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Curriculum für das „Joint International Master’s Programme in Sustainable Development“

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Die Änderungen betreffen:

1. Aufnahme der Universität Stellenbosch (Südafrika) und der Universität Teri (Indien) als Kooperationspartner. Diese werden auch Mobilitätspartner
2. Änderung des akademischen Grades der Kooperationspartner Ca' Foscari Universität Venedig und der Universität Utrecht
3. Ergänzung des Lehrangebots und der Lehrveranstaltungstypen in Bezug auf die Universität Stellenbosch und die Universität TERI
4. Geringfügige Änderungen in den Prüfungsfächern § 2 Gliederung des Studiums auf Grund von Anpassungen an das aktuelle Lehrangebot
5. Änderung der Übergangsbestimmungen laut § 6
6. Des Weiteren diverse redaktionelle Änderungen

Curriculum für das „Joint International Master's Programme in Sustainable Development“ (Doppeldiplom-Programm gemäß § 51 Abs. 2 Z 27 UG 2002)

Genehmigt vom Senat der Karl-Franzens-Universität Graz, Österreich am 15. Mai 2013
Genehmigt vom Senat der Ca' Foscari Universität Venedig, Italien am _____
Genehmigt vom Senat der Universität Leipzig, Deutschland am _____
Genehmigt vom Board der Fakultät für Erdwissenschaften der Universität Utrecht, Niederlande am _____

Einleitung

Seit den Weltumweltkonferenzen von Rio de Janeiro im Jahr 1992 ist nachhaltige Entwicklung - d.h. eine Entwicklung, die der Umwelt mit Verantwortung begegnet – zu einem international anerkannten Grundsatz geworden, dessen Umsetzung sich zahlreiche Nationen verschrieben haben. Viele Wege führen dorthin, so z.B. das Recyceln von Materialien, der verantwortungsvolle Umgang mit natürlichen Ressourcen, das Entwickeln umweltbewusster Konsumationsmuster, das Wecken sozialen Verantwortungsbewusstseins in Betrieben sowie die Schwerpunktlegung auf die Qualität der gestalteten Umwelt. Nachhaltige Entwicklung ist Ausdruck des Wunsches nach einer Abstimmung der ökonomischen und sozialen Entwicklung mit den Belastbarkeitsgrenzen unserer physikalischen Umwelt, sowohl in der Gegenwart und als auch in der Zukunft.

Das Thema der nachhaltigen Entwicklung genießt hohe Priorität auf der internationalen politischen und wissenschaftlichen Tagesordnung. Es handelt sich hierbei auch um ein grenzüberschreitendes Thema, da kein Problem, das aus der Beziehung zwischen Umwelt und Entwicklung entsteht, an der Grenze eines Landes halt macht. Das Konzept der 'nachhaltigen Entwicklung' hat eine weitreichende Bedeutung. Es besteht die internationale Verpflichtung, den Nutzen ökonomischer und sozialer Entwicklung sorgfältig gegen mögliche Umweltbelastungen abzuwägen. Ein guter Weg, sich mit dieser Thematik zu beschäftigen, ist es, talentierte Studierende in einem internationalen Rahmen mit dieser Problematik zu konfrontieren. Das Joint Masterstudium in Sustainable Development bietet einen exzellenten Rahmen für Studierende, sich den Themen der Nachhaltigkeit von einer interdisziplinären Perspektive aus zu nähern. Der Schwerpunkt liegt darin, die Kompetenzen auf Fragestellungen rund um nachhaltige Entwicklung und die Bedürfnisse und Möglichkeiten des gesellschaftlichen Wandels anzuwenden. Das Studium vereint die Stärken und Spezialisierungen in Lehre und Spitzenforschung von acht Universitäten und ermöglicht den Studierenden somit ein Studium, das in den Ländern der Konsortiumspartner anerkannt wird. Während sich die

Beschäftigungsfähigkeit der Studierenden im privatwirtschaftlichen, öffentlichen und halb-öffentlichen Bereich erhöht, wird ihnen auch die Möglichkeit geboten, ein Doktoratsstudium anzuschließen.

§ 1 Allgemeine Bestimmungen

Das Curriculum für das Joint Masterstudium wurde gemeinsam von den folgenden acht Partneruniversitäten unter der Schirmherrschaft der Karl-Franzens-Universität Graz, Österreich entwickelt: **Karl-Franzens-Universität Graz, Ca' Foscari Universität Venedig, Universität Leipzig, Universität Utrecht, Universität Basel Universität Hiroshima, Universität Stellenbosch und Universität TERI.**

Sofern nicht andere für die KooperationspartnerInnen verbindliche rechtliche Regelungen bestehen, gilt für dieses Curriculum das Studienrecht des Universitätsgesetzes 2002 und der an der Universität Graz gültigen Satzung.

(1) Status der Kooperationspartner

Die folgenden acht Universitäten haben gemeinsam ein „International Joint Master’s Programme in Sustainable Development“ ausgearbeitet:

- **Karl-Franzens-Universität Graz** (Österreich, koordinierende Universität), vertreten durch Ao.Univ.-Prof. Alfred Posch (akademischer Vertreter), Institut für Systemwissenschaften, Innovations- und Nachhaltigkeitsforschung, Merangasse 18 A-8010 Graz,
- **Ca' Foscari Universität Venedig** (Italien), vertreten durch Prof. Roberto Pastres (wissenschaftlicher Vertreter), Department of Environmental Sciences, Informatics and Statistics, Dorsoduro 2137 – 30123 Venezia,
- **Universität Leipzig** (Deutschland), vertreten durch Prof. Robert Holländer (akademischer Vertreter), Wirtschaftswissenschaftliche Fakultät, Institut für Infrastruktur und Ressourcenmanagement, Grimmaische Strasse 12., 04109 Leipzig,
- **Universität Utrecht** (Niederlande), vertreten durch Dr. Walter Vermeulen(wissenschaftlicher Vertreter), Programmleiter des Masterstudiums in „Sustainable Development“, Fakultät für Erdwissenschaften, P.O. Box 80115, 3508 TC Utrecht,
- **Universität Basel** (Schweiz), vertreten durch Prof. Dr. phil. Paul Burger (akademischer Vertreter), Fakultät für Sozialwissenschaften, Sustainability Research, Klingelbergstraße 50, CH-4056 Basel,
- **Universität Hiroshima** (Japan), vertreten durch Prof. Takao Yamashita (wissenschaftlicher Vertreter), Graduate School for International Development and Cooperation, 1-5-1 Kagamiyama, Higashi-Hiroshima, 739-8529,
- **Universität Stellenbosch** (Südafrika), vertreten durch Prof Alan Brent (wissenschaftlicher Vertreter), School of Public Leadership, Sustainability Institute, R310 Baden Powell Drive, PO Box 162 Lynedoch. 7603 Stellenbosch,
- **Universität TERI** (Indien), vertreten durch Prof M V Shiju (wissenschaftlicher Vertreter), Department of Policy Studies, Institutional Area, Vasant Kunj, New Delhi – 110 070.

(1.1) Titelverleihende Partnerinnen und Partner

Von den acht Partneruniversitäten, die das Studium entwickeln, sind die folgenden vier Universitäten „Titelverleihende Partnerinnen und Partner“:

- **Karl-Franzens-Universität Graz** (Österreich), rechtliche Vertreterin: Univ.-Prof. Dr. Christa Neuper, Rektorin,
- **Ca' Foscari Universität Venedig** (Italien), rechtlicher Vertreter: Prof. Carlo Carraro, Rektor,
- **Universität Leipzig** (Deutschland), rechtliche Vertreterin: Prof. Dr. med. Beate Schücking, Rektorin,

- **Universität Utrecht** (Niederlande), rechtlicher Vertreter: Ronald van Kempen, Dekan der Fakultät für Erdwissenschaften.

Diese vier Universitäten verleihen einen Joint Master in Sustainable Development als einen in den betreffenden Staaten anerkannten Mastergrad.

(Vergleiche Kooperationsvertrag, § 2)

(1.2) MobilitätspartnerInnen – Nicht-titelverleihende PartnerInnen

Die folgenden Universitäten sind MobilitätspartnerInnen:

- **Universität Basel** (Schweiz), rechtliche Vertreterin: Prof. Dr. Claudia Opitz-Belakhal, Dekanin der *Philosophisch-Historischen Fakultät*,
 - **Universität Hiroshima** (Japan), rechtlicher Vertreter: Prof. Toshimasa Asahara, Rektor,
 - **Universität Stellenbosch** (Südafrika), rechtlicher Vertreter: Prof Eugene Cloete, Vizerektor (Research)
 - **Universität TERI** (Indien), rechtlicher Vertreter: Gp. Capt. Rajiv Seth (Retd.), Registrar
- Details dazu finden sich in den Verträgen zwischen den Mobilitätsuniversitäten und dem Konsortium.

(Vergleiche Kooperationsvertrag, § 2)

(2) Ziel des „Joint International Master’s Programme in Sustainable Development“

Zielsetzung des „Joint International Master’s Programme in Sustainable Development“ ist es, ein internationales und interdisziplinäres Joint Masterstudium von höchster Qualität anzubieten, das es den Teilnehmern bzw. Teilnehmerinnen ermöglicht, wesentlich zum Wandel der Gesellschaft in Richtung Nachhaltigkeit beizutragen. Das Joint Masterstudium legt großen Wert sowohl auf die Forschung als auch auf Interventionsstrategien, es fördert die Fähigkeit zum wissenschaftlichen Arbeiten und besonders den methodologisch korrekten Zugang zur Problemlösung, vor allem im inter- und transdisziplinären Rahmen.

Das Joint Masterstudium bereitet die Studierenden auf ein Doktoratsstudium vor und schließlich auf Berufe in der wissenschaftlichen Forschung. Die gesellschaftliche Ausrichtung des Studiums sorgt weiters für eine gute Vorbereitung der Absolventen bzw. Absolventinnen auf Berufszweige, die nicht direkt mit wissenschaftlicher Forschung zu tun haben. Sie können Beschäftigung in der Privatwirtschaft und im öffentlichen Raum finden (EU, nationale, regionale und lokale Regierungsebene) so wie in Beratungsfirmen und bei NGOs. Im Zuge ihrer beruflichen Laufbahn sollen die Absolventen bzw. Absolventinnen imstande sein, leitende Positionen einzunehmen, besonders in Hinblick auf die Integration von Wissen und Methodik und im Bereich des Change Management (hier speziell bei komplexen Prozessabläufen im gesellschaftlichen Wandel).

(2.1) Bildungsziele:

Gemäß den Dublin Descriptors wird der Mastergrad an Studierende verliehen, die

- die Dynamik, Komplexität und Wechselwirkung zwischen natürlichen, sozialen und ökonomischen Prozessen und Systemen in Hinblick auf nachhaltige Entwicklung verstehen
- imstande sind, Themen aus dem Bereich nachhaltige Entwicklung von einer multidisziplinären Perspektive aus zu analysieren
- über umfassende wissenschaftliche Kompetenzen verfügen
- mit genügend Arbeitsmethoden und –instrumenten vertraut sind und diese in der wissenschaftlichen Forschung und Anwendung einsetzen können
- in der Lage sind, ihr Wissen und ihre wissenschaftlichen Fähigkeiten in inter- und transdisziplinären Teams auf komplexe Themenbereiche anzuwenden, die die nötigen sozialen Kompetenzen aufweisen (z.B. Schreiben, Diskutieren, Konfliktmanagement, Teamwork,

Projektmanagement) und daher imstande sind, einen beträchtlichen Beitrag zum Wandel in Richtung nachhaltige Gesellschaft zu leisten

- selbstständig wissenschaftlich forschen und die Ergebnisse einer wissenschaftlichen Untersuchung in die Form eines wissenschaftlichen Artikels oder einer ähnlichen Publikation bringen können.

(2.2) Wissenschaftliche Perspektiven

Von den Partneruniversitäten werden verschiedene Spezialisierungen angeboten. Innerhalb jedes einzelnen dieser Module hängen die Schwerpunktsetzung und damit die mögliche Spezialisierung der Studierenden von deren individueller Bachelorausbildung ab (siehe Modulbeschreibungen in Anhang 1).

(2.3) Berufsfelder: Relevanz des Studiums für Arbeitsmarkt und weiterführende Studien

Berufsfelder, für die Kompetenzen entwickelt werden, hängen sehr stark von der letztlich gewählten Spezialisierung ab und schließen den akademischen, privatwirtschaftlichen, öffentlichen und halb-öffentlichen Bereich mit ein. Typische Berufsfelder für Absolventen bzw. Absolventinnen sind:

- Innovationsmanagement
- Internationale Organisationen
- Lehre, Aus- und Fortbildung
- Ökologische Geschäftsführung
- Qualitätsmanagement
- Raumordnung und Stadtplanung
- Umwelt, Gesundheit und Sicherheit
- Unternehmensberatung
- Wirtschaftsmanagement
- Wissenschaftliche Forschung

(Die oben genannten Berufsfelder wurden alphabetisch und nicht nach Prioritäten geordnet.)

(3) Dauer des Studiums

Allen von den Studierenden erbrachten Leistungen, zu denen auch der Selbststudienanteil und die Kontaktstunden zählen, werden ECTS-Anrechnungspunkte zugeteilt. Das Joint Masterstudium umfasst 120 ECTS-Anrechnungspunkte, was einer Studiendauer von vier Semestern bzw. zwei Jahren entspricht (gemäß den jeweils geltenden Bestimmungen an den Partneruniversitäten).

Mindestens 60 ECTS-Anrechnungspunkte inkl. der Masterarbeit müssen an der Universität der Zulassung absolviert werden. Mindestens 30 ECTS-Anrechnungspunkte müssen verpflichtend an einer der Partneruniversitäten erworben werden.

(4) Akademischer Grad

Studierenden, die das Joint Masterstudium „International Joint Master’s Programme in Sustainable Development“ abschließen, wird nach den studienrechtlichen Regelungen an der Universität der Zulassung der Mastergrad „Joint Master of Sustainable Development“ verliehen, welcher in den Ländern der Partneruniversitäten als gleichwertiger Abschluss eines entsprechenden Masterstudiums gilt:

Österreich:	Master of Science	MSc
Deutschland:	Master of Science	MSc
Italien:	Laurea magistrale	LM
Niederlande:	Master of Science	MSc

Ein Joint Degree wird von der Universität Graz und der Universität Leipzig nach Erfüllung der jeweiligen rechtlichen Voraussetzung verliehen.

Ein Double Degree wird von der Universität Utrecht und der Ca' Foscari Universität Venedig nach Erfüllung der jeweiligen rechtlichen Voraussetzung verliehen (siehe Annex 4).

.(5) Offizielle Lehrveranstaltungstypen

Darunter fallen Vorlesungen, Seminare, Tutorien, praktische Übungen und andere Lehrveranstaltungsformen, gemäß den jeweils geltenden Bestimmungen an den Partneruniversitäten.

Karl-Franzens-Universität Graz: Satzungsteil Studienrechtliche Bestimmungen §1 (3).

Ca' Foscari Universität Venedig: Ministererlass Nr. 270/2004; Satzung und Studienvorschriften der Ca' Foscari Universität.

Universität Leipzig: Gesetz über die Hochschulen im Freistaat Sachsen (*Sächsisches Hochschulgesetz – SächsHG*) vom 11. Juni 1999 (*SächsGVBl. S. 294*), §21 Studienordnungen und § 24 Prüfungsordnungen.

Universität Utrecht: Gesetz für Hochschulen und Wissenschaftliche Forschung, 1992. Richtlijn Onderwijs Universiteit Utrecht, 2006.

Universität Basel: Ordnung für das Masterstudium «Sustainable Development» an der Philosophisch-Historischen, der Philosophisch-Naturwissenschaftlichen und der Wirtschaftswissenschaftlichen Fakultät der Universität Basel. Vom Universitätsrat genehmigt am 22. September 2005.

Universität Hiroshima: School Education Law, National Standards for the Establishment of Universities, National Standards for the Establishment of Graduate Schools, Hiroshima University General Rules.

Universität Stellenbosch: gemäß der Richtlinien des Hochschulgesetzes 1997 (Act No. 101, 1997) vertreten durch die School of Public Leadership, Faculty of Economic and Management Sciences.

Universität TERI: The University Grants Commission Act, 1956; UGC (Institutions Deemed to be Universities)Regulation, 2010; and the Rules of Regulations of TERI University.

(6) Beschränkung der Plätze in Lehrveranstaltungen

Sofern aus pädagogisch-didaktischen Gründen oder aus Sicherheitsgründen die Anzahl der Teilnehmenden für die einzelnen Lehrveranstaltungstypen gemäß den jeweils geltenden Statuten/Curricula an den Partneruniversitäten beschränkt sind, sind diese Regelungen für alle Studierenden gültig.

(7) Lehr- und Lernmethoden

Zuzüglich zu den regulären Lehrveranstaltungen an den Partneruniversitäten können von den Partneruniversitäten gemeinsam vorbereitete Lehrformen (z.B. Sommer- oder Winterschulen, Intensivprogramme) für die Absolvierung des Joint Masterstudiums sowie für die Erreichung der erforderlichen 30 ECTS-Anrechnungspunkte herangezogen werden.

(8) Zielgruppe und Zulassung

Die Zielgruppe für das „Joint International Master's Programme in Sustainable Development“ sind hochqualifizierte und hochmotivierte Studierende, die sich für nachhaltige Entwicklung und hier besonders für die internationale Dimension von Nachhaltigkeitsthemen interessieren. Darüber hinaus sollten sie bereit und fähig sein, komplexe Prozesse von einer interdisziplinären Perspektive aus zu analysieren und zu beurteilen.

Studierende, die sich für das Joint Masterstudium bewerben wollen, müssen sich einem Auswahlverfahren des Konsortiums unterwerfen (vergleiche Kooperationsvertrag, § 6). Die Auswahlkommission spielt hier eine entscheidende Rolle. Die Einreichfristen für das Auswahlverfahren werden jedes Jahr auf der folgenden Website veröffentlicht: www.jointdegree.eu/sd.

Allgemeine Zulassungsvoraussetzungen

Nachhaltige Entwicklung ist ein interdisziplinäres Fachgebiet. Forschung in diesem Bereich erfordert eine interdisziplinäre Haltung. Aus diesem Grund werden für das „Joint International Master’s Programme in Sustainable Development“ jene Personen aufgenommen, die ein fachlich in Frage kommendes Studium im Umfang von mindestens 180 ECTS-Anrechnungspunkten abgeschlossen haben (Bachelorstudium oder anderes gleichwertiges Studium an einer anerkannten inländischen oder ausländischen postsekundären Bildungseinrichtung) und die Forschungsfähigkeiten, Basiswissen in den Sozial- und/oder Naturwissenschaften und ein allgemeines Verständnis für die Fachgebiete nachhaltige Entwicklung und Interventionsstrategien vorweisen können. Bei der Auswahl der Module sollen die Studierenden ihr Vorwissen in Hinblick auf die einzelnen Modulbeschreibungen überprüfen. Eine angemessene Vorbereitung für die naturwissenschaftlichen Module könnten z.B. Kurse aus Physik, Chemie, Geologie, Wissenschafts- und Innovationsmanagement, technische Wissenschaften, Biologie, Geographie oder Geowissenschaften beinhalten. Für die sozialwissenschaftlichen Module empfehlen sich bereits absolvierte Kurse aus Wirtschaftsmanagement, Humangeographie, Planen, Soziologie, Politikwissenschaft, Rechts- oder Wirtschaftswissenschaft.

Absolventen bzw. Absolventinnen einer anderen Studienform und -richtung können zugelassen werden, wenn das bereits absolvierte Studium im üblichen Zulassungsverfahren der jeweiligen Universität der Zulassung, an der sich der oder die Studierende bewirbt, geprüft und als äquivalent beurteilt wird.

Die Entscheidung wird hauptsächlich aufgrund der Vorbildung getroffen (die Bewerber bzw. Bewerberinnen müssen Forschungsfähigkeiten, Basiswissen in den Sozial- und/oder Naturwissenschaften und allgemeines Verständnis für die Fachgebiete nachhaltige Entwicklung und Interventionsstrategien vorweisen können), welche auch die Neben- und Wahlfächer, die persönliche Motivation, Empfehlungen ehemaliger Lehrer bzw. Lehrerinnen sowie die Englischkenntnisse der Studierenden miteinbezieht.

Englisch

Da große Teile des Studiums, und hier besonders die für das Mobilitätssemester gewählten Spezialisierungen, auf Englisch vorgetragen werden, verlangt die Auswahlkommission einen Nachweis über die Englischkenntnisse des Bewerbers bzw. der Bewerberin. Ein aktuelles *Originalzeugnis* von einem der folgenden Tests muss vorgelegt werden: IELTS (benötigte Mindestpunktzahl: 6,5; nicht weniger als 6.0 im schriftlichen Modul), TOEFL (benötigte Mindestpunktzahl: 93 auf dem Internettest) oder Cambridge EFL (benötigte Mindestnote: Cambridge Certificate in Advanced English: B; Cambridge Certificate of Proficiency in English: C). Bewerber bzw. Bewerberinnen mit Englisch als Muttersprache und Personen, die ein Bachelorstudium mit Unterrichtssprache Englisch erfolgreich abgeschlossen haben, müssen diese Testergebnisse nicht nachweisen.

Ergebnisse des Auswahlverfahrens

Die Entscheidung der Auswahlkommission wird dem Bewerber bzw. der Bewerberin in Briefform zugestellt. Zuerkennungsschreiben sind ein Jahr gültig. Über die Zulassung zum Joint Masterstudium entscheidet gemäß § 60 UG 2002 das Rektorat mittels Bescheid.

§ 2 Gliederung des Studiums¹

¹ Siehe Anhang 1 „Modulbeschreibungen“

		ECTS- Anrechnungspunkte	Sem.
Pflichtfächer	Grundlagen in Nachhaltiger Entwicklung	30 ECTS	1
Gebundene Wahlfächer	Spezialisierungsmodule (können aus den folgenden gewählt werden)	30 ECTS	2
	<ul style="list-style-type: none"> ○ Energy & Resources (Utrecht) ○ Environmental Assessment and Remediation Technology (Venice) ○ Global Change and Ecosystems (Utrecht) ○ Environmental Technology Management (Leipzig) ○ Sustainable Management of Coastal Areas (Venedig) ○ Environmental Governance (Utrecht) ○ Resources Management (Leipzig) ○ Sustainability: The Social Dimension (Basel) ○ Sustainable Business Management (Graz) ○ Sust. Dev. Science & Technology (Hiroshima) ○ Sustainable Urban & Regional Development (Graz) ○ ○ Sustainable Development: From a Global to an African Context (Stellenbosch) ○ Sustainable Development in the Indian Practice (TERI) 		
Pflichtfächer und freie Wahlfächer²	Integrationsmodul und weitere Spezialisierung	30 ECTS	3
Modul Masterarbeit		30 ECTS	4
	Masterarbeit		
	Präsentation und Verteidigung ³		
		120 ECTS	

(1) Grundlagen in Nachhaltiger Entwicklung

Siehe Tabelle in Anhang 1

(2) Spezialisierungsmodule

Siehe Tabellen in Anhang 1

(3) Integrationsmodul

Siehe Tabelle in Anhang 1

(4) Modul Masterarbeit

Das Modul Masterarbeit umfasst 30 ECTS-Anrechnungspunkte. Die Masterarbeit dient dem Nachweis der Befähigung zum selbstständigen Studium und der Recherche und sollte auf Englisch verfasst werden. Die Arbeit muss eine kurze Zusammenfassung enthalten, die sowohl auf Englisch als auch in der Sprache der Universität der Zulassung gemäß den jeweils geltenden Statuten an den Partneruniversitäten abgefasst wird.

Die Bedeutung der Masterarbeit

Die Masterarbeit spielt eine zentrale Rolle im Joint Masterstudium und stellt den wichtigsten Teil des Studiums dar. Sie gilt als Nachweis der Befähigung, ein wissenschaftliches Thema selbstständig sowie inhaltlich und methodisch vertretbar zu bearbeiten. Die Masterarbeit bescheinigt die Qualifikation des

² Nähere Beschreibung siehe Anhang 1 „Modulbeschreibung Integration Module University of Graz“

³ Gemäß § 18 Abs. 5 des Studienplans „Umweltsystemwissenschaften“ vom 1. Oktober 2007

Absolventen bzw. der Absolventin und garantiert auch, dass die letzten Leistungsanforderungen des Masterstudiums erfüllt wurden.

Die Masterarbeit stellt ein wichtiges Training dar. Sie bezieht eine große Anzahl an akademischen Aktivitäten mit ein: die Formulierung eines Forschungsziels und einer Forschungsfrage nach erfolgtem Studium der Literatur; das Aussortieren, Interpretieren und Verknüpfen von Informationen; das Sammeln und Analysieren von Maßnahmen und Beobachtungen; das Präsentieren von mündlichen/schriftlichen Ergebnisberichten.

Das Thema der Masterarbeit

Den Studierenden wird empfohlen, das Thema ihrer Masterarbeit nach Absprache mit einem Betreuer bzw. einer Betreuerin am Beginn des dritten Semesters festzulegen. Sie reichen dazu einen schriftlichen Vorschlag ein (inklusive Problembeschreibung, Forschungsziele und –fragen, Forschungsmethoden, theoretische Perspektive, erwartete Ergebnisse, Zeitplan, Bibliographie), der vom Betreuer bzw. der Betreuerin und einem Zweitleser bzw. einer Zweitleserin angenommen werden muss (Mitglied des Lehrkörpers an einer Partneruniversität, welches vom Betreuer bzw. der Betreuerin vorgeschlagen wird).

Die Annahme des Themas erfolgt gemäß § 26 Abs. 5 Satzungsteil Studienrechtliche Bestimmung der Universität Graz durch das studienrechtliche Organ.

Gemäß § 81 Abs. 2 UG 2002 muss die Bearbeitung des Themas binnen 6 Monaten möglich und zumutbar sein.

Praxis

Normalerweise findet ein Forschungsprojekt an einer der Partneruniversitäten oder an einem anderen Forschungsinstitut statt. Weiters bekommen die Studierenden die Möglichkeit, ihre Forschungen für die Masterarbeit während einer Praxis durchzuführen, so zum Beispiel bei Regierungsorganisationen, Forschungsinstitutionen, Beratungsfirmen, NGOs oder anderen Firmen.

Zu Beginn der Praxis werden die Vorbedingungen und der Inhalt der Praxis in einem Praxisvertrag festgelegt. Diesen Vereinbarungen stimmt der/die Studierende, der Betreuer bzw. die Betreuerin (jene Person, die auch die Masterarbeit fachlich betreuen wird) sowie der Gastmentor bzw. die Gastmentorin zu (jene Person der Praxisinstitution, die den/die Studierende/n betreut). Damit soll sicher gestellt werden, dass die Praxis zu einer sinnvollen und angenehmen Erfahrung für alle Beteiligten wird. Die gegenseitigen Rechten und Pflichten werden in einem Praxisvertrag geregelt. Jegliche Vereinbarungen zwischen den Studierenden und der Praxisinstitution müssen im Voraus vom Betreuer bzw. der Betreuerin der Masterarbeit angenommen werden.

Die Studierenden, die eine Praxis absolvieren, werden von Bediensteten sowohl der Partneruniversitäten als auch der Gastinstitution betreut. Letztere stellt zu diesem Zweck einen Mentor bzw. eine Mentorin für die Praxis zur Verfügung. Diese Person ist hauptsächlich mit der täglichen Betreuung (der bzw. die Studierende wird mit der Institution, ihren Arbeitsmethoden, Zielen und dem Arbeitsumfeld vertraut gemacht) und der Betreuung auf persönlicher Ebene befasst (Coaching). Die Hauptaufgabe des Universitätspersonals ist es, die wissenschaftlichen Aspekte der Forschungsarbeiten zu überwachen (Ziele, Forschungsfragen, Methoden, Inhalt sowie theoretische Aspekte).

Der Wert einer Masterarbeit, die im Zuge einer Forschungspraxis entstanden ist, unterscheidet sich nicht vom Wert einer ‘normalen’ Masterarbeit und muss dieselben Qualitätskriterien erfüllen.

Beurteilung

Die Regeln zur Beurteilung der Masterarbeit sind in den studienrechtlichen Bestimmungen für das Masterstudium festgelegt. Die fertige Masterarbeit wird von mindestens zwei Mitgliedern des Lehrkörpers bewertet: vom Betreuer bzw. der Betreuerin und einem Zweitleser bzw. einer Zweitleserin (Mitglied des Lehrkörpers an einer Partneruniversität, welches vom Betreuer bzw. der Betreuerin gewählt wird). Die Beurteilung eines etwaigen anderen (externen) Betreuers oder einer etwaigen anderen (externen) Betreuerin wird berücksichtigt. Wurde eine Praxis absolviert, so berät sich der Betreuer bzw. die Betreuerin an der Universität mit dem Mentor bzw. der Mentorin für die Praxis über die Qualität der Arbeit, die an der Gastinstitution geleistet wurde.

Sollten die Betreuer bzw. Betreuerinnen und der Zweitleser bzw. die Zweitleserin sich nicht auf eine Endnote einigen können oder sollte der/die Studierende deren Entscheidung anfechten, so obliegt die

endgültige Bewertung dem Programmausschuss. Der Ausschuss trifft eine verbindliche Entscheidung über die Endbewertung der Masterarbeit.

Besteht der/die Studierende nicht, so hat er bzw. sie das Masterarbeit-Modul noch einmal zu beginnen.

§ 3 Beurteilung

Beurteilungsarten, -verfahren und -methoden

Die Leistung der Studierenden wird anhand verschiedener Methoden beurteilt, darunter fallen Prüfungen und schriftliche Arbeiten gemäß den jeweils geltenden Statuten an den Partneruniversitäten. Die Studierenden müssen zu Kursbeginn im Semesterlehrplan über die Beurteilungskriterien informiert werden.

Notensysteme

Jede Universität verwendet das Notensystem gemäß den relevanten rechtlichen Bestimmungen. Eine Umrechnungstabelle wird zur Verfügung gestellt (Anhang 2).

Alle KonsortiumspartnerInnen stellen den Studierenden am Ende ihres Studiums einen Notendurchschnitt (in Punkten) aus.

Evaluierung und Qualitätssicherung

Zum Zwecke der Qualitätssicherung in allen Bereichen des Studiums werden Konsortiumsmitglieder aller Universitäten in regelmäßigen Abständen gebeten, Proben von Lehrplänen und Arbeiten von Studierenden aller Konsortiumsuniversitäten zu kontrollieren und zu prüfen. Dies ist einer der Tagespunkte beim jährlichen RepräsentantInnentreffen. Der Programmausschuss trägt die Verantwortung für die Gesamtleitung des Studiums und dessen Qualitätssicherung. Die Ergebnisse der Qualitätssicherungsmaßnahmen müssen ein Mal pro Jahr vom Programmausschuss diskutiert werden. (Vergleiche Anhang 3 für die Qualitätssicherungsmaßnahmen aller Partneruniversitäten.)

Die Kursevaluierungen konzentrieren sich auf die Ziele, Inhalte, didaktische Aufbereitung und Prüfungen.

§ 4 Verpflichtender Auslandsaufenthalt

Gemäß § 37 Satzungsteil Studienrechtliche Bestimmungen der Universität Graz ist ein Auslandsaufenthalt an einer der Partnerinstitutionen gemäß § 1 Abs. 1 des Curriculums im Ausmaß von mind. 30 ECTS-Anrechnungspunkten verpflichtend.

Die Studierenden absolvieren die Spezialisierung des 2. Semesters an einer Partneruniversität wobei alle Partneruniversitäten zumindest ein Modul auf Englisch anbieten. Bei ihrer Bewerbung müssen die Studierenden eine Prioritätenliste ihrer Spezialisierungen einreichen.

Der Allgemeine Programmausschuss teilt die Studienplätze nach Verfügbarkeit freier Plätze zu.

Die jeweiligen Büros für Internationale Beziehungen unterstützen die Gaststudierenden mit Informationen über Unterkunft, Infrastruktur, Sprachkurse, und, wenn nötig, Visabedingungen.

Für Mobilitätsstudierende entfallen die Einschreib- oder Studiengebühren an der Gastuniversität.

Mobilitätsstudierende sind von den Registrierungs- und Studiengebühren an der Mobilitätsuniversität ausgenommen.

Alle Module können an den vier titelverleihenden Partneruniversitäten absolviert werden (Universität der Zulassung). Sollten Studierende ihren verpflichtenden Auslandsaufenthalt an einer Mobilitätspartneruniversität absolvieren, werden die Module im Annex 1 vollwertig anerkannt.

Es wird vorausgesetzt, dass die allgemeinen und besonderen Aufnahmebedingungen für das Universitätsstudium mit Zeitpunkt der Nominierung durch die Universität der Zulassung erfüllt sind.

§ 5 Zusätzliches Auslandssemester

Studierende können an allen Partneruniversitäten ein zusätzliches Auslandssemester absolvieren, entweder als ordentliche Studierende für ein Semester oder für einen kurzen Forschungsaufenthalt. Es kann in diesem Fall aber nicht garantiert werden, dass alle gewünschten Kurse auf English angeboten werden.

Finanzielle Zuschüsse können über die bestehenden Mobilitätsprogramme und Stipendien beantragt werden. Die Mittel hierfür sind jedoch beschränkt. Sollten zusätzliche Gebühren anfallen, werden diese auf der Programmwebseite (www.jointdegree.eu/sd) angekündigt.

§ 6 Übergangsbestimmungen

Studierende welche das Joint Degree Masterprogramm inskribiert haben bevor das vorliegende Curriculum in Kraft trat, haben das Recht ihr Studienprogramm nach dessen Richtlinien bis zum Ende des Sommersemesters 2016 abzuschließen. Diese Studierenden haben ebenfalls das Recht in das vorliegende Curriculum überzutreten.

§ 7 Inkrafttreten des Curriculums

Das vorliegende Curriculum tritt an den acht oben genannten Partneruniversitäten nach Genehmigung durch die jeweiligen zuständigen Instanzen und rechtsgültiger Verlautbarung mit Beginn des akademischen Jahres 2013/14 in Kraft. Es ersetzt das Curriculum für das „International Joint Master’s Programme in Sustainable Development“ welches mit dem akademischen Jahr 2008/09 in Kraft trat.

Annex 1 – Descriptions of Modules and Tracks

Title	Basics in Sustainable Development (30 ECTS)
University offering the module	University of Graz / Austria
Learning Objectives	<p>After having taken this module, students will:</p> <ul style="list-style-type: none"> • have obtained a good overview of the concept of sustainable development from local to global processes and its history and of various ways to operationalize it; • are capable to recognize key sustainable development issues and make an integral and critical assessment of available options • have obtained knowledge of and skills in policy analysis and policy evaluation <p>have obtained basic knowledge in different relevant scientific disciplines understand their contributions to the field of sustainable development; and possess the ability to integrate these;</p>
List of courses offered under the header of “Basics in SD” per university	<p>The Sustainability Challenge , 3 ECTS IP Sustainable Development; Integrating Perspectives, 10 ECTS Social competencies for working in inter- & transdisciplinary teams, 2 ECTS Methods for inter- and transdisciplinary problem solving, 2 ECTS Systems integration and assessment, Lecture, 3 ECTS</p> <p>Select 10 ECTS from the following:* Environmental and technology assessment, Course, 4 ECTS Waste and Recycling, Course, 4 ECTS Environmental decision making, Course, 4 ECTS Seminar on systems integration and assessment, 4 ECTS Renewable Resources – Chemistry and Technology I (2 ECTS) Renewable Resources – Chemistry and Technology II I (2 ECTS) Climate and Environmental Change (3 ECTS) Climate Ethics (4 ECTS) Applications in Environmental Economics (6 ECTS) Global Change 4 ECTS Further Selected topics</p> <p>* The list of available electives will be announced in advance of each winter semester according to the courses offered in the respective semester.</p>
Teaching Methods	Lecture, discussions, student presentations, practical exercises, individual assignments, and group work
Modes of Assessment	primarily written exams, some individual and group assignments
Presumed prior knowledge	-
Offered in (winter/summer semester)	each winter semester

Title	Basics in Sustainable Development (30 ECTS)
University offering the module	Ca'Foscari University Venice / Italy
Learning Objectives	<p>After having taken this module, students will have obtained:</p> <ul style="list-style-type: none"> • A clear overview of the concept of sustainable development and its history; • A basic understanding of the dynamics, complexity and interaction between natural, social and economic processes and systems in regard of sustainable development on different scales • A good understanding of issues relating to renewable energies; • The capability to recognize key sustainable development issues • Knowledge of and insights into governance of sustainable development • Knowledge of policy analysis and policy evaluation
List of courses offered under the header of “Basics in SD” per university	<p>Assessing and managing sustainability (12 ECTS) Energy system analysis (6 ECTS) Applied microbiology (6 ECTS) Ecotoxicology (6 ECTS)</p>
Teaching Methods	<p>Lectures Tutorials software packages in computer laboratory Group projects, carried out by small groups.</p>
Modes of Assessment	<p>Individual and group assessment during the course or written/oral exam at the end of the course.</p>
Presumed prior knowledge	<p>1) Basic knowledge of calculus 2) None 3) Elementary knowledge of geology 4) None 5) None</p>
Offered in (winter/summer semester)	<p>Semester 1 Periods/Slots as indicated in detailed description: September/December</p>

Title	Basics in Sustainable Development (30 ECTS)
University offering the module	Leipzig University / Germany
Learning Objectives	<p>After having taken this module, students will have obtained:</p> <ul style="list-style-type: none"> • A clear overview of the concept of sustainable development and its history; • A basic understanding of the dynamics, complexity and interaction between natural, social and economic processes and systems in regard of sustainable development on different scales • A understanding of the contributions from the social, economic and natural scientific disciplines; • The capability to recognize key sustainable development issues • Knowledge of and insights into governance of sustainable development • Knowledge of policy analysis and policy evaluation
List of courses offered under the header of “Basics in SD” per university	<p>The block aims to create a common knowledge basis among the students in the field of sustainable development for the following tracks and modules by providing the students modules in the economic, social and environmental dimensions of sustainability.</p> <p>The students have to choose two of the following modules:</p> <ul style="list-style-type: none"> ○ Basics in economic sciences (10 ECTS) ○ Basics in social sciences (10 ECTS) ○ Basics in sustainability (10 ECTS)
Teaching Methods	<ul style="list-style-type: none"> ▪ Lectures ▪ Tutorials ▪ Seminars ▪ Discussions ▪ Excursions
Modes of Assessment	<p>In accordance with the respective module descriptions the performance of students will be assessed based on:</p> <ul style="list-style-type: none"> ▪ Written or oral exams in the end of a course ▪ Seminar papers ▪ Individual assignments
Presumed prior knowledge	<p>None for the modules.</p> <p>The presumed prior knowledge for few restricted elective courses included in the modules is defined in the module descriptions and respective study regulations.</p>
Offered in (winter/summer semester)	<p>Semester 1</p> <p>Each winter semester</p>

Title	Basics in Sustainable Development (30 ECTS)
University offering the module	Utrecht University / The Netherlands
Learning Objectives	<p>After having taken this module, students:</p> <ul style="list-style-type: none"> • Are able to analyse the issue of sustainable development from a natural science and social science perspective, • Have obtained a good overview of the concept of sustainable development from local to global processes and its history and of various ways to operationalize it • Are capable to recognize key sustainable development issues and make an integral and critical assessment of available options • Have obtained a good overview of the main debates on governance for sustainable development • Are able to engage in a scientific debate on the issue of sustainable development • Have obtained knowledge of and skills in policy analysis and policy evaluation
Courses	<ul style="list-style-type: none"> • Sustainable Development; Integrating Perspectives (7,5 ECTS) • Sustainability Science: Modelling and Indicators(7,5 ECTS) • One of the following courses: <ul style="list-style-type: none"> - Development Theories (7,5 ECTS); - Development Themes (7,5 ECTS); - Introduction to the Energy and Resource System (7,5 ECTS); - Themes in Global Change and Ecosystems (7,5 ECTS); - Governance for Sustainable development: Theories (7,5 ECTS) • One of the following courses: <ul style="list-style-type: none"> - Policy Analysis (7,5 ECTS) - Sustainable Energy Supply and Solutions (7,5 ECTS); - Ecosystem Modelling;
Teaching Methods	<ul style="list-style-type: none"> ▪ Lectures ▪ Tutorials ▪ Practical training ▪ Simulation games ▪ Assignments
Modes of Assessment	<ul style="list-style-type: none"> ▪ Written and oral exams ▪ Individual and group assignments ▪ Papers and reports ▪ Presentations ▪ Process evaluation
Presumed prior knowledge	A bachelor's degree or equivalent in one of the natural or social sciences
Offered in (winter/summer semester)	Semester 1 Each winter semester

Title of Track	Energy & Resources (30 ECTS)
University offering the track	Utrecht University / The Netherlands
Short description	<p>The track Energy and Resources is a multidisciplinary natural science programme that deals with the analysis of energy systems and materials systems. The objects of study are the production and consumption of energy and materials in society. One area of research concerns the description and explanation of historical developments; another looks towards the future and concerns possible technological and societal developments, including technological opportunities and policy development. An important research priority concerns the possibilities for sustainable development within these systems. To a large extent, this track makes use of a conceptual framework derived from the natural sciences, and also of knowledge and methods derived from the social sciences. Graduates will be able to apply the knowledge, methods, and techniques of the natural sciences, and to a lesser extent those of the social sciences as well, when analysing energy systems and materials systems and the possibilities for a sustainable development of these systems. Furthermore, graduates will have insight in the importance of both the natural science and the social science aspects of sustainability issues and will have the skills needed to work in a multidisciplinary work environment.</p>
Learning Objectives	<p>The graduates are able to:</p> <ul style="list-style-type: none"> ▪ build on a thorough (natural-science based) knowledge of how society uses and produces energy and materials and of the consequences for people, the economy, the environment, and future generations, ▪ approach issues of energy and materials from an interdisciplinary angle, bringing in elements of natural science, social science, and economics, ▪ conduct independent research on energy and material systems at various scales (micro, regional, national, and international), ▪ design strategies to make energy and material systems sustainable and to place those solutions in a natural-science and societal context.
Courses	<ul style="list-style-type: none"> ▪ Energy & Resource Efficiency (7,5 ECTS) ▪ Fossil Resources (7,5 ECTS) <ul style="list-style-type: none"> ▪ Energy Policy and Transitions (7,5 ECTS) Climate Systems and Adaptation (7,5 ECTS)
Teaching Methods	<ul style="list-style-type: none"> ▪ Lectures ▪ Tutorials ▪ Projects ▪ Practical training ▪ Simulation games ▪ Assignments

Modes of Assessment	<ul style="list-style-type: none"> ▪ Written and oral exams ▪ Individual and group assignments ▪ Papers and reports ▪ Presentations ▪ Process evaluation
Presumed prior knowledge	<p>A bachelor degree in Environmental Sciences, Chemistry, Physics of Earth Sciences proving:</p> <ul style="list-style-type: none"> ▪ Sufficient and relevant knowledge, insights and skills in the field of science ▪ general insights in the problems of sustainable development ▪ some basic insights into energy streams in society and energy problems
Offered in (winter/summer semester)	Semester 2

Title of Track	Environmental Assessment and Remediation Technologies (30 ECTS)
University offering the track	Ca' Foscari University Venice / Italy
Learning Objectives	<p>The track is designed to give to students a comprehensive view about the most relevant issues concerning environmental processes, the main methodologies for monitoring the quality of the environment and the most relevant remediation technologies. In particular, courses will address:</p> <p>1) the description of processes affecting the environmental quality 2) the more suitable methodologies to assess the distribution of pollutants in environmental systems 3) statistical methodologies to describe complex systems 4) the technologies to protect the environment from emission of pollutants</p>
Courses	<p>Chemistry of the atmosphere (6 ECTS) Waste and waste water treatment technologies (6 ECTS) Chemometrics (6 ECTS) Methodologies for environmental monitoring (6 ECTS) Research Project (6 ECTS)</p>
Teaching Methods	<p>Lectures Tutorials Hands-on session in computer laboratory Group projects, carried out by small groups</p>
Modes of Assessment	<p>Individual and group assessment during the course or written/oral exam at the end of the course.</p>
Presumed prior knowledge	<p>Basic Calculus, Chemistry and Statistics</p>
Offered in (winter/summer semester)	<p>Summer semester</p>

Title of Track	Global Change and Ecosystems (30 ECTS)
University offering the track	Utrecht University / The Netherlands
Short description	<p>The track Global Change and Ecosystems is a multidisciplinary natural science programme that is concerned with the interaction between human activities and the quality of the physical and biotic environment. The multidisciplinary character of the programme appears from the integration of knowledge from the fields of physical geography, hydrology, landscape ecology, toxicology, mathematics, physics, and chemistry. Some of the relevant priority areas are the following: land use; dispersal of substances in water, soil, and air; impacts on ecosystems and biodiversity; possibilities for remediation; and the value assigned to the quality of nature and the environment.</p> <p>Graduates will be able to apply the knowledge, methods, and techniques (for instance, mathematical simulation models) of the natural sciences in an effort to improve the quality of the environment and ecosystems by way of changes in human activities. Furthermore, graduates will have insight in the importance of conducting social science analyses of sustainability issues and will have the skills needed to work in a multidisciplinary team.</p>
Learning Objectives	<p>The graduates:</p> <ul style="list-style-type: none"> • have insight in processes determining the interrelations between human activities (such as land use and burning fossil fuels), environment, and ecosystems; • have insight in recent theories and developments in scientific research concerning environmental and ecosystem changes caused by humans; • are familiar with a number of important research methods, including methods to investigate effects of human activities on environment and ecosystems, to model processes in ecosystems, and to evaluate the sustainability of scenarios for future human activities; • are able to identify scientific problems related to developments in society and to translate them into a research design; • are able to conduct research in an independent and creative manner on a sustainable relation between human activities and the quality of the environment and ecosystems.

Courses	<ul style="list-style-type: none"> • Climate Systems and Adaptation (7,5 ECTS); • Research in GCE (22,5 ECTS)
Teaching Methods	<p>Lectures Tutorials Hands-on session in computer laboratory Group projects, carried out by small groups</p>
Modes of Assessment	Individual and group assessment during the courses
Presumed prior knowledge	Basic elements of calculus, chemistry, geology and ecology
Offered in (winter/summer semester)	4 course in the period February / June.

Title of Track	Environmental Technology Management (30 ECTS)
University offering the track	Leipzig University / Germany
Learning Objectives	<p>The track aims to develop a fundamental understanding of the end-of-pipe and cleaner production technologies for pollution prevention and reduction and of the municipal environmental infrastructure. First, primary environmental pollutants, their dispersion and effect mechanisms in the environment as well as the basics in sampling and analyses will be outlined. Second, the technologies for air pollution abatement and safety engineering are presented. Subsequently, attention is given to industrial applications for water and wastewater treatment as well as waste recycling and treatment. Besides the technical aspects legal requirements applying to these supply and treatment technologies are presented. The theoretical knowledge provided in the lectures will be deepened by means of application oriented seminars and excursions.</p> <p>After the completion of this track the students will possess competences and skills to operate and evaluate technological and infrastructural solutions for environmental protection at the firm and municipal levels.</p>
Courses	<ol style="list-style-type: none"> 1. Air pollution technology and safety engineering (10 ECTS) 2. Water, wastewater and waste treatment (10 ECTS) 3. Energy Engineering and Management (10 ECTS)
Teaching Methods	<p>Methods used in each course comprise:</p> <ul style="list-style-type: none"> ▪ Lectures ▪ Excursions ▪ Seminar in the form of group or individual assignment ▪ Self-study
Modes of Assessment	<p>In each course the performance of students will be assessed based on:</p> <ul style="list-style-type: none"> ▪ A seminar paper (individually or in a team) ▪ A presentation of the seminar results (individually or in a team) ▪ An exam covering the whole content of each course (written or oral)
Presumed prior knowledge	<p>Students that take this track should possess basic knowledge in and understanding of technology and environmental sciences including chemistry and physics as well as of the concept of sustainable development.</p>
Offered in (winter/summer semester)	Each summer semester

Title of Track	Sustainable Management of Coastal Areas (30 ECTS)
University offering the track	Ca' Foscari University Venice / Italy
Learning Objectives	Human interference within coastal areas has strongly increased in the last decades. Property, wealth, economic and social interests, recreation and tourism, wildlife and ecosystem services are all more and more threatened. Against this background, ICZM is considered today as a fundamental set of principles, approaches and tools in order to promote and pursue sustainability in coastal areas. This track will give the students a comprehensive view of all most relevant issues concerning the social and environmental aspects of the dynamic of coastal systems. In particular, courses will address: <ol style="list-style-type: none"> 1) the management of port and industrial activities; 2) sustainable coastal defence 3) urbanization and tourism; 4) ecosystem services and renewable resources.
Courses	Geomorphology and sedimentology of coastal systems (6 ECTS) Fishery ecology (6 ECTS) Integrated Coastal Zone Management (6 ECTS) Environmental impact of climate changes (6 ECTS) Research Project (6 ECTS)
Teaching Methods	Lectures Tutorials Hands-on session in computer laboratory Group projects, carried out by small groups
Modes of Assessment	Individual and group assessment during the course or written/oral exam at the end of the course.
Presumed prior knowledge	Basic Calculus and Ecology
Offered in (winter/summer semester)	Summer

Title of Track	Environmental Governance (30 ECTS)
University offering the track	Utrecht University / The Netherlands
Short description	The track Environmental Governance is a multidisciplinary social science programme dealing with environmental issues and environmental policy. The multidisciplinary character appears from the efforts to confront and integrate knowledge from the fields of policy science, sociology, human geography, planning, economics, and law. Graduates will be able to apply concepts, paradigms, and theories from the social sciences to analyse and explain issues of sustainable development and to design socially acceptable solutions for those issues. Furthermore, graduates will have insight in the importance of conducting both social science and natural science analysis of sustainability issues and will have the skills needed to work in a multidisciplinary team
Learning Objectives	<p>The graduates are able to:</p> <ul style="list-style-type: none"> ○ analyse and explain sustainability issues in the context of social, economic, cultural, and political processes – issues such as the internationalisation of politics and the economy, the changing relations between the state, the market, and civil society, the unequal distribution of wealth, and the individualisation of social life; ○ integrate insights and approaches drawn from different social science disciplines in the framework of an analysis of sustainability issues and to design policy aimed at sustainable development; ○ analyse the policy that has been enforced thus far on sustainable development (that is, analyse policy in the form of deliberate intervention strategies that are targeted towards social change at the micro, meso, and macro level), and to evaluate that policy in terms of various criteria derived from environmental and policy science (such as efficiency, effectiveness, equity, contingency, legitimacy); ○ design new strategies for intervention to promote sustainable development, and to supervise and evaluate them; in particular, to be familiar with methods of interactive policy implementation; ○ develop and carry out scientific research in an independent and creative way with respect to the societal aspects of sustainability issues and the solutions that can be reached through policy.
Courses	<p>International Governance for Sustainable Development (7.5 ECTS) Governance for Sustainable Development: Practices (7.5 ECTS) Research Design Environmental Governance (7.5 ECTS) Advanced Research Methods Environmental Governance (7.5 ECTS)</p>
Teaching Methods	<p>Lectures Tutorials Group projects, carried out by small groups</p>

Modes of Assessment	Individual and group assessment during the courses
Presumed prior knowledge	A bachelor degree in Environmental Studies, Environmental Sciences, Innovation Management, Human Geography and Planning, Sociology, Public Administration, Law or Economics proving: .. sufficient and relevant knowledge, insights and skills in the field of social sciences and .. general insights in the problems of sustainable development
Offered in (winter/summer semester)	4 courses in the period February / June.

Title of Track	Resources Management (30 ECTS)
University offering the track	Leipzig University / Germany
Learning Objectives	<p>The track aims to develop a comprehensive understanding of the management of natural resources including water, energy and soil and land area. First, the fundamental objectives and principles of resources management will be elaborated. Second, different legal, policy and economic instruments at the local, national and European levels for the management of natural resources will be outlined. Next, characteristic resource conflicts will be highlighted and methods and procedures for their evaluation and prognosis presented. Special attention is given to public participation. Subsequently, the appropriate decision making criteria for conflict situations will be discussed. The implementation of the theories and concepts presented in the lectures will be demonstrated by means of current best practices and the students will apply the gained knowledge in tutorials and practical seminars.</p> <p>After the completion of this track the students will possess competences and skills to prepare and bring about complex decisions on the management of natural resources and to communicate them.</p>
Courses	<ol style="list-style-type: none"> 1. Water resources management (10 ECTS) 2. Sustainable Energy Economics (10 ECTS) 3. Soil and land area management (10 ECTS)
Teaching Methods	<ul style="list-style-type: none"> ▪ Courses 1 and 2: lectures, tutorials and a seminar in the form of a group or individual assignment and self-study ▪ Course 3: lectures and a seminar in the form of a group or individual assignment and self-study
Modes of Assessment	<p>The performance of students in courses 1, 2 and 3 will be assessed based on:</p> <ul style="list-style-type: none"> ▪ A seminar paper (individually or in a team) ▪ A presentation of the seminar results (individually or in a team) ▪ An exam covering the whole content of each course (written or oral) <p>The performance of students in course 4 will be assessed based on:</p> <ul style="list-style-type: none"> ▪ An exam covering the whole content of each course (written or oral)
Presumed prior knowledge	Students that take this track should possess basic knowledge in and understanding of the theories, approaches and methods of microeconomics, environmental sciences as well as of the concept of sustainable development.
Offered in (winter/summer semester)	Each summer semester

Title of Track	Sustainability: The Social Dimension (30 ECTS)
University offering the track	University of Basel / Switzerland
Learning Objectives	<p>Students</p> <ul style="list-style-type: none"> ◆ know social and societal driving forces for (un)sustainable development and conflicts arising from these; ◆ are familiar with key concepts of the societies' structurization and are able to apply them to options for action at the disposal of individual and institutional agents; ◆ know how to apply qualitative methods of analysing sustainability issues, in particular in the case of conducting evaluations and performing agent- and scenario analyses.
Courses	<ol style="list-style-type: none"> 1. Sustainability assessment: Indicator Systems (3 or 8 ECTS) 2. Qualitative system and scenario analysis (3 or 8 ECTS) 3. Environmental ethics and intergenerational justice (3 or 8 ECTS) 4. The sustainability discourse in society (3 or 8 ECTS) 5. Actor theories (3 or 8 ECTS) 6. Social Theories (3 or 8 ECTS) 7. International resource conflicts (3 or 8 ECTS) 8. Research colloquium (1 ECTS)
Teaching Methods	Most courses offered are seminars, requiring students' active participation (presentations, case studies, discussions).
Modes of Assessment	<p>Attending a seminar with 3 ECTS: oral presentation and written essay (15'000 signs).</p> <p>Attending a seminar with 8 ECTS: oral presentation with extended abstract and seminar paper (45-50'000 signs).</p> <p>Attending a colloquium: oral presentation.</p>
Presumed prior knowledge	<p>At least 20 ECTS in theories and methods of social sciences (sociology, political sciences, anthropology, etc.).</p> <p>Passive German language skills ("understanding") are recommended.</p>
Offered in (winter/summer semester)	<p>Each spring semester</p> <p>The courses offered may vary from one spring semester to another. Additional courses may be attended upon request and availability. Students are expected to write 3 seminar papers (hence to choose at least three courses with 8 ECTS out of seven).</p>

Title of Track	Sustainable Business Management (30 ECTS)
University offering the track	University of Graz / Austria
Learning Objectives	<p>After having taken this module, students will</p> <ul style="list-style-type: none"> - possess in depth knowledge in sustainable business management, with focus on environmental management systems, - gain an understanding of complex relations between economic and ecological aspects of management, - be able to develop and implement sustainability and environmental programmes in organizations - be able to critically analyse and reflect different approaches and concepts within this field - be able to apply their competences in team work and project oriented tasks, also within international settings
Courses	<ol style="list-style-type: none"> 1. Strategic Sustainability Management (4 ECTS) 2. Sustainability entrepreneurship (4 ECTS) 3. Eco-Controlling (4 ECTS) 4. Sustainable Innovation (4 ECTS) 5. Selected topic in Sustainability Management (4 ECTS) 6. Research Project (6 ECTS) 7. Seminar in Sustainability and Environmental Management. (4 ECTS)
Teaching Methods	Lecture, discussions, student presentations, practical exercises, individual assignments, and group work
Modes of Assessment	In courses 1 to 5 there will be individual and/or group assignments as well as exams that cover the whole content of the course. In the research project Innovation Management, group papers and presentations will build the main basis for assessment, individual assignments and small exams might be added. In the seminar, an individual paper on a given research question and its presentation will be assessed.
Presumed prior knowledge	Students that take this track should possess basic understanding of the approaches, methods and tools of business management, especially in the fields of controlling, costing, profitability analysis, etc., as well as of the concept of sustainable development. This presumed prior knowledge can be proven by a bachelor degree in business management or similar, or by adequate courses and/or practical work experience.
Offered in (winter/summer semester)	each summer semester

Title of Track	Sustainable Urban and Regional Development (30 ECTS)
University offering the track	University of Graz / Austria
Learning Objectives	<p>After having taken this track, students will</p> <ul style="list-style-type: none"> - have depth knowledge in “Sustainable Urban and Regional Development” , - possess an understanding of the coherences of the different factors which influence the processes of Regional Development, - gain basic and specific knowledge of Technical English in content and terminology of Human Geography in general and Sustainable Urban and Regional Development in specific, - succeed in self-contained scientific elaborations of defined themes in the field of Regional Development, - gain an introduction into political-geographical conflicts and a description of spatial-based local and regional conflicts as well as initiatives from the political-geographical point of view with a discussion of theories and - in practical lectures (seminars and practical courses) the students will learn how to act in a real geographical field of development processes together with all involved actors what leads to a higher potential of personal social competence.
Courses	<ol style="list-style-type: none"> 1. Selected topics on Urban and Regional Development – Tourism (12 ECTS) 2. Geographic Seminar (Special topics on Urban and Regional Development and Tourism) (4 ECTS) 3. Applied Urban and Regional Development (8 ECTS) 4. Integrative Geography and Human-Environment Relationship, (6 ECTS)
Teaching Methods	<p>In the lectures (position 1) a comprehensive content in regard to urban and regional development with a possible focus on tourism will be offered.</p> <p>In the seminars (position 2 and 4) this field will be the basis for a relevant research question worked out and presented within the seminars. The interactive component (discussion, presentation) is important and significant.</p> <p>In course 3 the students are involved in an actual sustainable and regional development topic on local or regional level. The students work together with local/regional actors. The know-how transfers results from lecturing. Discussions and questions during the lecture are possible and even desired.</p>
Modes of Assessment	In course 1 an oral or a written exam will be the mode of assessment. In all other courses there will be a written research paper, an executive summary, the oral presentation (45 min.) and the assessment of the quality of the scientific discussion.
Presumed prior knowledge	Students that choose this track should possess some basic understanding of the approaches, methods and tools of “Sustainable Urban and Regional Development”.
Offered in (winter/summer semester)	Each summer semester

Title of Track	Sustainable Development Science and Technology (30 ECTS)
University offering the track	Hiroshima University-/ Japan
Learning Objectives	<p>This module gives students international cooperation and sustainable development studies in the fields of</p> <ul style="list-style-type: none"> ▪ Ecosystem Science, ▪ Environment Monitoring, ▪ Transportation & Urban Engineering, ▪ Marine Engineering, ▪ Regional Environment Simulator and Environmental and Resource Economics
Courses	<ol style="list-style-type: none"> 1. Environmental Management Technology (2=6 ECTS) 2. Development Technology (4=12 ECTS) 3. Environment Simulator (2=6 ECTS) 4. Management and Conservation of Ecosystems (2=6 ECTS) 5. Marine Hydrodynamics (2=6 ECTS) 6. Transportation Planning (2=6 ECTS) 7. Transportation Engineering (2=6 ECTS) 8. . Grassland Ecology (2=6 ECTS) 9. Sustainable Architecture and Urban Development I (2=6 ECTS) 10. Sustainable Architecture and Urban Development II (2=6 ECTS) <ul style="list-style-type: none"> ▪ All courses are optional ▪ 1 credit at Hiroshima University is equivalent to 3 ECTS.
Teaching Methods	<ul style="list-style-type: none"> ▪ 2 credits course(equivalent to 6 ECTS) consists of 15 classes (90min. each, including exercise) ▪ All classes are provided in English
Modes of Assessment	<p>Evaluation will be done by reports and/or examinations rating as;</p> <p>S(100-90%), A(89-80%), B(79-70 %), C(69-60%), D(below 59%; failure)</p>
Presumed prior knowledge	<p>Students who take this track are recommended to have fundamental knowledge of</p> <ul style="list-style-type: none"> ▪ Mathematics (Calculus, Statistics) ▪ Sciences (Biology, Chemistry, Ecology, Physics, Geology) ▪
Offered in (winter/summer semester)	summer semester

Title of Track	<p>Sustainable Development: From a Global to an African Context (15 or 30 ECTS); with the option to focus on:</p> <p>Sustainable Development (in general)</p> <p>Managing Sustainable Agriculture for Development</p> <p>Renewable Energy</p> <p>Development Planning for Sustainability</p>
University offering the track	Stellenbosch University, South Africa
Learning Objectives	<p>By the end of the track, participants will have understood and grappled with the complex challenges that arise from the global call for a more sustainable future. To achieve this general learning outcome, track participants will:</p> <ul style="list-style-type: none"> • Understand the most important environmental problems, such as climate change, waste and pollution, biodiversity destruction, and the general contradiction between resource use and carrying capacity; • Understand the most significant social challenges, including demographic change and expansion, pandemics, poverty, over-consumption, endemic violence, migration, and urbanisation; • Understand the key global economic trends that currently determine and shape the dynamics of national and local economies, and the centrality of socio-economic inequality; • Comprehend the history of, and different approaches to, the notion of sustainable development, and apply these to different interpretations of specific developmental contexts; and • Relate the challenge of transition to a sustainable future to an understanding of the evolution of all life in a way that will require conscious ethical judgments about personal and collective behaviour.
Courses	<ul style="list-style-type: none"> • Sustainable Development (7.5 ECTS) (foundation course for students from Stellenbosch) • Applied Economics (7.5 ECTS) • Biodiversity and Sustainable Agriculture (7.5 ECTS) • Complexity Theory and Systems Thinking (7.5 ECTS) • Corporate Citizenship (7.5 ECTS) • Development Planning and Environmental Analysis (7.5 ECTS) • Development Planning Systems, Law and Policy (7.5 ECTS) • Development Planning Theory and Practice (7.5 ECTS) • Food Security & Globalised Agriculture (7.5 ECTS) • Managing Sustainable Agricultural Enterprises (7.5 ECTS) • Ecological Design for Community Building (7.5 ECTS) • Governance, Globalisation and Civil Society (7,5 ECTS) • Introduction to Development Planning (7.5 ECTS) • Leadership and Environmental Ethics (7.5 ECTS) • Policy and Legal Framework for Rural Development and the Agricultural Sector (7.5 ECTS) • Sustainable Cities (7.5 ECTS) • Systems & Technologies for Sustainable Agriculture (7.5 ECTS) • Renewable Energy Systems (7.5 ECTS) • Introduction to Solar Energy (7.5 ECTS) • Wind and Hydro Energy (7.5 ECTS) • Bioenergy (7.5 ECTS) • Renewable Energy Finance (7.5 ECTS) • Renewable Energy Policy (7.5 ECTS)
Teaching Methods	<p>Courses in the track are divided into four parts that all relate to and feed off each other. The four parts are Classroom Work, Community Work, a Group Project, and Written Work.</p>

Modes of Assessment	<p>Group Project Working in groups, course participants are required to formulate and present a group project at the end of a week. Guidelines for how to go about this are presented at the start of the week.</p> <p>Written Work Written work consists of three components:</p> <ul style="list-style-type: none"> • A Journal that contains the reading summaries and personal reflections on the various learning experiences during the week; and • Two written assignments of around 3500 words each: • Part A: Based on a reading of at least 8 articles or chapters from books, students are required to review the different approaches to sustainable development that they find in the literature that they had selected. They must make sure that they develop an argument in favor of a particular worldview. This means making it clear in their introduction which worldview they prefer, and then proceeding in the rest of the essay to demonstrate the case for their preference. Their conclusion must summarize how they have successfully demonstrated their argument and what may be lacking and requires more research. • Part B: Students are required to demonstrate the argument they had developed in Part A by applying it to a practical case study of their choice (which, ideally, should be something they are familiar with).
Presumed prior knowledge	<p>None specifically. Students are expected to have a Bachelor's degree with, preferably, some practical experience.</p>
Offered in (winter (July – Dec) summer semester (Jan - June)	<ul style="list-style-type: none"> • Sustainable Development (Summer) • Applied Economics (Winter) • Biodiversity and Sustainable Agriculture (Summer) • Complexity Theory and Systems Thinking (Summer) • Corporate Citizenship (Winter) • Development Planning and Environmental Analysis (Winter) • Development Planning Systems, Law and Policy (Summer) • Development Planning Theory and Practice (Summer) • Food Security & Globalised Agriculture (Summer) • Managing Sustainable Agricultural Enterprises (Winter) • Ecological Design for Community Building (Summer) • Governance, Globalisation and Civil Society (Winter) • Introduction to Development Planning (Summer) • Leadership and Environmental Ethics (Summer) • Policy and Legal Framework for Rural Development and the Agricultural Sector (Winter) • Sustainable Cities (Summer) • Systems & Technologies for Sustainable Agriculture (Summer) • Renewable Energy Systems (Summer) • Introduction to Solar Energy (Summer) • Wind and Hydro Energy (Winter) • Bioenergy (Winter) • Renewable Energy Finance (Winter) • Renewable Energy Policy (Summer)

Title of Track	Sustainable Development in the Indian Practice (15-30 ECTS)
University offering the track	TERI University/ India
Learning Objectives	<p>After having taken this module, students will</p> <ul style="list-style-type: none"> ○ possess an overview of the developmental needs of developing countries in general and India in particular. ○ gain an understanding of importance of health in sustainable development and policy making. ○ be able to appreciate the importance of law and institutions in promoting sustainability. ○ be able to critically analyse and reflect the infrastructure and urban governance policies from a sustainable development perspective ○ be able to understand the crucial role climate change plays in the lives of people in developing countries especially India. ○ be able to apply their competences in team work and project oriented tasks, by carrying out field works.
Courses	<p>1. Integrated Approaches to Sustainable Development Practice (3 Credits) 2. Governance and Management of Natural Resources (3) 3. Environmental Law and Policy (3) 4. Provision of Sustainable Urban Services (3) 5. Challenges to Sustainable Development (3) 6. Principles and Concepts of Sustainability (3) 7. Sustainability Reporting (2) 8. Global Economic Environment Policy and Governance. (2)</p> <p>A student interested in opting for any other course on offer may opt for such a course provided she meets with the prerequisites of the course.</p> <p>1 credit at TERI University is equivalent to 14 hours of classroom teaching. Including the time spent by the student, 1 credit at TERI University is equivalent to 1 ECTS</p>
Teaching Methods	Lectures, Presentations, Case Studies, Group discussions
Modes of Assessment	Assignments; Minor Tests; Quizzes; Major Test
Presumed prior knowledge	

Offered in (winter/summer semester)	Summer semester (July – December)
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Title	Integration Module (30 ECTS)
University offering the module	University of Graz / Austria
Learning Objectives	<p>After having taken this module, students</p> <ul style="list-style-type: none"> ○ are able to apply their knowledge and scientific skills in inter- and trans-disciplinary teams on complex issues, ○ possess the according social skills, such as teamwork, conflict management, project management ○ have obtained basic formal knowledge in fields like (Geo)Informatics, Statistics, Systems Sciences, Chemistry, etc. ○ have broadened their competences in relevant fields of natural and social sciences, especially in those areas that they have not chosen for specialisation
List of courses offered under the header of “Integration Module” per university	<p>Inter- and transdisciplinary case study, 10 ECTS Social competencies for managing sustainable development, 3 ECTS Master seminar, 2 ECTS</p> <p>free electives (15 ECTS) for further specialisation (as possibility to strengthen the individual profile)</p>
Teaching Methods	<p>In the interdisciplinary practical exercise: self-responsible student group works supported by teachers in order to work inter- and transdisciplinarily on a given leading question Further, lectures, discussions, student presentations, training units, individual assignments,</p>
Modes of Assessment	<p>In the interdisciplinary practical exercise, the outcome of self-responsible student group works will be assessed. Further, exams, individual papers and other individual or group assignment,</p>
Presumed prior knowledge	<p>Students should have finished the basic module as well as their chosen specialisation module.</p>
Offered in (winter/summer semester)	<p>each winter semester</p>

ch – contact hour

Title	Integration Module (30 ECTS)
University offering the module	Ca' Foscari University Venice / Italy
Learning Objectives	<p>After having taken this module, students</p> <ul style="list-style-type: none"> • are able to apply their knowledge and scientific skills in inter- and trans-disciplinary teams on complex issues, • possess the according social skills, such as writing, debating, conflict management, teamwork, project management • make an integral and critical assessment of available options for sustainable development • possess further specialized knowledge and/or skills related to the topic
List of courses offered under the header of “Integration Module” per university	<p>Science of complexity: physics (6 ECTS) Environmental Management Systems and Environmental Impact Assessment II (6 ECTS) Ecology of transitional waters (6 ECTS) Marine biology (6 ECTS) Inter- or transdisciplinary case study (6 ECTS)</p>
Teaching Methods	<p>Lectures Tutorials Discussions Classes in computer laboratory Group exercise Practical activities</p>
Modes of Assessment	<p>Individual and group assessments during the course or written/oral exam at the end of the course In the interdisciplinary practical exercise, the outcome of self-responsible student group works will be assessed.</p>
Presumed prior knowledge	<p>Students should have finished the basic module as well as their chosen specialisation module.</p>
Offered in (winter/summer semester)	<p>Semester 3 each winter semester</p>

Title	Integration Module (30 ECTS)
University offering the module	Leipzig University / Germany
Learning Objectives	<p>After having taken this module, students</p> <ul style="list-style-type: none"> • are able to apply their knowledge and scientific skills in inter- and trans-disciplinary teams on complex issues, • possess the according social skills, such as writing, debating, conflict management, teamwork, project management • make an integral and critical assessment of available options for sustainable development • possess further specialized knowledge and/or skills related to the topic
List of courses offered under the header of “Integration” per university	<p>Obligatory for all students:</p> <ol style="list-style-type: none"> 1. Project management and communication skills (5 ECTS) <p>Students can choose one of the following three alternatives:</p> <ul style="list-style-type: none"> ▪ Inter- or transdisciplinary case study on a current topic as team work (10 ECTS) ▪ Internship (employer organized individually with the support of IIRM and has to be approved by IIRM) (10 ECTS) ▪ Research assistance in a research project at IIRM (10 ECTS)
Teaching Methods	<ul style="list-style-type: none"> ▪ Course 1: seminars ▪ Inter- or transdisciplinary case study: a seminar, presentations and project/ research work in a group on a given topic ▪ Internship or research assistance: independent working under professional supervision
Modes of Assessment	<p>The performance of students in course 1 will be assessed based on:</p> <ul style="list-style-type: none"> ▪ A project plan and its presentation <p>The performance of students in the inter- or transdisciplinary case study will be assessed based on:</p> <ul style="list-style-type: none"> ▪ A project report or research paper (in a team) ▪ Presentations of the project or research results (in a team) <p>The internship or research assistance completed by students will be assessed based on:</p> <ul style="list-style-type: none"> ▪ An internship or research report ▪ A presentation on the completed internship or research assistance
Presumed prior knowledge	Students that take this module should have completed the block “Basics in Sustainable Development” and their specialization track.
Offered in (winter/summer semester)	Semester 3 Each winter semester

Title	Integration and Specialisation (30 ECTS)
University offering the module	Utrecht University / The Netherlands
Learning Objectives	<p>After having taken this module, students:</p> <ul style="list-style-type: none"> • Are able to apply their knowledge and scientific skills in interdisciplinary teams on complex issues • Possess the according social skills, such as teamwork and project management • Have broadened their competences in relevant fields of natural and social sciences, especially in those areas that they have not chosen for specialisation, or • Have finished their research proposal for the master thesis
Courses	<ul style="list-style-type: none"> • Transdisciplinary Case Study (7,5 ECTS) • One of the following courses (7,5 ECTS) <ul style="list-style-type: none"> ○ Development TheoriesEnvironmental Ethics and Sustainable Development ○ Development Theory ○ Themes in Global Change and EcosystemsEcosystem ModellingIntroduction to the Energy and Resource SystemSustainable Energy Supply & Solutions ○ Governance for Sustainable Development: Theories ○ Policy Analysis • Electives (15 Ects) or extended master thesis (15 Ects)
Teaching Methods	<ul style="list-style-type: none"> ▪ Lectures ▪ Tutorials ▪ Practical training ▪ Simulation games ▪ Assignments
Modes of Assessment	<ul style="list-style-type: none"> ▪ Written and oral exams ▪ Individual and group assignments ▪ Papers and reports ▪ Presentations ▪ Process evaluation
Presumed prior knowledge	Basics in Sustainable Development
Offered in (winter/summer semester)	Semester 3 Each winter semester

Title	Master Module in Sustainable Development (30 ECTS)
University offering the module	<u>Consortium partners:</u> University of Graz / Austria, Ca'Foscari University Venice / Italy, Leipzig University / Germany, Utrecht University / The Netherlands
Learning Objectives	The master's thesis is a research project in which the student will learn to conduct independent research, whereby methods are developed and/or applied to a problem related to sustainable development. The research should be relevant from both a scientific point of view (it should expand the body of scientific knowledge) and a societal point of view (it should produce knowledge that can contribute to a better understanding or the solution of a problem). Learning-by-doing is part of the project. The student is encouraged to attend conferences and seminars etc. that are relevant or related to the research work. All or part of the research work can be done as an internship. The student delivers two outputs: (a) a thesis, and (b) an oral presentation of the results of the thesis research.
Master Thesis Module includes	The master theses module comprises 30 ECTS. The thesis reflects the student's capacity for independent study and research and must be written in English. The thesis must include a short summary both in English and in the local language of the home institution per the respective regulations governing the partner institutions. If the respective entrance university allows students to enlarge their master thesis module, they need approval of the General Programme Board to enlarge the master thesis module to 45 ECTS including electives relating to the thesis.
Teaching Methods	The master's thesis module involves a large number of academic activities: <ul style="list-style-type: none"> ▪ formulating a research objective and question after surveying the literature ▪ sorting, interpreting and synthesizing information ▪ collecting/analyzing measurements/observations ▪ presenting verbal/written reports on the findings.
Modes of Assessment	The final master's thesis must be handed in at the entrance university and is assessed by at least two staff members: the supervisor and a second reader (member of staff at a partner university selected by the advisor). The judgment of any other (external) supervisors who might be involved will be taken into consideration. If the supervisors and the second reader do not reach a consensus on the final grade, or if the student contests their decision, the final assessment is brought before the General Programme Board. The GMB makes a binding decision on the final evaluation of the thesis. If a student fails, s/he has to start the master's thesis module again.
Presumed prior knowledge	Before starting the research students have to successfully finish the Basics in Sustainable Development (semester 1) and the specialization track (semester 2).
Offered in (winter/summer semester)	each summer semester

ANNEX 2: Grading systems

The international grading system is used for the assessment of the workload achieved by the students.

ECTS Grade	Definition (D)	Definition (E)	Equivalent Graz	Equivalent Leipzig	Equivalent Venice	Equivalent Utrecht	Equivalent Basel	Equivalent Hiroshima	Equivalent Stellenbosch	Equivalent TERI
A	ausgezeichnete Leistungen und nur wenige unbedeutende Fehler	outstanding performance with only minor errors	(1) sehr gut	(1) sehr gut	30 - 28	8.5–10	5.8-6.0	S	Excellent (>=80%)	A+/A
B	überdurchschnittliche Leistungen, aber einige Fehler	above the average standard but with some errors	(2) gut	(2) gut	27 - 26	7.5–8.4	5.4-5.7	A	Very good (>=75%) Good (>=70%)	B+/B
C	insgesamt gute und solide Arbeit, jedoch mit einigen grundlegenden Fehlern	generally sound work with a number of notable errors	(3) befriedigend	(3) befriedigend	25 - 24	6.5–7.4	4.9-5.3	B	Quite good (>=65%) Compenent (>=60%)	C+
D	mittelmäßig, jedoch deutliche Mängel	fair but with significant shortcomings	(4) genügend	(4) ausreichend	23 - 21	6.1–6.4	4.4-4.8	C	Weak (>=55%)	C
E	die gezeigten Leistungen entsprechen den Mindestanforderungen	performance meets the minimum criteria	(4) genügend	(4) ausreichend	20 - 18	5.5–6.0	4.0-4.3	No Equivalent	Weak (>=50%)	D
F	es sind erhebliche Verbesserungen erforderlich,	considerable further work is required, failed	(5) nicht genügend	(5) mangelhaft	<18	NC (<5.5)	<4.0	D	Fail (< 50%)	F

	nicht bestanden								Outright fail (< 40%)	
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Annex 3 – Quality Assurance

1.1. Current Quality Assurance Measures at the University of Graz

1.1.1. Appointment and habilitation procedure

Appointment and habilitation procedures are formal and strictly regulated and see to it that the best candidate is found for a professorship⁴, which means that the teaching qualification (*venia docendi*) for a subject is only given to persons⁵ who have the relevant high professional and didactic capabilities.⁶

Thus, appointment⁷ and habilitation procedures can be regarded as “classical” quality assurance measures at universities and have been an integral part of higher education for many decades.

A by-law on this matter is in the works.

1.1.2. Strategy Development Process 2000-2003, Development Plan 2005-2010

In 2000, the University of Graz started a comprehensive strategy development process⁸ which was characterized by high transparency, openness, and the involvement of university members from all organizational levels. The targeted objectives were linked to quality criteria, not least in order to slowly make those involved acquainted with Quality Management.

Internal performance agreements were already concluded between the individual organizational units and the university management in 2002 with the goal of increasing commitment to the development plans. The main focus of these agreements was the further development of innovative areas. The initial agreements were understood as good will contracts (for trying out and above all getting acquainted with the instrument) and not as a means of control.

The strategy development process took place over a period of three years (up to 2003). The new Development Plan of the University of Graz was adopted in July 2005.⁹ The objectives worked out from 2000 to 2003 were adapted to the current formal frameworks of the University Act 2002 (*UG 2002*) and were reprioritized in part, although they still correspond to the results of the strategy development process 2000 - 2003.

1.1.3. Course evaluation

According to the statutes of the University of Graz, all required courses must be evaluated at least once every three years by participating students. The course evaluation is offered as a service to the teaching staff and is also possible on a voluntary basis. As a rule the results are analyzed and passed on to the teachers within two weeks after the survey, which makes it possible for them to already take them into consideration during the semester. The protection of confidence is strictly observed for the results, although the Deans of Studies and Vice Rectors can take a look at the evaluation and take consequent action.

The teaching evaluation is being revised at the moment. So far the survey has been understood in the sense of a customer satisfaction analysis, but in the future a special emphasis should be placed on the learning outcomes and their relevance to the students' careers.

⁴ See section 98f, University Act 2002 (*UG 2002*) for more detailed information on the appointment procedure.

⁵ Cf. *Mitteilungsblatt* (information newsletter) of the University of Graz of April 15, 2005 (= Implementation of Habilitation Procedures)

⁶ Cf. Pellert (2005)

⁷ Cf. for example the summary in: Schmitt, Arnhold, Rude (2004) 23-26.

⁸ Cf. Zechlin (2002a), Zechlin (2002b), and Zechlin (2003).

⁹ Cf. University of Graz (2005).

1.1.4. Curriculum development

In 2004, the University of Graz redrafted the internal approval process for the conception of new courses on the basis of the *UG 2002*.¹⁰ A peer review process can also be commissioned by the Senate as part of this approval process.¹¹

Both the respective Dean of Studies and the Rectorate's statements on how the financial costs will be covered as well as a verification of the legal admissibility of the new curricula by the Rectorate are integral parts of quality assurance.

The University of Graz has decided not to have individual courses of study accredited because it wants to create and ensure standardized curriculum development, doesn't want to face the increasingly difficult problem of finding experts, and last, but not least, for financial reasons. As an alternative to this, the University of Graz will take part in the "Process Quality for Teaching and Studying" project carried out by ACQUIN. The plan is to achieve university-wide quality goals and to create a quality culture by developing accredited, standardized and optimized curriculum design processes.¹²

An important document in advance of the ACQUIN project is the working out of a *Manual for Curriculum Development of Bachelor's and Master's Programs*: Here authors from the administration together with the Deans and the Senate have summed up all the processes necessary for curriculum development in one document. A draft is currently available and it will be discussed in more detail and agreed on in an evaluation process.

1.1.5. External research evaluation

According to prevailing practice, the University of Graz introduced an area-wide external peer review process for the evaluation of its research work and defined the evaluation of all the faculties as a strategic project in the development plan.¹³ This is also a continuation of a project that began in 2001 for the evaluation of the Faculty of Natural Sciences and the Catholic-Theological Faculty. "This evaluation is part of the university's quality management system and contributes to quality and service assurance in a national and international context."¹⁴

The peers' recommendations are implemented via internal target agreements.

The basis of the research evaluation are guidelines which are oriented towards existing international standards and were developed in-house. Part of the evaluation also deals with certain research-oriented services. Joint implementation workshops serve to define research fields and objectives.

1.1.6. Research documentation

The strategy for research documentation (FODOK) is to present research work in a transparent way to all those interested (a research tool for those within and without the university). It is also a source system for the (research) data for the research evaluation.

FODOK will also be integrated into the forthcoming Business Information Tool UNIGRAZ Online.

1.1.7. Good academic practice

The University of Graz is committed to the principles of good academic practice so that the research work produced meets international standards. These principles commit academics to observe legal and ethical rules and norms, to document and critically examine scholarly

¹⁰ See the leaflet for the Curricular Committee at

www.uni-graz.at/senat/downloads/merkblatt/cuko_zeitplaene_050919.pdf

¹¹ Section 10 (7) Legal Regulations on University Studies at the University of Graz <http://www.uni-graz.at/zvwww/gesetze/satzung-ug02-06.html>

¹² <http://www.acquin.org/acquincms/index/Prozessakkreditierung>

¹³ University of Graz (2005) 36-39.

¹⁴ Section 1, paragraph 1 *Mitteilungsblatt* (information newsletter) of the University of Graz of August 4, 2004.

results, to observe strict honesty, and to prevent and avoid academic misconduct, among others.¹⁵

1.1.8. Internal reporting

The University of Graz establishes a comprehensive reporting system with the goal of providing key data from all the core areas of the university (research, teaching, continuing education and training, and the administration) for the different management levels. In this context, extensive data quality assurance measures have been taken for the university's own data warehouse since 2004. This and the fact that management decisions are mostly made with the aid of key data made available to those responsible, already guarantee very high data quality.

1.1.9. Services/Administration

A project was carried out in the services area for the optimization of the university's service facilities from 1999 to 2000.

The innovation prize is a successful initiative. Since 2004, it has called upon students to bring problems such as the organization of the studies to light and to work out creative solutions. The best projects are awarded the prize and are then implemented.

In addition, the implementation of SAP in both the financial and personnel areas has led to the documentation of the processes and a plan to meet quality standards.

The current implementation of Campus Online at the University of Graz is just one more opportunity taken by the university to re-organize or electronically provide all kinds of processes to be able to provide better and higher-quality services in the future in the area of student administration, for example.

1.1.10. Graduates and labor market analyses

Surveys and analyses of graduates are carried out as part of Strategic Project 14¹⁶. Labor market analyses and surveys will play an important part in the future, especially in the context of the development of new curricula. The use of such instruments is intended to examine the career entry and change phases of graduates more closely.

1.1.11. Internal revision

The Rectorate entrusted the Department of Service and Quality Management with the establishment of the Internal Revision (IR) at the University of Graz, which began in 2005. Its object is the entire range of the university's activities.

Internal Revision, as in most companies, plays an advisory role at the University of Graz. It always keeps quality standards in mind that will have to be observed in the future as part of its investigation of fraudulent actions or during routine examinations of drafts of alternative models.

1.1.12. Taking part in university rankings

Another quality assurance measure is the University of Graz' regular participation in different university rankings (e.g. the CHE university ranking).

The University of Graz is not afraid of being compared to other Austrian and international universities and is also willing to discuss the results in detail and to take appropriate steps if necessary.

KFU (ed.) (2005): Karl-Franzens-Universität Graz Rahmenstrategie Entwicklungsplan 2005 – 2010

¹⁵ By-law "Principles for Assuring Good Academic Practice and Preventing Misconduct in the Academy". In the *Mitteilungsblatt* (information newsletter) of the University of Graz of March 24, 2004.

¹⁶ University of Graz (2005) 64-66.

Pellert, Ada (2004): Leitfragen Berufungen anlässlich der internationalen Anhörung am 6. und 7. Mai 2004, Köln

Schmitt, Tassilo; Arnhold, Nina; Rüde, Magnus (2004): Berufungsverfahren im Internationalen Vergleich. (=CHE (ed.) Arbeitspapier Nr.53)

Zechlin, Lothar (ed.) (2002a): Kursbuch Strategische Entwicklung der Universität Graz Band 1: Ziele und Prozesse; Graz

Zechlin, Lothar (ed.) (2002b): Kursbuch Strategische Entwicklung der Universität Graz Band 2: Leistungen und Projekte; Graz

Zechlin, Lothar (ed.) (2003): Kursbuch Strategische Entwicklung der Universität Graz Entwicklungsplanungen 2003/2004; Graz

A New Model of Evaluation

A new agency for the quality assurance – ANVUR – is now operating in the Italian university system. ANVUR recently defined a full set of indicators for the evaluation of universities and courses. The Ministry of Education is now evaluating the proposed model and should be define the new set of rules for establishing courses and for a yearly evaluation.

Evaluation policies

Ca' Foscari has been one of the first Italian universities to institute an internal evaluation unit (Nucleo di Valutazione di Ateneo). Recently, there has been an effort to better integrate the evaluation activities with the decision making process. This has implied attempts at interacting more with the governing bodies of Ca' Foscari, especially with the Academic Senate, while trying to preserve the autonomy of the evaluation activity.

Since 2006, one of the vice-rectors is also appointed to take care of the University Quality System.

Appointment procedures

Appointment procedures are formal and strictly regulated by the national law. Every call for professorship positions is open to the international community. Appointment committees are elected for each position within the national scientific community of the same area, and only one out of five members of the committee may belong to the University offering the position. After three years, a different committee, selected by the National University Council (CUN), evaluates the scientific and didactic activities, and makes the position a permanent one. This appointment procedure can be regarded as a “classical” quality assurance method.

Participation to National Quality Assurance Projects

In the academic years 2001/2002/2003, Ca' Foscari participated to the national project CampusOne, specifically addressed to degree courses in order to sustain and disseminate technological educational and innovation. The main objectives of the project were:

- Didactic management, as a set of functions and services, which working alongside the university's own resources, facilitate relations with students, the verification of the effectiveness of the teaching, and dialogue with bodies outside the university and within the labour market
- Quality evaluation , based on a control methodology that in analyzing and evaluating the quality of the teaching of the curriculum courses, adopts the standpoint of attributing credits to the various study curricula.
- Establishing links between academic studies and the professions through internships, language and IT courses, as well as through regular on-going relations with businesses, economic agents and local authorities in order to bring the university into closer contact with society, the requirements of the labour market and corporate culture
- Communication, using activities and instruments suitable for doing justice to the new physiognomy of the university, as also its objectives and results, in order to encourage a constant dialogue with students designed to keep them well-informed and to guide their academic development and cultural growth throughout all the entire course of studies.

Course Evaluation

According with the national law, all required courses are evaluated every year by participating students. As a rule, the results are analyzed by the Faculty Dean and passed on to the teachers in order to give them useful hints to improve their courses.

Application of a shared model of evaluation of the educational services provided

The evaluation framework used within the CampusOne project has been further applied to support the quality assurance of all the Ca' Foscari degree programs: since 2004, all study programs are required to produce a self-evaluation report, which is evaluated through an audit system by the Internal Evaluation Unit.

Research Evaluation

Ca' Foscari participated to the first national Research Evaluation Process, managed by CIVR (National Committee for Evaluation of Research), by selecting the best scientific works produced in the years 2001-'03. The results of the peer-to-peer evaluation of the 136 publications selected by the University were very positive, and put Ca' Foscari in the top ranking of the medium-size Italian Universities (see www.civr.it).

Graduates and labour market analyses

Ca' Foscari is part of the AlmaLaurea National Consortium, that takes care of tracking the follow-up of graduates, by interviewing them year after year with respect to their employment status. This provides measures to assess the employability of Ca' Foscari graduates in each discipline.

Bonn Model for University Evaluation

The “Regulation on Study Evaluation” (Lehrevaluationsordnung) released by the Senate in June 2005 forms the framework for the quality assurance of study programs and conditions at the University of Leipzig. According to this regulation the minimum of two courses per each professor have to be evaluated by students annually.

In order to meet the current requirements for study and university evaluation (i.e. the available time and personnel resources as well as the pursuance of high quality programs) University of Leipzig replaced the traditional “Paper-Pencil-Procedure” for the quality assessment through the so-called „Bonn Model for University Evaluation“ (Bonner Modell zur Hochschulevaluation) in 2005. This model was developed in the framework of a study reform by the Center for Evaluation and Methods at the University of Bonn from 2000 to 2005. In the framework of a cooperation contract the Center also carries out the evaluation at University of Leipzig. The body responsible for the implementation of the evaluation at the University of Leipzig is the Evaluation Office working under the supervision of the Vice-Rector for Teaching and Studies. The Bonn evaluation model consists of several modules that are all conducted online. The combination of several modules provides an extensive insight into the quality of tasks carried out at a university. At the University of Leipzig following standardized modules are applied:

- 1.1 Course and module evaluation
- 1.2 Evaluation of study conditions
- 1.3 Graduate survey
- 1.4 Scientific staff survey

1.1 Course and module evaluation

The Bonn model enables the evaluation of study programs both at the course and module levels. The aim of the course and module evaluation is to assess whether the course content and their combination into modules provide the students with the anticipated knowledge and skills and hence, whether the learning objectives are achieved at the course and module levels. The course and module evaluations are carried out at the University of Leipzig each semester in the end of lecture periods.

Different courses and modules are registered and activated for the online evaluation by the module coordinators and lecturers via internet using the login data attained from the Evaluation Office. For the evaluation purpose the coordinators are lecturers of all disciplines are provided with the same basic online questionnaire, which they can individually supplement with a maximum of 10 additional and more specific questions. The interdisciplinary questions and the regular replications of the assessment assure the comparability of data and enable benchmarking. The students that participate in the respective courses and module receive the login data for the questionnaire via email from the Evaluation Office and fill it in online. The participation in the evaluation is always voluntary.

For the analysis the collected data is aggregated per each course and module, i.e. no data can be drawn back to a certain student. All the evaluation participants receive the evaluation report as pdf via email. Furthermore, the lecturers and students are recommended to make an appointment to discuss and analyze the evaluation results jointly. The evaluation results should support the lecturers and module coordinators in the further development of their courses and modules to guarantee the continuous improvement their quality.

1.2 *Evaluation of study conditions*

The evaluation of general study conditions at the University of Leipzig through present students is carried out annually. The students are asked to evaluate the content of study programs, general study conditions and their situation in research and promotion of young academics in the last two semesters. The evaluation results should especially contribute to the quality assurance at the faculties and evoke study program related optimization processes. The students addressed by the evaluation are selected randomly and receive the login data for the questionnaire (available in German and English) and the description of the evaluation process via email from the Evaluation Office. The participation in the evaluation is voluntary. For the analysis the collected data is aggregated per each discipline, i.e. no data can be drawn back to a certain student. The evaluation report for the whole university is published at the homepage of the Evaluation Office and can be entered with the login data by all the evaluation participants. The deans of the faculties receive the evaluation reports for their respective faculty via email. The interpretation of the results and the development of corresponding measures for improvement are the responsibility of the deans, the study commission and the rectorate.

1.3 *Graduate Survey*

The graduate survey is carried out annually and the graduates are asked to evaluate retroactively the content of their study programs, general study conditions and their situation in research and promotion of young academics at the University of Leipzig. Of special interest for the evaluation are the assessment of the career entry of the graduates and the value and benefits of the knowledge gained by them during the studies for their occupational practice. The procedures applied for the participation of the graduates in the evaluation, the survey process, the interpretation of the results and the development of measures for improvement are similar to the module "evaluation of study conditions".

1.4 *Scientific Staff Survey*

The scientific staff survey is carried out annually and the staff is asked to evaluate their own teaching and research conditions at the University of Leipzig. A special questionnaire enabling the evaluation of the working conditions at the University of Leipzig and the identification of potentials for improvement was developed for this purpose. The survey is addressed to all full and part time scientific staff members employed in teaching and research as well as to associate lecturers. The procedures applied for the participation of the scientific staff in the evaluation, the survey process, the interpretation of the results and the development of measures for improvement are similar to the module "evaluation of study conditions".

Reporting

University of Leipzig runs a comprehensive reporting system on teaching/ studies and research with the goal of regular documentation of the development and performance of all the core areas of the university. The annually established reports include a study report, a research report and a rectorate report.

The establishment of study reports that used to contain the key statistical data and other relevant information about all the different study programs of the university has been stopped for the period of 2004-2007 due to the concentration of resources on carrying out the study reform and accreditation processes. Whether this quality assurance mechanism will be continued in 2008 in accordance with the Study Report Regulation is currently being negotiated with the SMWK.

The research report has been published since 1993 and contains the key information and statistical data with performance indicators about the current research activities at the

different faculties, centers and interdisciplinary research institutes of the university. The first part of the report provides a summary of the research activities carried out at the different faculties and centers. Moreover, it provides an insight into the predominant interfaculty research projects, exhibitions, patent applications, workshops and conferences as well as prizes and nominations awarded to the researchers of the University of Leipzig. The second part of the report focuses on the presentation of faculty specific information including all conducted research projects and scientific publications. The report can be downloaded at www.uni-leipzig.de/forschen.

The rectorate report presents a “full statement of accounts” published since 1993. It contains comprehensive data and statistical material as well as other relevant information about the development in and performance of teaching/ studies and research at the University of Leipzig in the previous study year. Moreover, it presents the efforts made by the university to increase its future attractiveness in a transparent manner.

Accreditation of study programs

In accordance with the recommendation of the Conference of Ministers for Education University of Leipzig pursues the accreditation of its newly conceptualized bachelor and master programs through a cluster process by the ZEvA (Zentrale Evaluations- und Akkreditierungsagentur). The aim of the accreditation is to assess these programs against the quality objectives set in national and international standards. An accreditation application with information about the concept, resources, conditions and procedures of a program has/ will be submitted for all the programs. If a study program is going to be accredited the implementation of a sustainable evaluation concept has to be presented in the application. The accreditation process at the University of Leipzig is supervised by Vice-Rector for Teaching and Studies, whereas the Evaluation Office is responsible for all the organizational questions. The body responsible for the accreditation of bachelor and master programs at the federal level is the Accreditation Council. It consists of representatives of universities, states, students, practitioners and international experts and sets the minimum standards and criteria for accredited programs.

Good academic practice

In accordance with the Statutes for the Assurance of Good Academic Practice University of Leipzig is committed to the principles of the “Commission for Self Regulation in Science”; a common initiative of the German Research Society (DFG) and the Conference of University Rectors. These principles commit academics to observe ethical norms and strict honesty, to prevent and avoid academic misconduct in order to enhance academic quality, to document the research methods applied and results achieved and to make the scientific results public among academics through publications. Furthermore the statutes of the university determine the action to be taken and the possible consequences in case of academic misconduct.

Internal revision

There is an Internal Revision at the University of Leipzig that audits a wide range of the university’s activities related to teaching and studies, research as well as administrative procedures.

Quality Assurance

The master's program in Sustainable Development developed a Quality Management Approach when it started its first year. This approach describes the goals and actions to be taken with respect to the quality of the evaluation. Based on the requirements and guidelines set by Utrecht University, procedures are in place to monitor the quality of:

- the program: endpoints, individual courses, parts of the program (common courses and tracks), the master's thesis and internships, and the full program;
- the instructors;
- student support;
- infrastructure.

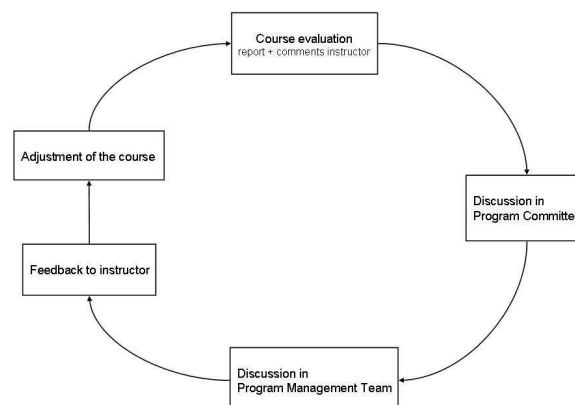
Besides, the quality management system itself is regularly evaluated. Currently, a policy document "Quality Management Approach Education Innovation and Environmental Sciences" is developed. Part of this document will be a calendar including the activities of all employees involved with the education programs.

The assurance concerning the quality of staff, student support and infrastructure is described in facet 14, 16 and 15 respectively. In this chapter the quality assurance concerning the education program will be elucidated.

Evaluation of courses and MSc theses

To evaluate individual courses and theses, we use standard evaluation forms (with some space for specific questions). These forms address issues like content, organization, quality of the instructors (including their proficiency in English), goal attainment, and study load. As a general indicator, the student also gives a grade (1-10) for the course. The evaluations are covered in a report, where the instructor responds to the findings. This report is discussed in the Program Commission and then by the Board of Directors of the Program, who take the Commission's recommendations into account. Depending on their findings, consultations are started between the track coordinators and the instructors in question with respect to any changes deemed necessary (Figure 3).

Figure 3 Periodical cycle of internal quality management concerning the evaluation of courses



Evaluation of the curriculum

The quality of the overall program is evaluated in discussions with students and with the instructors. Several issues are usually raised at these meetings: program coherence; scientific level; adequacy of teaching methods; variance in teaching methods; level of academic teaching skills; and adequate preparation.

<p style="text-align: center;">Quality Assurance Measures at Hiroshima University, Graduate School for International Development and Cooperation (IDEC)</p>
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1. Outline of the Evaluation of Faculty Member Activities

According to the 'Outline of Individual Evaluation of Faculty Members at Hiroshima University,' announced by the University Evaluation Committee in March 2006, IDEC has decided to evaluate faculty members in terms of the following 4 categories: 1) Education, 2) Research, 3) Contribution to Society, and 4) University Management. Furthermore, each category has the following items to be used to evaluate the activities of faculty members on the whole.

1) Education

- (1) The number of courses offered by the faculty member
- (2) The number of Ph.D. and Master's students for whom he/she acts as the academic advisor
- (3) Course evaluation by students (*see #2 "Course Evaluation")

2) Research

- (1) The number of papers he/she has published
- (2) The books he/she has published or translated
- (3) Reports
- (4) Other research accomplishments
- (5) Fund(s) he/she has obtained from outside the University and the amount(s)
- (6) Research project he/she has been committed to
- (7) Intellectual property, such as a patents, he/she has gained
- (8) Presentation(s) at academic conferences
- (9) Awards received

3) University Management

- (1) Work experience as the Dean, or Vice Dean of IDEC, or the director of other centers.
- (2) Experience as a member or chairperson of committees in the University or in IDEC

The Dean of IDEC has the authority to review the faculty members' evaluation and suggest improvements.

(Established by the IDEC Faculty Meeting, July 2006)

2. Course Evaluation

At the end of each semester, the Internal Review and Evaluation Committee of IDEC conducts 'course evaluation questionnaires' for all courses offered at IDEC to all students who have taken each course. The outcome of the questionnaire is open to the public and is also reported to the instructors to help them improve their own courses.

(Proposed by the IDEC Internal Review and Evaluation Committee and approved by the IDEC Faculty Meeting in 2003)

3. Model Course Observation

For the purpose of improving each course, some model courses are selected to be open to all faculty members for observation.

(Proposed by the IDEC Internal Review and Evaluation Committee and approved by the IDEC Faculty Meeting in 2005)

1) The University of Basel will undertake an accrediting procedure during the next year for the university as a whole. An essential part of that procedure consists in implementing a quality management system on the level of the university. The quality management system defines quality assurance mechanisms including all relevant university domains such as professorship appointments, research, education, knowledge transfer, administration, internal academic organisation and so on. The university of Basel already implemented the Bologna system for all its Bachelor and Master programs and will reform its doctoral programs according Bologna requirements.

2) The university of Basel regularly evaluates its research and education portfolio and defines development strategies every six years.

3) The Rectors Conference of Swiss Universities (CRUS) defined general rules for all regular study programs at Swiss Universities. Among others they include a minimal number of professors and a minimal number of beginners for each study program to ensure a critical mass hence competitiveness for each of them.

4) Faculties are responsible for academic quality of their study programs. An examination commission is responsible for all educational issues, whereas each study program is operationally lead by a teaching commission. Student delegates are always and obligatory members of these commissions.

5) The faculties are responsible for course evaluation. The faculty for Socials Science and Arts (Philosophisch-Historische Fakultät) established a standardized evaluation procedure. The results are not published but nevertheless used as an instrument for improving teaching. The faculty pays strong attention for establishing a fertile communicative environment between teachers and students as part of course evaluation procedures. Concerning the Master program in Sustainable Development the three faculties involved delegated course evaluation to the interfaculty teaching commission that proceeds accordingly.

6) New Programs are regularly evaluated. The Master program in Sustainable Development will undergo an evaluation procedure in 2008.

Quality Assurance at University of Stellenbosch

The important aspects regarding the policy, procedures and time frames for the Assessments and Moderations of all modules are brought to the attention of Deans, Departmental Chairpersons, lecturers and departmental personnel:

The document Regulations for internal and external moderation and the processing of results is provided as a separate document titled REGULATION Moderation and Exam results.doc.

This document stipulates that at least one person – external to the University and the associate Programme or Module – be appointed to moderate the entire module/programme and attest to the quality of the content, and the assessment process that is followed, and that all the requirements, as stipulated by the national Department of Higher Education, are met.

The last day for the capturing, by academic departments of internal and external moderated final marks of all postgraduate modules, is also provided.

Departmental chairpersons follow the procedure stipulated at paragraph 11.1 of the Regulations referred to at paragraph 1 above, and thereafter act in accordance with paragraph 11.2 of the Regulations.

Deans follow the procedure stipulated at paragraph 11.3 of the Regulations to enable the Vice-Rector (Teaching) to approve the assessment results by a specific date.

The assessment results are dealt with at the meetings of the boards of faculties, for final approval by the Senate of the University.

Quality Assurance Measures at the TERI University

Appointment Procedures

TERI University provides an exciting and challenging environment for teaching and research. In order to attract the best faculty resource, TERI University follows a rigorous selection process. The essential qualifications for faculty positions are regulated by the University Grants Commission (UGC) norms. Adhering to these standards set by the regulator at the national level, the faculty selection at the TERI University is done by a selection committee constituted as per the Rules of Regulations of TERI University. The committee includes among others outside experts in the subject in which the selections are taking place.

Course formulation and evaluation

New courses at TERI University are introduced after a three tier evaluation/approval procedure. Course outline prepared by the concerned faculty member is evaluated by a minimum of two external experts. After incorporating their suggestions, it goes to the second level evaluation at the Department level, where it is approved by the Board of Studies. The third level of approval takes place at the University level, where the course is presented before the Academic council and approved. Faculty and course evaluation takes place twice in a semester in the form of student feedback. The students give online feedback on the teaching and the content of the courses. The outcome of the feedback is forwarded to the course instructor by the Dean's office.

Programme evaluation

Programme evaluation takes place both at an internal and external level. Academic programmes are evaluated at regular intervals internally. The curriculum evaluation committee, which also includes external experts evaluates the programme in a holistic manner and proposes changes. For any change in the programme, the three tier approval process as in the case of course approval is followed. In addition to this, the academic programmes at TERI University are evaluated by external government agencies like University Grants Commission (UGC); All India Council for Technical Education (AICTE)- in the case of M.Tech and MBA programmes; and Department of Personnel and Training (DoPT- Government of India)- In the case of MA in Public Policy and Sustainable Development. National Assessment and Accreditation Council (NAAC), is presently in the process of evaluating TERI University.

Annex 4 – Degree Details

Students completing the “Joint International Master’s Programme in Sustainable Development” are awarded a joint degree certificate by University of Graz, and University of Leipzig after fulfilment of the respective legal prerequisites according to the curriculum.

A **double degree** is awarded by Utrecht University and Ca’Foscari University Venice after the fulfilment of the respective legal prerequisites as stated below.

Legal Prerequisites Utrecht University:

A degree from the University of Utrecht is awarded to students who

- are registered as a student at Utrecht University and
- pay tuition fees at Utrecht University for the whole degree programme duration (at least 120 credits)* and
- complete at least half of the Master’s programme (60 EC) through components offered by Utrecht University and
- conduct the final 30 EC master’s thesis research project at Utrecht University.

*Tuition fees in the Netherlands vary for EU/EEA and non-EU/EEA students

Legal Prerequisites Ca’Foscari University Venice:

Requirements to complete a degree in the LM – 75 Laurea Magistrale in Scienze ambientali for the students of the Joint Master Degree in Sustainable Development (RAD):

Groups of Subjects	Subjects	Minimum - Maximum Credits
Group A		
1. Chemistry	Analytical Chemistry; General and Inorganic Chemistry; Organic Chemistry; Foundations of Chemistry for Technologies; Environmental Chemistry and Chemistry for Cultural Heritage	6 - 24
2. Biology	General Botantics; Systematic Botantics; Zoology; Physiology; Biochemistry; Applied Biology; General Microbiology	6 - 12
3. Earth Sciences	Stratigraphic and Sedimentological Geology; Physical Geography and Geomorphology; Applied Geology; Mineralogy; Petrology and Petrography; Geochemistry and Volcanology; Mineral Geological Resources and Mineralogic and Petrographic Applications for the Environment and Cultural Heritage; Geophysics of Solid Earth; Applied Geophysics; Oceanography and Atmospheric Physics	12 - 24
4. Ecology	Environmental and Applied Botantics; Ecology	6 - 18
5. Agricultural, technical and management subjects	Agronomy and Herbaceous Cultivation; Pedology; Physics for Earth and Atmospheric Sciences; Applied Physics (Cultural Heritage, Environment, Biology and Medicine); Computer Science; Probability and Mathematical Statistics	6 - 12
6. Legal, economic and assessment subjects	Urban Studies; Administrative Law; Criminal Law; Geography; Economic and Political Geography; Statistics; Statistics for Experimental and Technological Research	4 - 12
Subtotal (Group A)		48 - 102 ECTS
Group B		
A11	Pedology; Stratigraphic and Sedimentological Geology; Applied Geophysics; Oceanography	0 - 12

	and Atmospheric Physics	
A12	Environmental and Applied Botany; Ecology	0 - 12
A13	Experimental Physics; Energy and Environmental Systems; Chemical Plants	6 - 18
A14	Analytical Chemistry; Organic Chemistry; Environmental Chemistry and Chemistry for Cultural Heritage	0 - 6
A15	Urban Studies; Economic and Political Geography; Political Economy; Applied Economics; Business Administration	0 - 12
Subtotal (Group B)		12 - 60 ECTS
Free Electives		12 - 12 ECTS
Final Project		24 - 30 ECTS
Traineeship	-	0 - 6 ECTS
Seminars, laboratories, others		1 - 6 ECTS
Subtotal (Others)		37 - 54 ECTS
Total		120 ECTS