3.3 Access requirement(s)

Bachelor's degree or equivalent qualification in a field related to migration studies and intercultural relations, e.g. e.g. Social sciences, History, Cultural studies, Educational sciences, Law, Economics, Development Studies and Journalism.

Good command of English, both spoken and written is essential. Applicants are required to demonstrate their proficiency in English by submitting the results of a recognised language proficiency test (e.g. TOEFL Internet-based test 88 points, IELTS 6.5)

The admission policy ensures equal opportunity of access to higher education for qualified European and non-European students. The programme assesses students individually on the basis of their previous academic record, their experience in the field of migration and intercultural relations, work and research experience and a statement of purpose.

4. INFORMATION ON THE PROGRAMME COMPLETED AND THE RESULTS OBTAINED**4.1 Mode of study**

Full-time studies including student mobility

4.2 Programme learning outcomes

Upon completion of the programme, the student will have attended all compulsory classes and completed the required course work (120 ECTS). Throughout the course students write several research papers, complete a project-based internship (min. 300 hrs) and conduct own research as a basis for their thesis of 30 ECTS credits.

The student earns credits from at least two of the awarding institutions, he/she spent the first year at the University of Oldenburg and the University of Stavanger. In year two he/she followed his/her individual mobility path (as documented in the Transcript).

Fields of study include theories, empirical studies and methods in the field of migration research from an interdisciplinary and transcultural perspective. Throughout the programme, students are required to apply theoretical and methodological knowledge to conducting independent research, and to professional work in respective fields.

The programme facilitates qualification for professional and academic work involving conceptualising, coordinating, evaluating, researching and teaching.

4.3 Programme details, individual credits gained and grades/marks obtained

See Transcript for a list of modules and grades, for the student's individual mobility path and for the topic and evaluation of the MA dissertation.

4.4 Grading system and, if available, grade distribution table

Grades are assigned according to the following scheme; all partner institutions follow this scheme:

| | |
|------------------------------------|---|
| A+ A A- | An excellent performance, clearly outstanding. The candidate demonstrates excellent judgement and a high degree of independent thinking |
| B+ B B- | A very good performance. The candidate demonstrates sound judgement and a good degree of independent thinking. |
| C+ C C- | A good performance in most areas. The candidate demonstrates a reasonable degree of judgement and independent thinking in the most important areas. |
| D+ D D- | A satisfactory performance, but with significant shortcomings. The candidate demonstrates a limited degree of judgement and independent thinking. |
| E+ E E- | A performance sufficient to warrant a passing grade, but with serious flaws, errors and shortcomings. The candidate demonstrates a very limited degree of judgement and independent thinking. |
| F | A performance that does not meet the minimum academic criteria. The candidate demonstrates an absence of both judgement and independent thinking. |

4.5 Overall classification of the qualification (in original language)

[Grade]

(based on averaged module examinations weighted by credit points.)

5. INFORMATION ON THE FUNCTION OF THE QUALIFICATION

5.1 Access to further study

The degree qualifies students for doctoral studies when all formal criteria have been met.

The degree documented by the Masters Certificate entitles the holder to the legally protected professional title "Master of Arts."

5.2 Access to a regulated profession (if applicable)

-

6. ADDITIONAL INFORMATION

6.1 Additional information

The original degree and transcript for this programme are issued in English.

6.2 Further information sources

European Master in Migration and Intercultural Relation: www.emmir.org

Ahfad University for Women: www.ahfad.edu.sd

Carl von Ossietzky Universität Oldenburg: www.uni-oldenburg.de

University of South Bohemia of České Budějovice: www.jcu.cz

Mbarara University of Science and Technology: www.must.ac.ug

University of Stavanger: www.uis.no

University of Nova Gorica: www.ung.si

University of the Witwatersrand: www.wits.ac.za

Education, Audiovisual & Culture Executive Agency: eacea.ec.europa.eu

7. CERTIFICATION

This Diploma Supplement refers to the following original documents:

Document on the award of the academic degree (Urkunde über die Verleihung des Akademischen Grades) [date]

Certificate(Zeugnis) [date]

Transcript of Records [date]

Certification Date:

Chairwoman/Chairman Examination Committee

(Official Stamp/Seal)

8. NATIONAL HIGHER EDUCATION SYSTEM

The information on the national higher education system on the following pages provides a context for the qualification and the type of higher education institution that awarded it.

8. INFORMATION ON THE GERMAN HIGHER EDUCATION SYSTEM¹

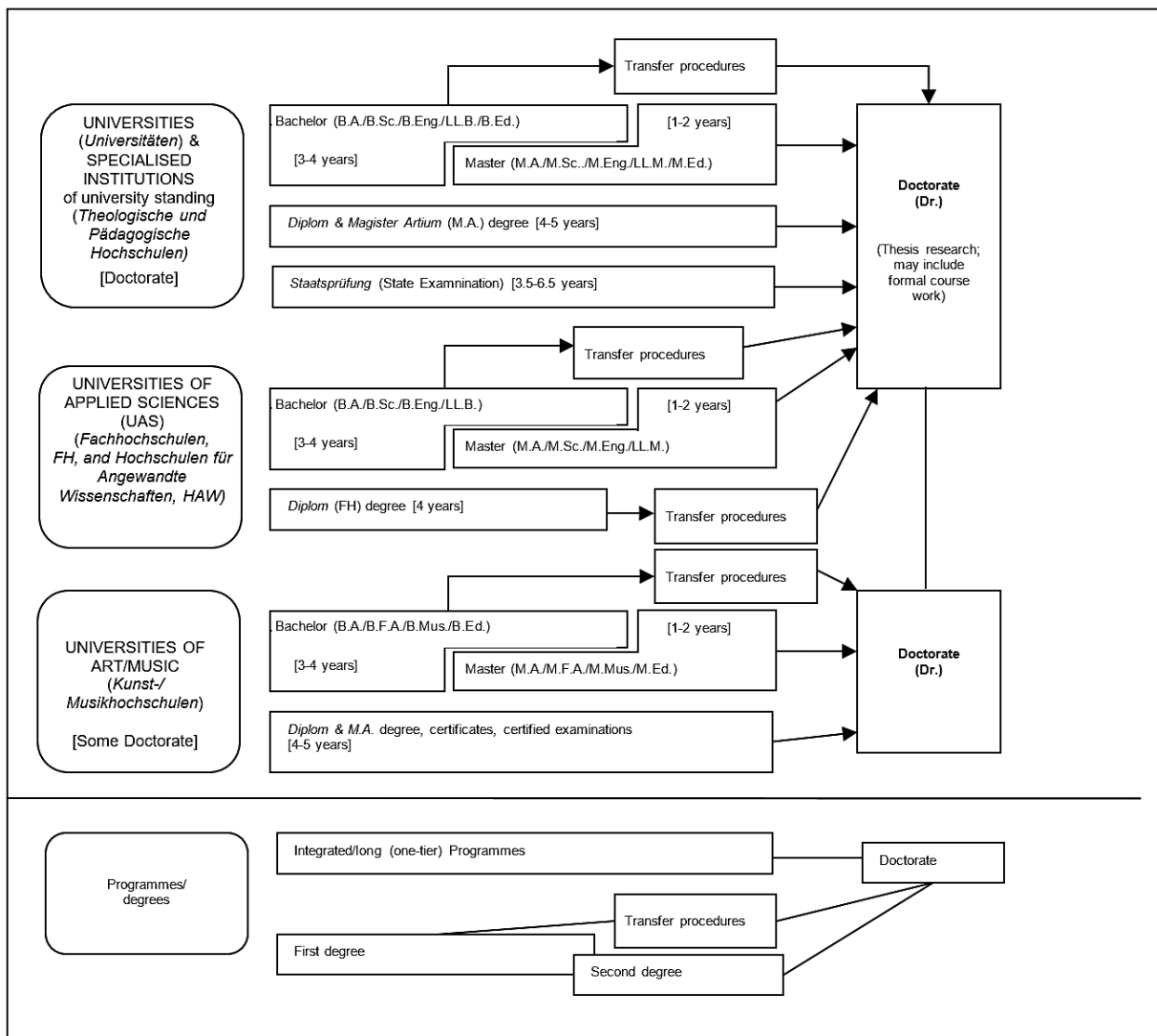
8.1 Types of Institutions and Institutional Status

Higher education (HE) studies in Germany are offered at three types of Higher Education Institutions (HEI).²

- *Universitäten* (Universities) including various specialised institutions, offer the whole range of academic disciplines. In the German tradition, universities focus in particular on basic research so that advanced stages of study have mainly theoretical orientation and research-oriented components.
- *Fachhochschulen (FH)/Hochschulen für Angewandte Wissenschaften (HAW)* (Universities of Applied Sciences, UAS) concentrate their study programmes in engineering and other technical disciplines, business-related studies, social work, and design areas. The common mission of applied research and development implies an application-oriented focus of studies, which includes integrated and supervised work assignments in industry, enterprises or other relevant institutions.
- *Kunst- und Musikhochschulen* (Universities of Art/Music) offer studies for artistic careers in fine arts, performing arts and music; in such fields as directing, production, writing in theatre, film, and other media; and in a variety of design areas, architecture, media and communication.

Higher Education Institutions are either state or state-recognised institutions. In their operations, including the organisation of studies and the designation and award of degrees, they are both subject to higher education legislation.

Table 1: Institutions, Programmes and Degrees in German Higher Education



8.2 Types of Programmes and Degrees Awarded

Studies in all three types of institutions have traditionally been offered in integrated "long" (one-tier) programmes leading to *Diplom-* or *Magister Artium* degrees or completed by a *Staatsprüfung* (State Examination).

Within the framework of the Bologna-Process one-tier study programmes are successively being replaced by a two-tier study system. Since 1998, two-tier degrees (Bachelor's and Master's) have been introduced in almost all study programmes. This change is designed to enlarge variety and flexibility for students in planning and pursuing educational objectives; it also enhances international compatibility of studies.

The German Qualifications Framework for Higher Education Qualifications (HQR)³ describes the qualification levels as well as the resulting qualifications and competences of the graduates. The three levels of the HQR correspond to the levels 6, 7 and 8 of the German Qualifications Framework for Lifelong Learning⁴ and the European Qualifications Framework for Lifelong Learning⁵.

For details cf. Sec. 8.4.1, 8.4.2, and 8.4.3 respectively. Table 1 provides a synoptic summary.

8.3 Approval/Accreditation of Programmes and Degrees

To ensure quality and comparability of qualifications, the organisation of studies and general degree requirements have to conform to principles and regulations established by the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany (KMK).⁶ In 1999, a system of accreditation for Bachelor's and Master's programmes has become operational. All new programmes have to be accredited under this scheme; after a successful accreditation they receive the seal of the Accreditation Council.⁷

8.4 Organisation and Structure of Studies

The following programmes apply to all three types of institutions. Bachelor's and Master's study programmes may be studied consecutively, at various higher education institutions, at different types of higher education institutions and with phases of professional work between the first and the second qualification. The organisation of the study programmes makes use of modular components and of the European Credit Transfer and Accumulation System (ECTS) with 30 credits corresponding to one semester.

8.4.1 Bachelor

Bachelor's degree programmes lay the academic foundations, provide methodological competences and include skills related to the professional field. The Bachelor's degree is awarded after 3 to 4 years. The Bachelor's degree programme includes a thesis requirement. Study programmes leading to the Bachelor's degree must be accredited according to the Interstate study accreditation treaty.⁸

First degree programmes (Bachelor) lead to Bachelor of Arts (B.A.), Bachelor of Science (B.Sc.), Bachelor of Engineering (B.Eng.), Bachelor of Laws (LL.B.), Bachelor of Fine Arts (B.F.A.), Bachelor of Music (B.Mus.) or Bachelor of Education (B.Ed.).

The Bachelor's degree corresponds to level 6 of the German Qualifications Framework/ European Qualifications Framework.

8.4.2 Master

Master is the second degree after another 1 to 2 years. Master's programmes may be differentiated by the profile types "practice-oriented" and "research-oriented". Higher Education Institutions define the profile.

The Master's degree programme includes a thesis requirement. Study programmes leading to the Master's degree must be accredited according to the Interstate study accreditation treaty.⁹

Second degree programmes (Master) lead to Master of Arts (M.A.), Master of Science (M.Sc.), Master of Engineering (M.Eng.), Master of Laws (L.L.M.), Master of Fine Arts (M.F.A.), Master of Music (M.Mus.) or Master of Education (M.Ed.). Master's programmes which are designed for continuing education may carry other designations (e.g. MBA).

The Master's degree corresponds to level 7 of the German Qualifications Framework/ European Qualifications Framework.

8.4 Integrated "Long" Programmes (One-Tier): *Diplom* degrees, *Magister Artium*, *Staatsprüfung*

An integrated study programme is either mono-disciplinary (*Diplom* degrees, most programmes completed by a *Staatsprüfung*) or comprises a combination of either two major or one major and two minor fields (*Magister Artium*). The first stage (1.5 to 2 years) focuses on broad orientations and foundations of the field(s) of study. An Intermediate Examination (*Diplom-Vorprüfung* for *Diplom* degrees; *Zwischenprüfung* or credit requirements for the *Magister Artium*) is prerequisite to enter the second stage of advanced studies and specialisations. Degree requirements include submission of a thesis (up to 6

months duration) and comprehensive final written and oral examinations. Similar regulations apply to studies leading to a *Staatsprüfung*. The level of qualification is equivalent to the Master's level.

- Integrated studies at *Universitäten (U)* last 4 to 5 years (*Diplom* degree, *Magister Artium*) or 3.5 to 6.5 years (*Staatsprüfung*). The *Diplom* degree is awarded in engineering disciplines, the natural sciences as well as economics and business. In the humanities, the corresponding degree is usually the *Magister Artium* (M.A.). In the social sciences, the practice varies as a matter of institutional traditions. Studies preparing for the legal, medical and pharmaceutical professions are completed by a *Staatsprüfung*. This applies also to studies preparing for teaching professions of some *Länder*.
The three qualifications (*Diplom*, *Magister Artium* and *Staatsprüfung*) are academically equivalent and correspond to level 7 of the German Qualifications Framework/European Qualifications Framework.
They qualify to apply for admission to doctoral studies. Further prerequisites for admission may be defined by the Higher Education Institution, cf. Sec. 8.5.
- Integrated studies at *Fachhochschulen (FH)/Hochschulen für Angewandte Wissenschaften (HAW)* (Universities of Applied Sciences, UAS) last 4 years and lead to a *Diplom (FH)* degree which corresponds to level 6 of the German Qualifications Framework/European Qualifications Framework.
Qualified graduates of FH/HAW/UAS may apply for admission to doctoral studies at doctorate-granting institutions, cf. Sec. 8.5.
- Studies at *Kunst- and Musikhochschulen* (Universities of Art/Music etc.) are more diverse in their organisation, depending on the field and individual objectives. In addition to *Diplom/Magister* degrees, the integrated study programme awards include certificates and certified examinations for specialised areas and professional purposes.

8.5 Doctorate

Universities as well as specialised institutions of university standing, some of the FH/HAW/UAS and some Universities of Art/Music are doctorate-granting institutions. Formal prerequisite for admission to doctoral work is a qualified Master's degree (UAS and U), a *Magister* degree, a *Diplom*, a *Staatsprüfung*, or a foreign equivalent. Comparable degrees from universities of art and music can in exceptional cases (study programmes such as music theory, musicology, pedagogy of arts and music, media studies) also formally qualify for doctoral work. Particularly qualified holders of a Bachelor's degree or a *Diplom (FH)* degree may also be admitted to doctoral studies without acquisition of a further degree by means of a procedure to determine their aptitude. The universities respectively the doctorate-granting institutions regulate entry to a doctorate as well as the structure of the procedure to determine aptitude. Admission further requires the acceptance of the Dissertation research project by a professor as a supervisor. The doctoral degree corresponds to level 8 of the German Qualifications Framework/ European Qualifications Framework.

8.6 Grading Scheme

The grading scheme in Germany usually comprises five levels (with numerical equivalents; intermediate grades may be given): "*Sehr Gut*" (1) = Very Good; "*Gut*" (2) = Good; "*Befriedigend*" (3) = Satisfactory; "*Ausreichend*" (4) = Sufficient; "*Nicht ausreichend*" (5) = Non-Sufficient/Fail. The minimum passing grade is "*Ausreichend*" (4). Verbal designations of grades may vary in some cases and for doctoral degrees.

In addition, grade distribution tables as described in the ECTS Users' Guide are used to indicate the relative distribution of grades within a reference group.

8.7 Access to Higher Education

The General Higher Education Entrance Qualification (*Allgemeine Hochschulreife*, *Abitur*) after 12 to 13 years of schooling allows for admission to all higher educational studies. Specialised variants (*Fachgebundene Hochschulreife*) allow for admission at *Fachhochschulen (FH)/Hochschulen für Angewandte Wissenschaften (HAW)* (UAS), universities and equivalent higher education institutions, but only in particular disciplines. Access to study programmes at *Fachhochschulen (FH)/Hochschulen für Angewandte Wissenschaften (HAW)* (UAS) is also possible with a *Fachhochschulreife*, which can usually be acquired after 12 years of schooling. Admission to study programmes at Universities of Art/Music and comparable

study programmes at other higher education institutions as well as admission to a study programme in sports may be based on other or additional evidence demonstrating individual aptitude.

Applicants with a qualification in vocational education and training but without a school-based higher education entrance qualification are entitled to a general higher education entrance qualification and thus to access to all study programmes, provided they have obtained advanced further training certificates in particular state-regulated vocational fields (e.g. *Meister/Meisterin im Handwerk, Industriemeister/in, Fachwirt/in (IHK), Betriebswirt/in (IHK) und (HWK), staatlich geprüfte/r Techniker/in, staatlich geprüfte/r Betriebswirt/in, staatlich geprüfte/r Gestalter/in, staatlich geprüfte/r Erzieher/in*). Vocationally qualified applicants can obtain a *Fachgebundene Hochschulreife* after completing a state-regulated vocational education of at least two years' duration plus professional practice of normally at least three years' duration, after having successfully passed an aptitude test at a higher education institution or other state institution; the aptitude test may be replaced by successfully completed trial studies of at least one year's duration.¹⁰

Higher Education Institutions may [in certain cases](#) apply additional admission procedures.

8.8 National Sources of Information

- *Kultusministerkonferenz (KMK)* [Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany]; Graurheindorfer Str. 157, D-53117 Bonn; Phone: +49[0]228/501-0; www.kmk.org; E-Mail: hochschulen@kmk.org
- Central Office for Foreign Education (ZAB) as German NARIC; www.kmk.org; E-Mail: zab@kmk.org
- German information office of the *Länder* in the EURYDICE Network, providing the national dossier on the education system; www.kmk.org; E-Mail: Eurydice@kmk.org
- *Hochschulrektorenkonferenz (HRK)* [German Rectors' Conference]; Leipziger Platz 11, D-10117 Berlin, Phone: +49 30 206292-11; www.hrk.de; E-Mail: post@hrk.de
- "Higher Education Compass" of the German Rectors' Conference features comprehensive information on institutions, programmes of study, etc. (www.higher-education-compass.de)

¹ The information covers only aspects directly relevant to purposes of the Diploma Supplement.

² *Berufsakademien* are not considered as Higher Education Institutions, they only exist in some of the *Länder*. They offer educational programmes in close cooperation with private companies. Students receive a formal degree and carry out an apprenticeship at the company. Some *Berufsakademien* offer Bachelor courses which are recognised as an academic degree if they are accredited by the Accreditation Council.

³ German Qualifications Framework for Higher Education Degrees. (Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany of 16 February 2017).

⁴ German Qualifications Framework for Lifelong Learning (DQR). Joint resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany, the German Federal Ministry of Education and Research, the German Conference of Economics Ministers and the German Federal Ministry of Economics and Technology (Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany of 15 November 2012). More information at www.dqr.de

⁵ Recommendation of the European Parliament and the European Council on the establishment of a European Qualifications Framework for Lifelong Learning of 23 April 2008 (2008/C 111/01 – European Qualifications Framework for Lifelong Learning – EQF).

⁶ Specimen decree pursuant to Article 4, paragraphs 1 – 4 of the interstate study accreditation treaty (Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany of 7 December 2017).

⁷ Interstate Treaty on the organization of a joint accreditation system to ensure the quality of teaching and learning at German higher education institutions (Interstate study accreditation treaty) (Decision of the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany of 8 December 2016), Enacted on 1 January 2018.

⁸ See note No. 7.

⁹ See note No. 7.

¹⁰ Access to higher education for applicants with a vocational qualification, but without a school-based higher education entrance qualification (Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany of 6 March 2009).

8. INFORMATION ON HIGHER EDUCATION IN THE CZECH REPUBLIC

Higher Education System in the Czech Republic

Higher education institutions form the highest level of Czech education. They offer accredited study programmes at three levels -

Bachelor's, Master's, and doctoral, as well as lifelong learning. Higher education institutions are either university-type or non-university type.

University-type higher education institutions may offer all types of degree programmes (Bachelor's, Master's and doctoral) and carry

out associated scholarly, research, developmental, artistic or other creative activities. Non-university-type higher education institutions

offer mainly Bachelor's degree programmes, but may also provide Master's degree programmes and carry out associated scholarly,

research, developmental, artistic or other creative activities.

There are public, state and private higher education institutions. The public and private higher education institutions come under the

responsibility of the Ministry of education, Youth and Sports, while state institutions (the University of Defence and the Police Academy

of the Czech Republic) are under the responsibility of the Ministry of Defence and the Ministry of the Interior. The complete list of higher

education institutions is available at: <http://www.msmt.cz/files/htm/Vswwwser1.htm> or www.csvs.cz.

Higher education is realised within the framework of accredited degree programmes in accordance with their curricula and given

mode of studies. The mode of study may be on-site, distance or a combination of both. Admission to a Bachelor's or long-cycle Master's degree programme is conditional on the completion of a secondary education with a 'maturita' examination. Admission to a Master's degree programme is conditional on graduating from a Bachelor's degree programme, while admission to a doctoral degree programme is conditional on graduating from a Master's degree programme.

Higher education institutions and faculties are free to specify additional conditions for admission to studies that relate to specific

knowledge, abilities, talent etc.

Higher Education Qualifications

The qualification structure recognises bachelor, master and doctoral levels.

A **Bachelor's degree programme** (*bakalářský studijní program*) aims at providing qualifications for entering a profession or a Master's degree programme. It takes from 3 to 4 years (180-240 ECTS credits). Graduates receive the academic degree *bakalář umění* (BcA. – Bachelor of Fine Arts) in the field of arts, and *bakalář* (Bc. - Bachelor) in other fields. The degree programme must be completed in due form with a final state examination, which usually includes the presentation and defence of a Bachelor's thesis.

A **Master's degree programme** (*magisterský studijní program*) follows a Bachelor's degree programme. The length is 1–3 years (60 – 180 ECTS credits). In selected fields, where the nature of the study programme so requires, a Master's degree programme need not follow on from a Bachelor's degree programme. In this case, the programme lasts 4-6 years (240–360 ECTS credits). Graduates in a Master's degree programme must take a final state examination and publicly present and defend a Master's thesis. Studies in the field of medicine, veterinary medicine and hygiene are completed by passing an advanced Master's (*rigorózní*) state examination including the presentation and defence of an advanced Master's (*rigorózní*) thesis.

The studies in a Master's programme lead to the following academic degree:

- 'inženýr' (Ing.) – Engineer in the area of economics, technical sciences and technologies, agriculture and forestry and in military fields of study;
- 'inženýr architekt' (Ing.arch.) – Engineer Architect in the field of architecture;
- 'doktor medicíny' (MUDr.) – Doctor of Medicine, in the field of medicine;
- 'doktor zubního lékařství' (MDDr.) – Doctor of Dental Medicine, in the field of dental medicine (since 2004);
- 'doktor veterinární medicíny' (MVDr.) – Doctor of Veterinary Medicine in the field of veterinary medicine and hygiene;
- 'magistr umění' (MgA.) – Master of Arts in the field of art;

- *'magistr'* (Mgr.) – Master in other areas of study.

Courses in human medicine and veterinary medicine lasts 6 years. They are run by the university medical faculties and faculties of veterinary medicine.

Holders of the academic degree *'magistr'* are entiteled to take an advanced Master's (*'rigorózní'*) state examination in the same area of study and defend an advanced Master's (*'rigorózní'*) thesis.

If completed successfully the following academic degrees are awarded:

- *'doktor práv'* (JUDr.) – Doctor of Laws, in the field of law;
- *'doktor filozofie'* (PhDr.) – Doctor in Philosophy, in the area of the humanities, teacher education and social sciences;
- *'doktor přírodních věd'* (RNDr.) – Doctor of Natural Sciences, in the field of natural sciences;
- *'doktor farmacie'* (PharmDr.) – Doctor of Pharmacy, in the field of pharmacy;
- *'licenciát teologie'* (ThLic.) – Licentiate of Theology, in the field of Catholic theology;
- *'licenciát teologie'* (ThLic.) – Licentiate of Theology or *'doktor teologie'* (ThDr.) – Doctor of Theology, in the field of non-Catholic theology.

All above-mentioned titles at Master's level and their abbreviations are written in front of the name.

The standard length of a doctoral degree programme (*'doktorský studijní program'*) is either 3 or 4 years. Doctoral studies are completed by a state doctoral examination and the public presentation and defence of a doctoral thesis (dissertation), based on original results, which must be published. Graduates of a doctoral study programme are awarded the academic degree of:

- *'doktor'* (Ph.D.) – Doctor;
- *'doktor teologie'* (Th.D.) – Doctor of Theology, in the field of theology.

The abbreviations of these academic titles are written after the name.

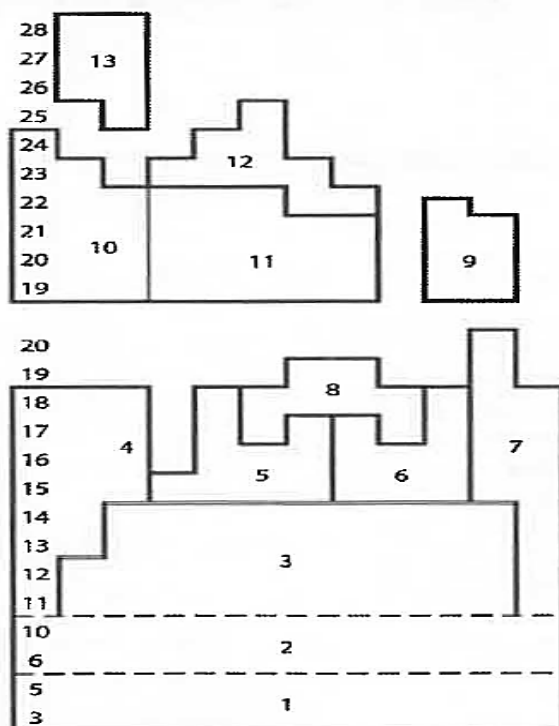
Academic year

Studies are divided chiefly into semesters, years or blocks. Each semester, year or block consists of a teaching period, an examination period and a vacation period. The length of the academic year is twelve calendar months; the Rector decides on the date when the academic year begins.

Credit system

The ECTS credit system is used at most higher education institutions.

Education system of the Czech Republic
Schéma vzdělávacího systému ČR



1. Nursery school / *Mateřská škola*
- Basic school / *Základní škola***
2. Primary level / *První stupeň*
3. Secondary level / *Druhý stupeň*
4. Gymnazia / *Gymnázia*
5. Secondary vocational schools / *Střední odborná učiliště*
6. Secondary technical schools / *Střední odborné školy*
7. Conservatoires / *Konzervatoře*
8. Follow-up courses / *Nástavbové studium*
9. Tertiary professional schools / *Vyšší odborné školy*
- Higher education / *Vysoké školy***
10. Master studies / *Magisterské studium*
11. Bachelor studies / *Bakalářské studium*
12. Master studies / *Magisterské studium navazující*
13. Doctoral studies / *Doktorské studium*

8. INFORMATION ON THE HIGHER EDUCATION SYSTEM IN THE REPUBLIC OF SLOVENIA

Higher education in Slovenia is regulated by the Higher Education Act (Uradni list RS, No. 32/12 – official consolidated text).

Higher Education Institutions

Courses of study are provided by public and private universities and their members – faculties, art academies and professional colleges. Private faculties and art academies as well as public and private professional colleges may also be organised as independent higher education institutions. Universities, faculties and art academies may provide all types of study programmes, while professional colleges may provide, as a rule, the first-cycle professional study programmes, but also the second-cycle programmes when meeting certain special requirements.

Pre-reform study programmes

According to the regulation in force prior to the Act Amending Higher Education Act (Uradni list RS, No. 63/04), the higher education system offered two types of undergraduate study programmes: academic study programmes (4 to 6 years) and professional study programmes (3 to 4 years). The postgraduate study programmes in place prior to the reform were as follows: specialisation study programmes (1 to 2 years), master of science or arts study programmes (2 years) and doctoral study programmes (4 years after completion of an academic study programme or 2 years after completion of a master study programme). The European Credit Transfer and Accumulation System (ECTS) has been compulsory since 2002. Studies are organised on a full- or part-time basis.

Access requirements

Access to academic study programmes is still open to holders of a matura certificate, a final examination certificate, obtained prior to 1 June 1995, or a vocational matura certificate, obtained during or after the 2001/02 academic year plus an additional examination in one of the general matura subjects. Access to higher professional study programmes is open to holders of the matura certificate, the vocational matura certificate or the final examination certificate of the four-year higher secondary or equivalent programme. Access to specialisation study programmes is open to holders of a diploma obtained in an academic or higher professional study programme. Access to master's study programmes is open to holders of the diploma obtained in academic study programme, exceptionally and subject to certain additional requirements also to holders of the higher professional diploma. Access to doctoral studies is open to holders of the diploma in academic study programmes or to holders of the master's study programme diploma.

Transfer

Transfers between the aforementioned study programmes are possible until they run out and when meeting the requirements prescribed by the Criteria for transferring between study programmes and by individual study programmes.

Qualifications, professional and academic titles

Graduates shall acquire a diploma and a professional or academic title determined in accordance with the Professional and Academic Titles Act (Uradni list RS, No. 83/03 – official consolidated text). The typical professional title for the graduates of academic study programmes is univerzitetni diplomirani ..., while the graduates in technical, teacher training and art studies acquire the title univerzitetni diplomirani inženir ..., professor ... and akademski ..., respectively. Graduates of medicine, dental medicine, pharmacology and veterinary medicine acquire the professional titles doktor medicine, doktor dentalne medicine, magister farmacije and doktor veterinarske medicine, respectively. A graduate of higher professional studies acquires the professional title diplomirani ... or diplomirani inženir ... Graduates in postgraduate study programmes acquire the professional title specialist ... and the academic titles magister znanosti/umetnosti and doktor znanosti. All professional and academic titles are published in Uradni list RS, Nos 22/99, 33/99, 57/99, 10/00, 12/01, 47/02 and 50/05.

Post-reform study programmes

The Act Amending the Higher Education Act (Uradni list RS, No. 63/04) and the Act Amending the Higher Education Act (Uradni list RS, No. 94/06) represent the legal framework for the introduction of three-cycle higher education, in accordance with the Bologna declaration. The first cycle study programmes are academic and professional study programmes. Their duration is determined by years (three to four years) and credit points (180 to 240 CPs). A total of 60 credit points may be obtained per study year, and one credit point is equivalent to 25 to 30 hours of a student's work; there are between 1500 and 1800 hours per year in total. The second cycle study programmes are master's study programmes (master's professional degree). They consist of between 60 and 120 credit points and last one

or two years. The duration of a master's study programme must be planned with regard to the duration of the first cycle study programme. The total duration in the same field of study must not exceed five years (3+2, 4+1). The second cycle study programmes also include single cycle master's study programmes. They are formed for studying professions regulated by EU directives or the legislation of the Republic of Slovenia. Where not determined differently by EU directives, these programmes are five years in duration and consist of 300 credit points. The third cycle is one type of study programme: doctoral study programmes. It lasts for three years, and the study requirements consist of 180 credit points, two thirds of which shall be acquired by research. The degrees in all three cycles can be formed as joint degrees. Studies are organised on a full- or part-time basis. Higher education institutions may organise and provide supplementary study programmes as a form of lifelong learning.

Access requirements

The access requirement for academic and single cycle master's study programmes is the matura examination, the final examination prior to 1 June 1995, or the vocational matura examination plus an additional examination for one general matura subject. The access requirement for higher professional study programmes is the matura examination, the vocational matura examination or the final examination under the four-year secondary school or equivalent programme. The general access requirement for master's study programmes is the completion of a first cycle study programme. The specific access requirements are determined by each study programme. Study programmes from corresponding fields of study must be determined, while candidates who have graduated from other fields of studies are required to acquire between 10 and 60 additional bridging credit points, depending on the difference between the fields of study. The general access requirement for doctoral study programmes is the completion of a second cycle study programme.

Transfer

Transfers between study programmes of the same cycle as well as between short-cycle higher education and first-cycle study programmes are possible when certain requirements are met. Qualifications, professional and academic titles. Graduates are granted the diploma and the professional or academic title determined in accordance with the Professional and Academic Titles Act (Uradni list RS, No. 61/06). The typical professional titles of graduates of first cycle study programmes are diplomirani ... (UN) and diplomirani ... (VS). Graduates of the second cycle master's study programme shall acquire the professional title magister, while graduates in technical, teacher training and art studies acquire the title magister inženir ..., magister profesor ... and magister akademski ..., respectively. Graduates of medicine, dental medicine, pharmacology and veterinary medicine acquire the professional titles doktor medicine, doktor dentalne medicine, magister farmacije and doktor veterinarske medicine, respectively. The completed doctoral study programme results in the diploma and academic title doktor znanosti. All professional and academic titles are published in Uradni list RS. Study programmes adopted before the 2004 Act entered into force are gradually running out; the last call for enrolment was published for the 2008/09 academic year; the studies must be completed by no later than at the end of the 2015/16 academic year.

Study programmes adopted after the 2004 amendments were introduced gradually; the process was completed by the 2009/10 academic year when exclusively modernised study programmes became available.

Relations between the pre- and post-reform types of study programmes are stipulated by the Act and the Decree on the Introduction and Use of the Standard Classification System of Education and Training (Uradni list RS, No. 46/06), as follows:

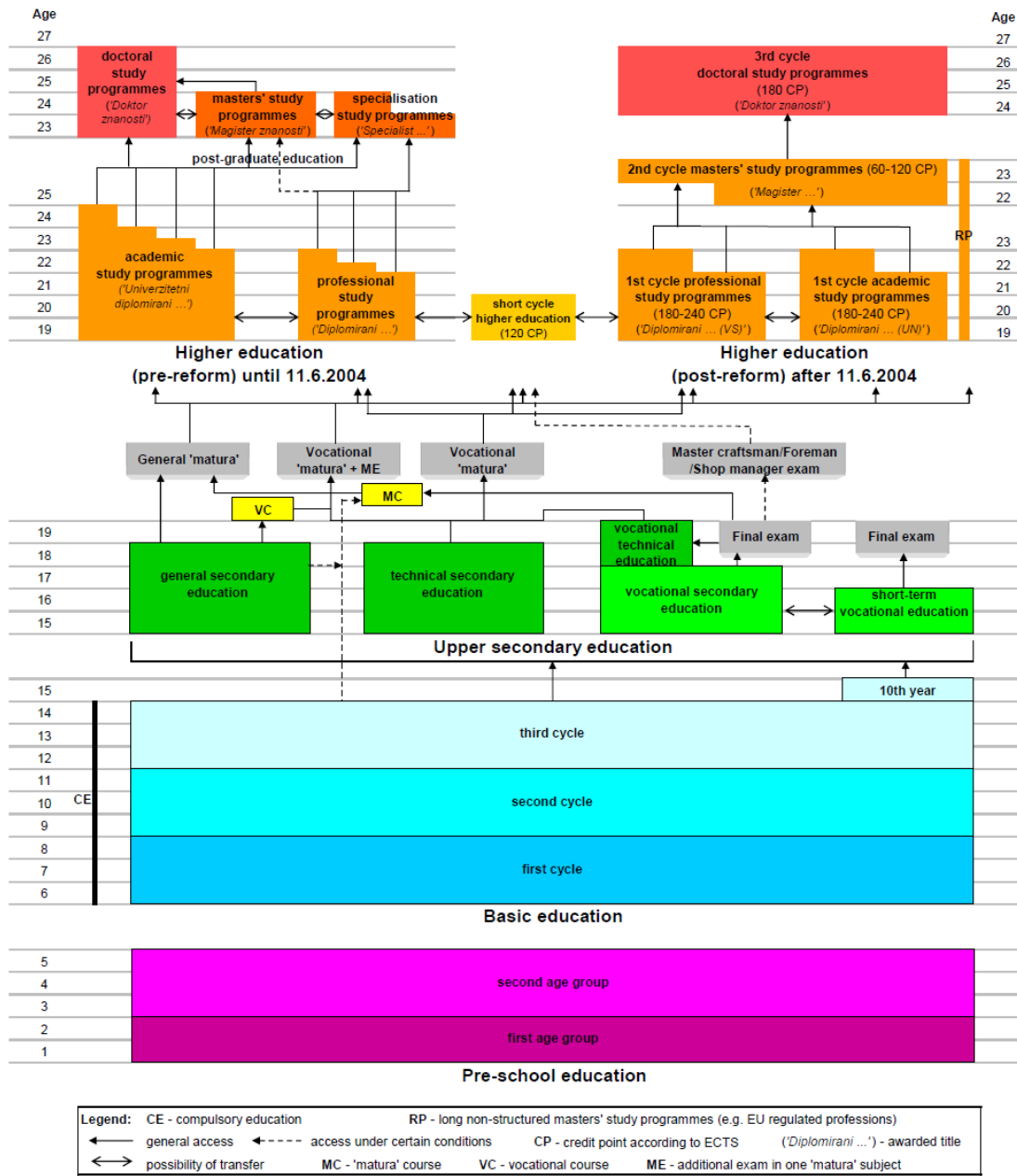
| Type of study programme pre-reform | Level | Type of study programme post-reform |
|---|-------|--|
| Professional study programmes | 6/2 | Professional study programmes (1st cycle) Academic study programmes (1st cycle) |
| Specialisation upon completing professional study programmes Academic study programmes | 7 | Master's study programmes (Master's professional degree, 2nd cycle) |
| Specialisation upon completion academic study programmes Master's degrees in science/art | 8/1 | |
| Doctoral study programmes | 8/2 | Doctoral study programmes (3rd cycle) |

Graduates of study programmes adopted before the reform may continue their studies in the second or third cycle study programmes pursuant to the Act Amending the Higher Education Act (Uradni list RS, No. 94/06) and Criteria for transferring between study programmes; the criteria are precisely determined by the study programme. Quality assurance The quality of higher education institutions and study programmes is ensured through accreditation and internal and external evaluation procedures. The accreditation, prolongement of accreditation and external evaluation of higher education institutions and study programmes is the responsibility of the Slovenian

Quality Assurance

Agency for Higher Education. Higher education institutions are responsible for internal evaluation procedures.

The Structure of Education in Slovenia



8. INFORMATION ON HIGHER EDUCATION IN NORWAY

Higher education in Norway: Legislature

The Ministry of Education and Research has the overall responsibility for higher education in Norway. Higher education is offered by four types of higher education institutions: university (*universitet*), specialized university institution (*vitenskapelig høyskole*), accredited university college (*akkreditert høyskole*), and university college with accredited study programmes (*høyskole med akkrediterte studier*). The differences between the types of higher education institutions are related to their self-accrediting authority.

All public and private higher education in Norway is subject to the Act Relating to Universities and University Colleges (Lov 2005-04-01 nr 15). An institution's right to award specific degrees and the prescribed lengths of study are codified in Regulation concerning degrees and titles (FOR 2005-12-16 nr 1574). The awarding of master's degrees is regulated by the Regulations on requirements for awarding a master's degree (FOR 2005-12-01 nr 1392).

Since 2002 Norway has adhered to the objectives of the Bologna Process in the European Higher Education Area. Most of the elements have been implemented through the reform of the Norwegian higher education system carried out in 2003. Central to the reform has been a transition from the former degree system to the bachelor's, master's and doctoral degree structure, with a few exceptions.

Norwegian higher education qualifications make up the levels from 6 to 8 of the Norwegian Qualifications Framework for Lifelong Learning (NQF) from 2011, which is the national overarching qualifications framework¹. It describes the levels of qualifications as defined by the total learning outcomes in terms of the knowledge, skills and general competence that graduates at various levels should have achieved².

NQF was referenced to the European Qualifications Framework (EQF) in 2014.

Quality assurance and accreditation of institutions and programmes The Norwegian provides external supervision and control of the quality of Norwegian higher education, as well as of all tertiary vocational education³. NOKUT accredits new study programmes, controls the existing ones, and provides a cyclic evaluation of the institutions' quality assurance systems for educational provision.

An accredited higher education institution is granted the right to offer educational provision, without having to apply to NOKUT for specific programme accreditation, in accordance with the authority that its institutional category implies:

- a) Universities may without external accreditation establish study programmes at all levels.
- b) Accredited university colleges have to apply for the accreditation of programmes at master and doctoral levels.
- c) In those fields where specialized university institutions and accredited university colleges have the right to award doctorates or corresponding degrees, they may themselves decide which study programmes and disciplines the institution shall provide.

University colleges without institutional accreditation must apply to NOKUT for accreditation of study programmes at all levels.

Lists of all accredited institutions, as well as of all accredited study programmes at the university colleges without institutional accreditation are available on www.nokut.no.

Admission requirements

The Higher Education Entrance Qualification is the successful completion of Norwegian upper secondary education with some specified courses. The Certificate of Upper Secondary Education and Training (*Vitnemål for videregående opplæring*) is based on 13 years of schooling.

Admission may also be gained by means of other qualifications recognized as being on a par with the Higher Education Entrance Qualification, such as recognition of prior learning and work experience.

Some fields of study have additional entrance requirements.

Academic credit system

All Norwegian higher education institutions use a system of credits (*studiepoeng*) for measuring study activities considered equivalent to the European Credit Transfer and Accumulation System (ECTS). 60 ECTS credits (*studiepoeng*) are allocated to the workload of a full year of academic study, equivalent to 1500-1800 hours of study. 30 ECTS credits are normally allocated to one semester's full-time study. The academic year normally lasts for 10 months and runs from August to June.

Degrees and qualifications

NQF (EQF) Level 6: Bachelor (1st cycle)

Bachelor's degree is awarded after three years of full-time study (180 ECTS). Some bachelor's degrees, in the field of music and performing arts, consist of four-year bachelor's programmes (240 ECTS). Teacher education for primary and lower secondary school, years 1-7 and years 5-10 has been a four-year professional programme (240 ECTS) prior to its reform on 1 January 2017, when it became a five-year integrated master's degree.

University college graduate (høyskolekandidat) is a two-year degree (120 ECTS), a short cycle degree within the first cycle. Holders of this degree may in some cases continue their studies in a bachelor programme and thus obtain a bachelor's degree.

NQF (EQF) Level 7: Master (2nd cycle)

Master's degree is normally obtained after two years of study (120 ECTS), following the completion of a bachelor's degree. A master's degree programme includes independent work (normally a thesis) of between 30 and 60 ECTS.

Experience-based master's degree has a scope of 90 or 120 ECTS (including independent work of at least 20 ECTS).

Integrated master's degree is a five-year study programme (300 ECTS) which results in a master's degree, with no intermediate bachelor's degree. An exception is the Master of Architecture programme at the Oslo School of Architecture and Design, which has a scope of 330 ECTS.

In the fields of medicine, psychology and theology, *professionally oriented degrees/qualifications* of six years' duration (360 ECTS) are awarded; in the field of veterinary science - after 5 ½-6 years. They have retained the title/degree *candidata/candidatus* from the former degree system.

NQF (EQF) Level 8: Doctoral degree (3rd cycle)

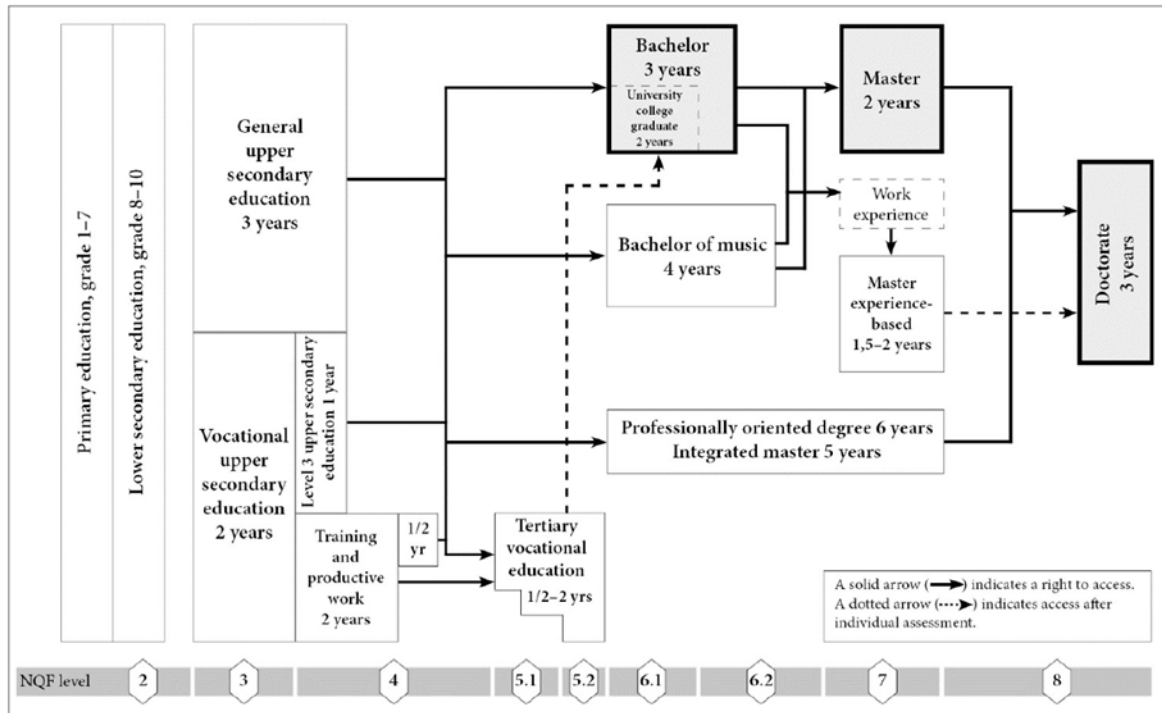
Philosophiae doctor (ph.d.), is awarded after three years of study, following the completion of a master's degree or a five to six-year professionally oriented degree/qualification.

Doctor philosophiae (dr. philos.) is conferred on graduates who have qualified for a doctoral degree on their own, without formal research training.

Diploma, artistic development programme (*kunstnerisk utviklingsprogram*) is a three-year programme in the field of creative and performing arts. Replaced on 1 February 2018 by the new doctoral degree *ph.d. i kunstnerisk utviklingsarbeid*.

Descriptions of the educational qualifications are given in the Norwegian Qualifications Framework for Lifelong Learning at www.nokut.no/nkr

The Norwegian Education System



Annex III
Transcript template

Transcript
for [name]
issued [date]

[name] is registered as a student of the Erasmus Mundus Master Course “European Master Migration and Intercultural Relations” since 1 September 2011. The joint degree programme (120 ECTS) is run by a Consortium of seven universities, composed of University of Oldenburg, Germany (coordinating institution), Ahfad University for Women, Omdurman, Sudan, Mbarara University of Science & Technology, Uganda, University of Nova Gorica, Slovenia, University of South Bohemia in České Budějovice, Czech Republic, University of Stavanger, Norway, and University of the Witwatersrand, South Africa.

Semester 1, [from to] [ECTS] [semester grade]**Module MM11, module title, ECTS, module grade**

University of Oldenburg

Courses taken, grades

Module MM12, module title, ECTS, module grade

University of Oldenburg

Courses taken, grades

Module MM13, module title, ECTS, module grade

University of Oldenburg

Courses taken, grades

Semester 2, [from to] [ECTS] [semester grade]**Module MM21, module title, ECTS, module grade**

University of Stavanger

Courses taken, grades

Module MM22, module title, ECTS, module grade

University of Stavanger

Courses taken, grades

Semester 3, [from to] [ECTS] [semester grade]**Module MM31, Project-based Internship (min. 300hrs), ECTS, module grade**

done at

Module MM32, Focus module title, ECTS, module grade

taken at

Semester 4, [from to] [ECTS] [semester grade]**Module MM41, MA Dissertation, ECTS, module grade**

titled, examined by [examiner, grade] and [examiner, grade]

[name] has been awarded the Joint Degree of Master of Arts (MA) in the Erasmus Mundus Master Course European Migration and Intercultural Relations (120 ECTS) on [date of thesis submission] with the overall grade [grade].

Coordinating institution's stamp

(EMMIR grading scheme and EMMIR Consortium contact details)