

**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), Makerere University Kampala (Uganda), Mbarara University of Science and Technology (Uganda), Univerza v Novi Gorici (Slovenia), Jihočeská univerzita v Českých Budějovicích (Czech Republic), Universitetet i Stavanger (Norway)

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

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## **A Consortium Committee**

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

(1) The Consortium Committee, constituted according to the Consortium Agreement, signed on 7 February 2011, 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.

### **§ 2a 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).

### **§ 2b Consortium Committee Selection and Examination Board**

(1) One of the two representatives per partner university is appointed to be a member of the Consortium Committee Selection and Examination 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,
- determination of the students' overall results.

(2) The Selection and Examination 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, shall have acquired

- an overview of migration processes in the past and present, their structures and consequences, including the ability to critically evaluate categories and approaches of migration research and to apply them in a reflective manner
- in-depth knowledge about theories on migration and intercultural relations/multiculturalism and the ability to contextualize them in related fields
- knowledge about and experience with research methodology/methods for transcultural contexts
- knowledge about how to design a research agenda, how to develop and conduct research projects
- other module-specific knowledge and competencies (e.g. understanding of processes of identity formation)
- understanding of the relevance of disciplinary as well as multi/inter/transdisciplinary approaches to specific research questions including the ability to position one's own and other work
- an individual profile : linking his/her disciplinary with transdisciplinary perspectives, having expert knowledge in a specific area, documented through internship and MA thesis, further accentuated by:
  - a bi/multilingual profile , applied in the context of EMMIR for research, interaction in the field (internship) and/or academic writing
  - experience in the handling of new media and communication technology
  - the ability to present work results to various audiences/in a variety of contexts
  - expertise in academic writing in English, documented in various genres (e.g. abstract, prospectus, report, research paper/thesis, book review)
  - competencies in self-management, including, for examples goal-setting and decision-making
  - the ability to engage in self-reflective interaction, including the identification and critique of power-driven, discriminatory forms of communication/interaction
  - competencies in teamwork in inter/transcultural contexts and skills around orienting oneself and working in hitherto unfamiliar areas/countries
  - knowledge of gender concepts, strategies and policies in a variety of cultural/national contexts.

The cross-cutting aim of all learning outcomes is to gain problem-solving skills and the ability of knowledge transfer.

### **§ 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:

<b>mir110</b> <b>Introduction to Migration Studies</b> Studying Global Migration in the 21 <sup>st</sup> Century (Intensive Phase) German Language and Culture	MM 11	8 ECTS
<b>mir120</b> <b>Evaluating and Developing Research Methods for Transcultural Contexts</b> Research Methods for Transcultural Contexts Migration & Intercultural Relations: Disciplinary Perspectives – Theoretical Foundations	MM 12	14 ECTS
<b>mir130</b> <b>Theorizing Historical and Contemporary Migration Processes &amp; Intercultural Relations</b> Historical Dimensions of Migration Theorizing Contemporary Migration & Intercultural Relations Global Migration – Contextualising African Migration	MM 13	8 ECTS
<b>mir210</b> <b>Emigration and Immigration: A Northern European Perspective</b> Scandinavia: Historical and Contemporary Migration Norwegian Language and Culture	MM 21	12 ECTS
<b>mir220</b> <b>Theorizing Migration and Multiculturalism, e.g.</b> 1 Migration and Integration (6 ECTS) 2 Migration, Borders and Citizenship (6 ECTS) 3 Migration, Gender, Development: African Perspectives (6 ECTS)	MM 22	18 ECTS

4 Migration, Gender, Culture (6 ECTS) 5 Controversies over Multiculturalism (6 ECTS) 6 Citizenship, Multiculturalism and Pluralism (6 ECTS)		
<b>mir310</b> <b>Project-based Internship (thematic research teams)</b>	MM 31	15 ECTS
<b>mir320</b> <b>Research Foci: Migration &amp; Multicultural Societies, e.g.</b> 1 Gender and Multiculturalism (AUW) 2 Forced Migration, Gender and (Post-)Conflict (MAK & MUST) 3 Migration and Small Nations (UNG) 4 Theory and Methods in Migration Studies (UO) 5 Representation, Ethnicity and Nation State (USB) 6 Diversity and Education (UIS)	MM 32	15 ECTS
<b>MA Dissertation</b> Proposal Colloquium Dissertation and Research Colloquium (supervision groups)	MM 41	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 a project report of around 10,000 words (25 pages). 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, a student cannot complete particular requirements on time, the Consortium Committee may allow the requirements to be completed within an extended time period. 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.

### § 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". Grading should be completed no later than three 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:

<b>A+</b> <b>A</b> <b>A-</b>	An excellent performance, clearly outstanding. The candidate demonstrates excellent judgement and a high degree of independent thinking
<b>B+</b> <b>B</b> <b>B-</b>	A very good performance. The candidate demonstrates sound judgement and a good degree of independent thinking.
<b>C+</b> <b>C</b> <b>C-</b>	A good performance in most areas. The candidate demonstrates a reasonable degree of judgement and independent thinking in the most important areas.
<b>D+</b> <b>D</b> <b>D-</b>	A satisfactory performance, but with significant shortcomings. The candidate demonstrates a limited degree of judgement and independent thinking.
<b>E+</b> <b>E</b> <b>E-</b>	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.
<b>F</b>	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	MAK, MUST	AUW	Uis	EMMIR
100	A+	A	A	A	A+
99	A+	A	A	A	A+
98	A+	A	A	A	A+
97	A+	A	A	A	A+
96	A	A	A	A	A
95	A	A	A	A	A
94	A	A	A	A	A
93	A	A	A	A	A
92	A-	A	A	A	A-
91	A-	A	A	A	A-
90	A-	A	A	A	A-
89	B+	A	A	B	B+
88	B+	A	A	B	B+
87	B+	A	A	B	B+
86	B	A	A	B	B
85	B	A	A	B	B
84	B	A	A	B	B
83	B	A	A	B	B
82	B-	A	A	B	B-
81	B-	A	A	B	B-
80	B-	A	A	B	B-
79	C+	B+	B	C	C+
78	C+	B+	B	C	C+
77	C+	B+	B	C	C+
76	C	B+	B	C	C
75	C	B+	B	C	C
74	C	B	B	C	C
73	C	B	B	C	C
72	C-	B	B	C	C-
71	C-	B	B	C	C-
70	C-	B	B	C	C-
69	D+	B	C	D	D+
68	D+	B	C	D	D+
67	D+	B	C	D	D+
66	D	B	C	D	D
65	D	B	C	D	D
64	D	C+	C	D	D
63	D	C+	C	D	D
62	D-	C+	C	D	D-
61	D-	C+	C	D	D-
60	D-	C+	C	D	D-
59	F	C	F	E	E+
58	F	C	F	E	E+
57	F	C	F	E	E+
56	F	C	F	E	E
55	F	C	F	E	E
54	F	C-	F	E	E
53	F	C-	F	E	E-
52	F	C-	F	E	E-
51	F	C-	F	E	E-
50	F	C-	F	E	E-
49	F	F	F	F	F

\*The sole 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.

(4) 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.

(5) 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.

(6) 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 MM 32 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) 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**

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.

**Annex I**  
**Degree diploma template**

In view of the Consortium Committee Agreement of 7 February 2011, 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

### Diploma Supplement

This diploma supplement follows the model developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient independent data to improve the international 'transparency' and the fair academic and professional recognition of qualifications. It is designed to provide a description of the nature, level, context 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 judgments, equivalence statements or suggestions about recognition.

#### 1 Information identifying the holder of the qualification

- 1.1 Family name(s):
- 1.2 First name(s):
- 1.3 Date, place, country of birth:
- 1.4 Student ID number:

#### 2 Information identifying the qualification

- 2.1 Name of qualification and title conferred (in original language):  
European Master in Migration and Intercultural Relations
- 2.2 Main fields 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 and English translation):
  - ةعماج دافحأل اتانبلل (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)
  - Makerere University Kampala (Uganda, public university)
  - Mbarara University of Science and Technology (Uganda, public university)
  - Universitet i Stavanger (University of Stavanger, Norway, public university)
  - Univerza v Novi Gorici (University of Nova Gorica, Slovenia, private university)
- 2.4 Name and status of institution administrating studies (in original language):  
Carl von Ossietzky Universität Oldenburg
- 2.5 Language of instruction/examination:  
English

### 3 Information on the level of the qualification

- 3.1 Level of qualification:  
Graduate/second degree; by research with dissertation
- 3.2 Official length of the programme:  
120 ECTS (2 years)
- 3.3 Access requirements:  
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 contents and results gained

- 4.1 Mode of study:  
Full-time studies including student mobility
- 4.2 Programme requirements:  
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:  
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 scheme and, if available, grade distribution guidance:

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

<b>A+</b> <b>A</b> <b>A-</b>	An excellent performance, clearly outstanding. The candidate demonstrates excellent judgement and a high degree of independent thinking
<b>B+</b> <b>B</b> <b>B-</b>	A very good performance. The candidate demonstrates sound judgement and a good degree of independent thinking.
<b>C+</b> <b>C</b> <b>C-</b>	A good performance in most areas. The candidate demonstrates a reasonable degree of judgement and independent thinking in the most important areas.
<b>D+</b> <b>D</b> <b>D-</b>	A satisfactory performance, but with significant shortcomings. The candidate demonstrates a limited degree of judgement and independent thinking.
<b>E+</b> <b>E</b> <b>E-</b>	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.
<b>F</b>	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.
- 5.2 Professional status:  
The degree documented by the Masters Certificate entitles the holder to the legally protected professional title "Master of Arts."

### 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](http://www.emmir.org)  
Ahfad University for Women: [www.ahfad.edu.sd](http://www.ahfad.edu.sd)  
Carl von Ossietzky Universität Oldenburg: [www.uni-oldenburg.de](http://www.uni-oldenburg.de)  
University of South Bohemia of České Budějovice: [www.jcu.cz](http://www.jcu.cz)  
Makerere University Kampala: [www.mak.ac.ug](http://www.mak.ac.ug)

Mbarara University of Science and Technology: [www.must.ac.ug](http://www.must.ac.ug)  
University of Stavanger: [www.uis.no](http://www.uis.no)  
University of Nova Gorica: [www.ung.si](http://www.ung.si)  
Education, Audiovisual & Culture Executive Agency: [eacea.ec.europa.eu](http://eacea.ec.europa.eu)

## **7 Certification of the supplement**

This Diploma Supplement refers to the following original documents:

Degree Certificate [date]

Transcript [date]

---

Date

Issuing institution's Official Stamp/ Stamp

**8 Information on the national higher education systems of the European institutions**

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.

**8.1 Information on the German higher education system<sup>1</sup>**

**Types of institutions and institutional status**

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

- *Universitäten* (Universities) including various specialized 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* (Universities of Applied Sciences) 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 a distinct application-oriented focus and professional character of studies, which include 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-recognized institutions. In their operations, including the organization of studies and the designation and award of degrees, they are both subject to higher education legislation.

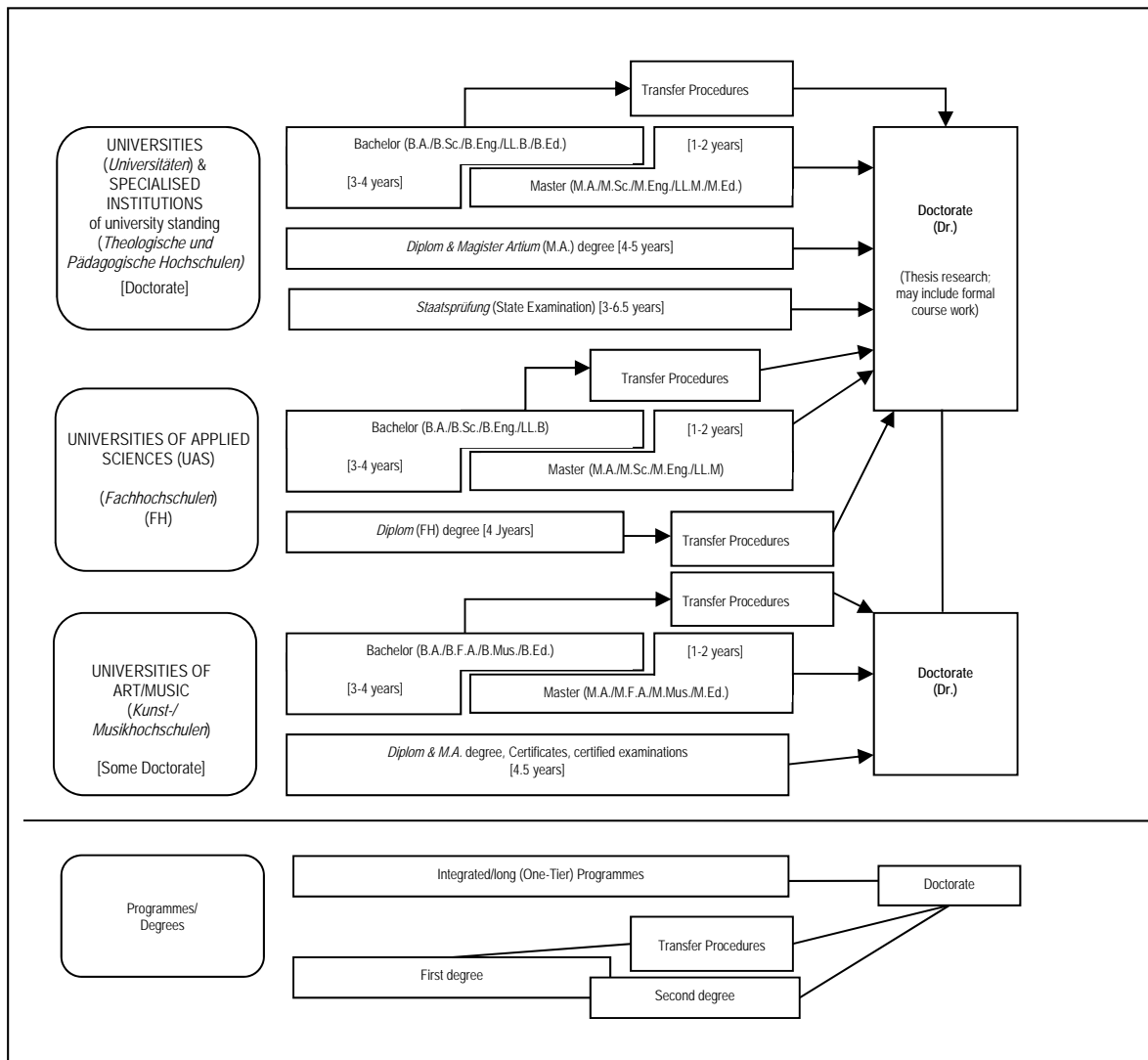
**Types of programmes and degrees awarded**

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, a scheme of first- and second-level degree programmes (Bachelor and Master) was introduced to be offered parallel to or instead of integrated "long" programmes. These programmes are designed to provide enlarged variety and flexibility to students in planning and pursuing educational objectives, they also enhance international compatibility of studies.

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

The



<sup>3</sup> German Qualification Framework for Higher Education Degrees describes the degrees of the German Higher Education System. It

contains the classification of the qualification levels as well as the resulting qualifications and competencies of the graduates. For details cf. Sec 8.4.1, 8.4.2 and 8.4.3. Tab. 1 respectively. Table 1 provides a synoptic summary.

#### Approval/Accreditation of programmes and degrees

To ensure quality and comparability of qualifications, the organization 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).<sup>4</sup> In 1999, a system of accreditation for programmes of study has become operational under the control of an Accreditation Council at national level. All new programmes have to be accredited under this scheme; after a successful accreditation they receive the quality-label of the Accreditation Council.<sup>5</sup>

#### Organisation and structure of studies

The following programmes apply to all three types of institutions. Bachelor's and Master's study courses 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 organization 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.

#### Bachelor

Bachelor degree study programmes lay the academic foundations, provide methodological skills and lead to qualifications related to the professional field. The Bachelor degree is awarded after 3 to 4 years.

The Bachelor degree programme includes a thesis requirement. Study courses leading to the Bachelor degree must be accredited according to the Law establishing a Foundation for the Accreditation of Study Programmes in Germany.<sup>6</sup>

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.).

#### Master

Master is the second degree after another 1 to 2 years. Master study programmes must be differentiated by the profile types "more practice-oriented" and "more research-oriented". Higher Education Institutions define the profile of each Master study programme.

The Master degree study programme includes a thesis requirement. Study programmes leading to the Master degree must be accredited according to the Law establishing a Foundation for the Accreditation of Study Programmes in Germany.<sup>7</sup>

Second degree programmes (Master) lead to Master of Arts (M.A.), Master of Science (M.Sc.), Master of Engineering (M.Eng.), Master of Laws (LL.M.), Master of Fine Arts (M.F.A.), Master of Music (M.Mus.) or Master of Education (M.Ed.). Master study programmes, which are designed for continuing education or which do not build on the preceding Bachelor study programmes in terms of their content, may carry other designations (e.g. MBA).

#### 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 level.

- Integrated studies at *Universitäten* (U) last 4 to 5 years (*Diplom* degree, *Magister Artium*) or 3 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, pharmaceutical and teaching professions are completed by a *Staatsprüfung*.

The three qualifications (*Diplom*, *Magister Artium* and *Staatsprüfung*) are academically equivalent. 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)/Universities of Applied Sciences (UAS) last 4 years and lead to a *Diplom* (FH) degree. While the FH/UAS are non-doctorate granting institutions, qualified graduates may apply for admission to doctoral studies at doctorate-granting institutions, cf. Sec. 8.5.

- Studies at *Kunst- und 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.

#### Doctorate

Universities as well as specialised institutions of university standing and some Universities of Art/Music are doctorate-granting institutions. Formal prerequisite for admission to doctoral work is a qualified Master (UAS and U), a *Magister* degree, a *Diplom*, a *Staatsprüfung*, or a foreign equivalent. Particularly qualified holders of a Bachelor 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.

#### 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 institutions may already use the ECTS grading scheme, which operates with the levels A (best 10 %), B (next 25 %), C (next 30 %), D (next 25 %), and E (next 10 %).

#### 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 to particular disciplines. Access to *Fachhochschulen* (UAS) is also possible with a *Fachhochschulreife*, which can usually be acquired after 12 years of schooling. Admission to Universities of Art/Music may be based on other or require additional evidence demonstrating individual aptitude.

Higher Education Institutions may in certain cases apply additional admission procedures.

#### 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]; Lennéstrasse 6, D-53113 Bonn; Fax: +49[0]228/501-229; Phone: +49[0]228/501-0

- Central Office for Foreign Education (ZaB) as German NARIC; www.kmk.org; E-Mail: zab@kmk.org

- "Documentation and Educational Information Service" as German EURYDICE-Unit, providing the national dossier on the education system (www.kmk.org/doku/bildungswesen.htm; E-Mail: eurydice@kmk.org)

- *Hochschulrektorenkonferenz* (HRK) [German Rectors' Conference]; Ahrstrasse 39, D-53175 Bonn; Fax: +49[0]228/887-110; Phone: +49[0]228/887-0; 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](http://www.higher-education-compass.de))

<sup>1</sup> The information covers only aspects directly relevant to purposes of the Diploma Supplement. All information as of 1 December 2008.

<sup>2</sup> *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 recognized as an academic degree if they are accredited by a German accreditation agency

<sup>3</sup> German Qualification 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 21.04.2005)

<sup>4</sup> Common structural guidelines of the *Länder* as set out in Article 9 Clause 2 of the Framework Act for Higher Education (HRG) for the accreditation of Bachelor's and Master's study courses (Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany of 10.10. 2003, as amended on 18.9.2008)

<sup>5</sup> "Law establishing a Foundation 'Foundation for the Accreditation of Study Programmes in Germany'", entered into force as from 26.2.2005,

GV. NRW. 2005, nr. 5, p. 45 in connection with the Declaration of the *Länder* to the Foundation "Foundation: Foundation for the Accreditation of Study Programmes in Germany" (Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany of 16.12.2004

<sup>6</sup> See note No 5

## 8.2 Information on Higher Education in Norway

### Higher Education in Norway

All public and private higher education in Norway is subject to Act No. 15 of 1 April 2005 relating to Universities and University Colleges.

Higher education institutions comprise of universities, specialized university institutions, university colleges, and various private higher education institutions with recognised study programmes. Approximately 90% of the students in Norway attend state institutions. Norway introduced bachelor's, master's and PhD degrees in 2002. Regulations covering these degrees, professional qualifications/titles awarded by the institutions and prescribed length of study, are codified in Royal Decree number 1574 of 16 December 2005.

### Accreditation and evaluation

All institutions of higher education are subject to the authority of the Ministry of Education and Research. The Norwegian Agency for Quality Assurance in Education (NOKUT), an independent national agency for the accreditation and evaluation of higher education, is responsible for assessing the quality of study programmes and institutions. The agency has accreditation powers for all higher education in Norway.☐

### Admission requirements for higher education

Minimum requirement for admission to higher education is the successful completion of Norwegian upper secondary education (13 years of schooling, extended from 12 years from 1997). Upon graduation pupils are presented with the Upper Secondary School Leaving Certificate. Alternatively, admission may be gained by means of other qualifications recognised as being equivalent to the general matriculation standard. Some fields of study have additional entrance requirements.

### Degrees and qualifications

- The "Høgskolekandidat" degree is obtained after two years of study (120 "studiepoeng"/ECTS). Holders of this degree may continue their studies and obtain a bachelor's degree. This degree is offered at state university colleges and a few other institutions.☐

- The Bachelor's degree is awarded by all state universities, specialized university institutions, university colleges and a good number of other higher education institutions, both private and public. The nominal length of studies required to obtain this degree is three years of study (180 "studiepoeng"/ECTS).

- The Master's degree is awarded by state universities, specialized university institutions, several university colleges and some private institutions. The degree is normally obtained after two years of study (120 "studiepoeng"/ECTS), following the completion of a bachelor's degree. An important part of this degree is the independent work/thesis, earning between 30 and 60 "studiepoeng"/ECTS credits.☐

- In the fields of medicine, psychology, veterinary science and theology professionally oriented degrees/qualifications are awarded after completing six years of studies.☐

- The Doctoral degree Philosophiae Doctor PhD is awarded after three years of study, following the completion of a master's degree or a six-year professionally oriented degree/qualification. Doctoral programmes are offered by all universities and specialized university institutions, by some state university colleges and also by a few private institutions.

There are a few exceptions to this degree structure. These are listed in the diagram below.

### Credit system and grading

The academic year normally runs from mid-August to mid-June and lasts for 10 months. Courses are measured in "studiepoeng", considered equivalent to the European Credit Transfer System standard (ECTS credits). The full-time workload for one academic year is 1500-1800 hours of study/60 "studiepoeng".

Grades for undergraduate and postgraduate examinations are awarded according to a graded scale from A (highest) to F (lowest), with E as the minimum pass grade. A pass/fail mark is given for some examinations.

A – Excellent – An excellent performance, clearly outstanding. The candidate demonstrates excellent judgement and a very high degree of independent thinking.

B – Very good – A very good performance. The candidate demonstrates sound judgement and a high degree of independent thinking.

C – Good – A good performance in most areas. The candidate demonstrates a reasonable degree of judgement and independent thinking in the most important areas.

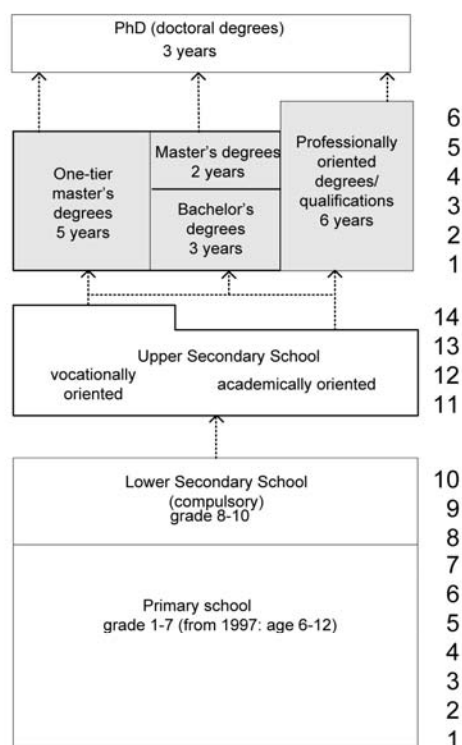
D – Satisfactory – A satisfactory performance, but with significant shortcomings. The candidate demonstrates a limited degree of judgement and independent thinking.

E – Sufficient – A performance that meets the minimum criteria, but no more. The candidate demonstrates a very limited degree of judgement and independent thinking.

F – Fail – A performance that does not meet the minimum academic criteria. The candidate demonstrates an absence of both judgement and independent thinking.

Table 2: The Structure of the Norwegian Educational System

### The Structure of the Norwegian Educational System and Degrees



Exceptions:  
 Master's degree in architecture from Oslo School of Architecture and Design, Oslo: 5 ½ years  
 Master's degrees of 1-1 ½ years duration  
 Bachelor's degrees of 4 years duration (music)  
 General Teacher Training: 4 years  
 Høgskolekandidat degree: 2 years

### 8.3 Information on the Higher Education System in the Republic of Slovenia

#### The Higher Education System in the Republic of Slovenia

Higher education in Slovenia is regulated by the Higher Education Act (Uradni list RS, No. 119/06 – officially consolidated text). The consolidated text consists of the Higher Education Act (Uradni list RS, No. 67/93) and its changes and amendments published in Uradni list RS, Nos. 99/99, 64/01, 100/03, 63/04 and 94/06.

#### Higher Education Institutions

The studies 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 be organised also 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 before 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, of 4 to 6 years' duration, and professional study programmes, of 3 to 4 years' duration. The postgraduate study programmes before the reform were: specialisation study programmes, of 1 to 2' years duration, master of science or arts study programmes, of 2 years' duration, and doctoral study programmes. The latter last 4 years after the completed academic studies or 2 years after the completed master study programme. Credit system of studies (ECTS) has been compulsory since 2002. Studies are organised as full-time or part-time studies.

#### Access requirements

Access to academic study programmes is still open to holders of the matura certificate, the final examination certificate, obtained prior to 1 June 1995, or the vocational matura certificate, obtained in or after the academic year 2001/2002 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 the diploma obtained in an academic or higher professional study programme. Access to masters' 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 masters' study programme diploma.

#### Transfer

Transfers between academic study programmes and higher professional programmes as well as between shortcycle higher education and higher professional or academic study programmes are possible when meeting the requirements prescribed by the criteria of the Council of the Republic of Slovenia for Higher Education and by individual study programmes. Transfers between the specialisation study programmes and masters' programmes in science/arts are possible, too.

#### 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 – officially 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 ..., profesor..., akademski... The graduates of medicine, dental medicine, pharmacy and veterinary medicine acquire professional titles doktor medicine, doktor dentalne medicine, magister farmacije, doktor veterinarske medicine. A graduate of higher professional studies acquires the professional title diplomirani ... or diplomirani inženir ... Graduates in post-graduate study programmes acquire the professional title specialist ... and 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. Professional and academic titles acquired abroad may be used if the diploma demonstrating the acquirement of the title is recognised in the Republic of Slovenia.

#### Post-reform study programmes

Act Amending the Higher Education Act (Uradni list RS, No. 63/04) and Act Amending the Higher Education Act (Uradni list RS, No. 94/06) represent the legal framework for the introduction of the 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 CP). 60 credit points may be obtained per study year, 1 credit point consists of 25 to 30 hours of a student's work; there are from 1500 to 1800 hours per year in total. The second cycle study programmes are masters' study programmes (masters' professional degree). They consist of 60 to 120 credit points and last from one to two years. The duration of an individual masters' 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 include also single cycle masters' study programmes. They are formed for studying professions regulated by the EU directives or the legislation of the Republic of Slovenia. Where not determined differently by the EU directives, these programmes are of five years' duration and consist of 300 credit points. The third cycle is one type of a study programme: doctoral study programmes. It lasts for three years, 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. Higher education institutions may organise and provide supplementary study programmes as a form of lifelong learning. Studies are organised as full-time or part-time studies.

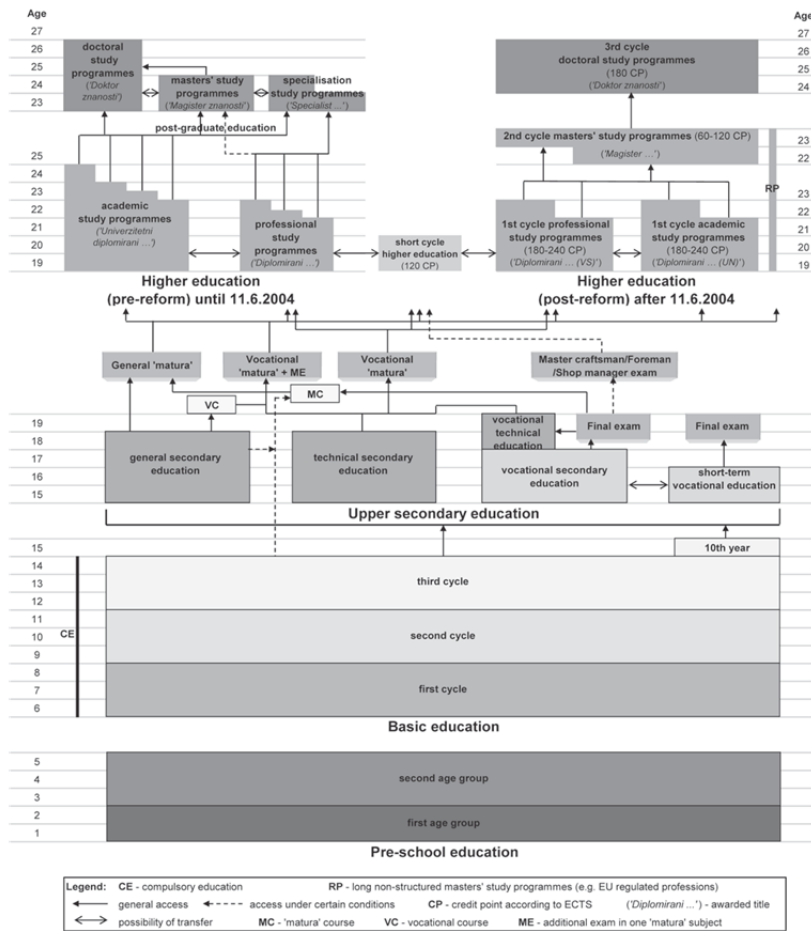
#### Access requirements

Access requirement to academic and single cycle masters' study programmes is the matura examination, final examination prior to 1 June 1995, or the vocational matura examination plus an additional examination for one general matura subject. Access requirement to 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 masters' study programmes is a completed first cycle study programme. Specific access requirements are determined by individual study programmes. Study programmes from corresponding fields of study must be determined, while candidates who graduated from other fields of studies are required to acquire from 10 to 60 additional



**Table 3: The Structure of Education in Slovenia**

The Structure of Education in Slovenia



**8.4 Information on Higher Education in the Czech Republic**

**Higher Education Institutions**

Higher education institutions form the highest level of Czech education. They offer accredited study programmes at three levels - bachelor, master, 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 study programmes (bachelor, master and doctoral) and carry out associated scholarly, research, developmental, artistic or other creative activities. Non university-type higher education institutions offer mainly bachelor study programmes, but may also provide master study 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) are under the responsibility of the Ministry of Defence and the Ministry of the Interior respectively. A list of HE institutions is available at: [www.csvs.cz/adresar\\_vs/adresy\\_vs.php](http://www.csvs.cz/adresar_vs/adresy_vs.php) or [www.naric.cz/HigherDB](http://www.naric.cz/HigherDB).

Higher education is provided within the framework of accredited study programmes in accordance with the relevant curricula and forms of studies. The form of study can be full-time, part-time (distance) or a combination of both. Access to bachelor studies is conditional on completing secondary education with a final examination (*maturitní zkouška*). Access to a master study programme is conditional on graduating from a bachelor study programme, while access to a doctoral study programme is conditional on graduating from a master study programme.

**Higher Education Qualifications**

The qualification structure recognises bachelor, master and doctoral levels.

A **bachelor study programme** (*bakalářský studijní program*) aims at qualifying to enter a profession or a master study programme. It takes 3 or 4 years (180-240 ECTS credits). Graduates receive the academic degree *bakalář umění* (BcA.) in the field of arts, and *bakalář* (Bc.) in other fields. The study programme must be completed in due form with a final state examination, which usually includes the presentation and defence of a bachelor thesis.

A **master study programme** (*magisterský studijní program*) follows a bachelor study programme. The length is 1 – 3 years (60 – 180 ECTS credits). In selected fields, where the nature of the study programme so requires (medicine, dentistry, veterinary medicine, law etc.) a master study programme need not follow on from a bachelor programme. In this case, the programme lasts 4 - 6 years (240 – 360 ECTS credits). Admission to these study programmes is conditional on passing the "maturita" examination (see access to bachelor studies).

Graduates of a master study programme have to take a final state examination and present and defend a diploma thesis. The studies in the field of medicine, dental medicine, veterinary medicine and hygiene are completed by a so-called "rigorous" (*rigorózní*) state examination including the public presentation and defence of a thesis.

The studies in a master programme lead to the academic degree:

- *magistr* (Mgr.) – Master in humanities, sciences, law, teacher education, pharmacy and theology;
- *magistr umění* (MGA.) – Master of Arts in the field of art;

- *inženýr* (Ing.) – Engineer in the field of economics, technical sciences and technologies, agriculture, forestry and in military fields of study;
- *inženýr architekt* (Ing.arch.) – Engineer Architect in the field of architecture;
- *doktor medicíny* (MUDr.) – Doctor of Medicine
- *zubní lékař* (MDDr.) – Doctor of Dental Medicine
- *doktor veterinární medicíny* (MVDr.) – Doctor of Veterinary Medicine in the field of veterinary medicine and hygiene

A course in dental medicine lasts 5 years. Courses in human medicine and veterinary medicine last 6 years. They are run by university medical faculties and faculties of veterinary medicine.

Holders of the academic degree *magistr* can pass a “*rigorózní*” state examination in the same field and present and defend a thesis. If completed successfully the following academic degrees are awarded:

- *doktor práv* (JUDr.) – in the field of law;
- *doktor filozofie* (PhDr.) – in the field of humanities, teacher education and social sciences;
- *doktor přírodních věd* (RNDr.) – in the field of natural sciences;
- *doktor farmacie* (PharmDr.) – in the field of pharmacy;
- *licenciát teologie* (ThLic.) – in the field of Catholic theology;
- *licenciát teologie* (ThLic.) or *doktor teologie* (ThDr.) in the field of theology except Catholic theology.

All the titles mentioned above are awarded at master level and written in front of the name.

The standard length of a **doctoral study programme** (*doktorský studijní program*) is 3 to 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 research the results of 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.

These titles are written behind the name.

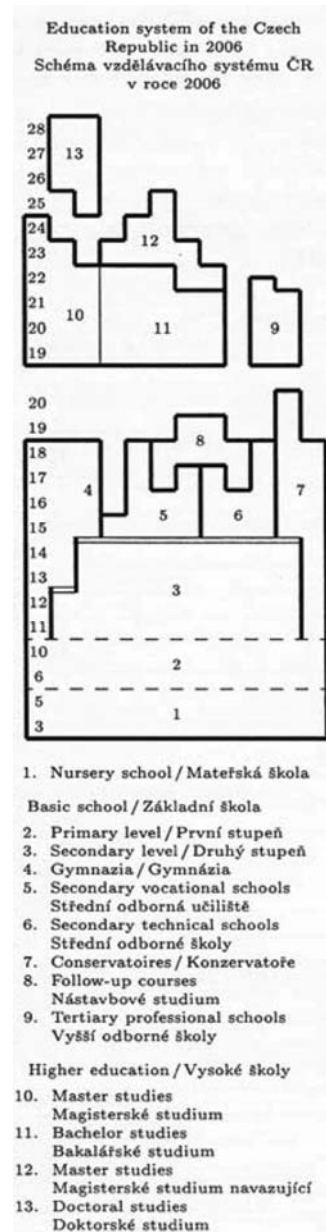
#### Academic year

The academic year starts on September 1 and ends on August 31 of the following year. It comprises a winter semester and a summer semester. The organization of the academic year is regulated by the relevant higher education institution’s statutes.

#### Credit system

A credit system (ECTS or a comparable system) is used at most higher education institutions.

Table 4: Education System of the Czech Republic



## **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, Makerere University Kampala, Uganda, Mbarara University of Science & Technology, Uganda, University of Nova Gorica, Slovenia, University of South Bohemia in České Budějovice, Czech Republic, and University of Stavanger, Norway.

#### **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)