

Amtliches Mitteilungsblatt



Lebenswissenschaftliche Fakultät

Fachspezifische Studien- und Prüfungsordnung für den Internationalen Masterstudiengang Rural Development (ERASMUS Mundus)

Herausgeber: Der Präsident der Humboldt-Universität zu Berlin
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Fachspezifische Studienordnung für den Internationalen Masterstudiengang "Rural Development" (ERASMUS Mundus)

Gemäß § 17 Abs. 1 Ziffer 3 der Verfassung der Humboldt-Universität zu Berlin in der Fassung vom 24. Oktober 2013 (Ämtliches Mitteilungsblatt der Humboldt-Universität zu Berlin Nr. 47/2013) hat der Fakultätsrat der Landwirtschaftlich-Gärtnerischen Fakultät am 13. November 2013 die folgende Studienordnung erlassen: *

- § 1 Anwendungsbereich
- § 2 Beginn des Studiums, Vollzeitstudium, Teilzeitstudium
- § 3 Ziele des Studiums, Internationalität
- § 4 Module des Studiums
- § 5 In-Kraft-Treten

Anlage 1: Modulbeschreibungen

Anlage 2: Idealtypischer Studienverlaufsplan mit Auslandssemestern

§ 1 Anwendungsbereich

(1) Diese Studienordnung enthält die fachspezifischen Regelungen für Internationalen Masterstudiengang Rural Development (IMRD) an der Humboldt-Universität zu Berlin. Sie gilt in Verbindung mit der fachspezifischen Prüfungsordnung für den Internationalen Masterstudiengang Rural Development und der Fächerübergreifenden Satzung zur Regelung von Zulassung, Studium und Prüfung (ZSP-HU) in der jeweils geltenden Fassung.

(2) Der IMRD-Studiengang wird gemeinschaftlich von fünf europäischen Universitäten – Universität Gent (Belgien), Humboldt-Universität zu Berlin (BRD), Agrocampus Ovest (Frankreich), Universität Pisa (Italien) und Agraruniversität Nitra (Slowakei) – im Rahmen des ERASMUS-Mundus-Programms der Europäischen Kommission angeboten und führt zu einem gemeinsamen Abschluss dieser Partnereinrichtungen. Die Teilnehmer und Teilnehmerinnen an diesem Studiengang sind Studierende der Universität Gent, die dort für die Dauer ihres Aufenthaltes an der Humboldt-Universität zu Berlin zeitweise beurlaubt sind.

(3) Als spezifischer Ausbildungsgang innerhalb des IMRD-Studiengangs wird der EU-US-Ausbildungsgang IMRD-ATLANTIS angeboten. Der Studiengang wird gemeinschaftlich von den fünf europäischen Partnereinrichtungen des IMRD-Studiengangs sowie der US-amerikanischen University of

Arkansas angeboten und führt zu einem Doppelabschluss der europäischen Partnereinrichtungen des IMRD-Studiengangs und der beteiligten US-amerikanischen Universität.

(4) Als weiterer spezifischer Ausbildungsgang innerhalb des IMRD-Studiengangs wird der EU-Korea-Ausbildungsgang IMRD-Korea angeboten. Der Studiengang wird gemeinschaftlich von vier europäischen Partnereinrichtungen des IMRD-Studiengangs – Universität Gent (Belgien), Humboldt-Universität zu Berlin (BRD), Universität Pisa (Italien) und Agraruniversität Nitra (Slowakei) – sowie den koreanischen Universitäten Korea University und Seoul National University im Rahmen des ERASMUS-Mundus-Programms der Europäischen Kommission angeboten und führt zu einem Doppelabschluss der europäischen Partnereinrichtungen des IMRD-Studiengangs und jeweils einer der beteiligten koreanischen Universitäten.

(5) Affilierte Partnereinrichtungen in Drittländern – Universität Pretoria (Südafrika), Agraruniversität Bangalore (Indien), Agraruniversität Nanjing (China), Escuela Superior Politécnica del Litoral Guayaquil (Ecuador) und Agraruniversität Beijing (China) – bieten einzelne Ausbildungsteile im IMRD-Studiengang an.

(6) Eine gemeinschaftliche Studienordnung liegt in englischsprachiger Fassung vor. Sie regelt übergreifend das Studienangebot dieses Studienganges an allen Einrichtungen des Konsortiums und gewährleistet die Kompatibilität der Ausbildung an den einzelnen Partnereinrichtungen und die Sicherstellung des allgemeinen übergeordneten Studienziels dieses Studienganges. Weitere nationalsprachige Studienordnungen liegen vor und regeln komplementär das Studienangebot dieses Studienganges an den anderen Partnereinrichtungen.

§ 2 Beginn des Studiums, Vollzeitstudium, Teilzeitstudium

(1) Das Studium im Internationalen Masterstudiengang Rural Development kann nur zum Wintersemester an der Universität Gent aufgenommen werden.

(2) Die Zulassung zum IMRD-Studiengang erfolgt für alle Studierenden dieses Studienganges an der Universität Gent gemäß den zwischen den Konsortialpartnern vertraglich vereinbarten Zulassungskriterien für diesen Studiengang.

(3) Die Zulassung der US-amerikanischen Studierenden zum Ausbildungsgang IMRD-ATLANTIS

* Die Universitätsleitung hat diese Studienordnung am 2. September 2014 bestätigt.

sowie der koreanischen Studierenden zum Ausbildungsgang IMRD-Korea erfolgt an ihren jeweiligen Heimatuniversitäten in den USA bzw. in Südkorea.

§ 3 Ziele des Studiums, Internationalität

(1) Das Studium im Internationalen Masterstudiengang Rural Development zielt auf den Erwerb einer wissenschaftlichen Qualifikation unter besonderer Nutzung von Erfahrungen in der Europäischen Union. Der erfolgreiche Abschluss des Internationalen Masterstudiengangs Rural Development qualifiziert für berufliche Tätigkeitsfelder in allen privaten und öffentlichen Bereichen der Entwicklungs-, Umwelt-, Agrar-, Ernährungs- und Forstpolitik sowie des nationalen und internationalen Regional-, Projekt- und Ressourcenmanagements. Das expandierende Berufsfeld findet ferner zunehmend Eingang in die entsprechenden Forschungsbereiche von Universitäten und Unternehmen sowie öffentlicher und privater Forschungsinstitute.

(2) Der Internationale Masterstudiengang Rural Development eröffnet die Möglichkeit, an Forschungs- und Entwicklungsprojekten mitzuwirken.

(3) Der Internationale Masterstudiengang Rural Development ist ein internationaler Studiengang, bei dem Module und Modulbestandteile im Ausland absolviert werden.

(4) Nach erfolgreichem Studienabschluss sind die Studierenden befähigt, einen gezielten Beitrag zur Lösung wirtschaftlicher und sozialer Probleme in der Landwirtschaft und den ländlichen Räumen sowie zum Schutz der natürlichen Ressourcen in ihren Heimatländern zu leisten.

(5) Die Studierenden haben ein breites, detailliertes und kritisches Verständnis von den Umweltwissenschaften bzw. den Wirtschafts- und/oder Sozialwissenschaften des Landbaus nach dem neusten Wissensstand dieser Fächer und sind in der Lage, diese Spezialkenntnisse in interdisziplinärer Sicht zu verbinden.

(6) Mit dem Masterstudium haben die Studierenden die fachlichen und methodischen Kompetenzen erworben, ihr Fachwissen bei der Problemlösung in neuen, unvertrauten Situationen sowie in multidisziplinären Zusammenhängen anzuwenden.

(7) Die Studierenden haben die für ein breites und sich ständig wandelndes Berufsfeld erforderlichen überfachlichen Schlüsselqualifikationen erworben. Sie können sich komplexes Wissen selbstständig aneignen, kritisch einordnen, bewerten und integrieren. Sie sind der Lage, wissenschaftlich fundierte Entscheidungen zu fällen und forschungs- oder anwendungsorientierte Projekte weitgehend eigenständig durchzuführen.

(8) Die Studierenden dieses internationalen Masterstudiengangs haben ausgeprägte kommunikative Kompetenzen erworben, die sie zum Austausch auf wissenschaftlichem Niveau und Übernehmen herausgehobener Verantwortung befähigen.

(9) Die Studierenden haben die besonderen Möglichkeiten zum Erwerb und der Anwendung interkultureller Erfahrungen und fremdsprachiger Kenntnisse genutzt, die dieser internationale Masterstudiengang bietet, auch durch die Mobilität innerhalb der verschiedenen europäischen und außereuropäischen Partnereinrichtungen.

§ 4 Module des Studiums

(1) Im Internationalen Masterstudiengang Rural Development sind insgesamt 120 Leistungspunkte (ECTS-Credit Points, CP, Credits) zu erwerben. Davon entfallen 90 Leistungspunkte auf das Fachstudium und 30 Leistungspunkte auf die Masterarbeit.

(2) Die Teile des Pflichtbereiches sowie der Fachlichen und Überfachlichen Wahlpflichtbereiche werden komplementär an den Partnereinrichtungen dieses Studiengangs angeboten. Demgemäß absolvieren die Studierenden im ersten Semester den Pflichtbereich Agricultural Economics an der Universität Gent und im zweiten und dritten Semester zwei unterschiedliche Fachliche Wahlpflichtbereiche zur Spezialisierung.

(3) An der Landwirtschaftlich-Gärtnerischen Fakultät der Humboldt-Universität zu Berlin umfasst das Angebot für den Internationalen Masterstudiengang Rural Development die Masterarbeit (30 CP) sowie folgende Module des Fachlichen Wahlpflichtbereichs Institutional and Resource Economics, von denen in Abhängigkeit von den an den anderen Partnerhochschulen erworbenen Leistungspunkten 4–6 Module zu belegen sind:

FM 1: Institutional Economics and Political Economy I – Basic Concepts and Applications (6 CP)

FM 2: Environmental and Resource Economics III: Environmental Institutions and Governance (6 CP)

FM 3: Human-Environmental Systems Interaction (6 CP)

FM 4: Environmental and Resource Economics II: Strategies and Policies (6 CP)

FM 5: Co-operation and Co-operative Organizations (6 CP)

FM 6: Advanced Empirical Methodology for Social-Ecological Systems Analysis (6 CP)

FM 7: Biodiversity and Conservation Management (6 CP)

FM 8: Climate and Energy Management (6 CP)

FM 9: Environmental Management and Information Systems (6 CP)

FM 10: Environmental Sociology and Environmental Policy (6 CP)

FM 11: The Role of Gender for Sustainable Resource Management (6 CP)

FM 12: Land and Water Management (6 CP)

FM 13: International Forest Use and Management (6 CP)

FM 14: Institutions and Instruments of Development Co-operation (6 CP)

FM 15: Economics of Human Development (6 CP)

FM 16: Project Management – Applied to Natural Resource-based Sectors and Development Programmes (6 CP)

(4) Darüber hinaus können im Überfachlichen Wahlpflichtbereich entsprechend ausgewiesene Master-Module anderer Fächer und zentraler Einrichtungen der HU im Umfang von maximal 10 CP absolviert werden.

§ 5 In-Kraft-Treten

(1) Diese Studienordnung tritt am Tage nach ihrer Veröffentlichung im *Amtlichen Mitteilungsblatt der Humboldt-Universität zu Berlin* in Kraft.

(2) Diese Studienordnung gilt für alle Studentinnen und Studenten, die ihr Studium nach dem In-Kraft-Treten dieser Studienordnung aufnehmen oder nach einem Hochschul-, Studiengangs- oder Studienfachwechsel fortsetzen.

(3) Für Studierende, die ihr Studium vor dem In-Kraft-Treten dieser Studienordnung aufgenommen haben, gilt die Studienordnung vom 29. November 2010 (Amtliches Mitteilungsblatt der Humboldt-Universität zu Berlin Nr. 51/2010). Alternativ können sie diese Studienordnung inklusive der zugehörigen Prüfungsordnung wählen. Die Wahl muss schriftlich gegenüber dem Prüfungsbüro erklärt werden und ist unwiderruflich. Mit Ablauf des Sommersemesters 2017 tritt die Studienordnung vom 29. November 2010 außer Kraft. Das Studium wird dann auch von den in Satz 1 benannten Studierenden nach dieser Studienordnung fortgeführt. Bisherige Leistungen werden entsprechend § 110 ZSP-HU berücksichtigt.

Anlage 1: Modulbeschreibungen

Abbreviations:

CM: Compulsory Module; FM: Focal Module; SWS: contact hour per week; L: Lecture; SE: Seminar; E: Exercise; FT: Field Trip; TU: Tutorial

FM 1: Institutional Economics and Political Economy I – Basic Concepts and Applications			Credits: 6
<u>Learning objectives:</u>			
Students			
<ul style="list-style-type: none"> • have a good knowledge of the basic terms “institutional economics” and “political economy”, • know theories to conceptualize and analyse the role of institutions in the economy and society, • understand main drivers and processes of institutional change and political reform, • are able to contrast different strands of institutional economics and their background, • are familiar with theories concerning political economy and governance and their change, • know cases and examples that illustrate the relevance of institutional and political analysis and • are able to apply the concepts learned in their field of study and to make decisions. 			
Preconditions: none			
Teaching formats	Hours per week, workload in hours	Credits and pre-conditions for granting	Topics, contents
L	<u>2 SWS</u> <u>90 hours</u> 25 hours presence in class, 65 hours preparation and learning	3 credits, participation	<ul style="list-style-type: none"> • Basic coordination problems • Frameworks for institutional analysis • Transactions and transaction cost • Governance of economic transactions • Game Theory and behaviour • Property Rights Theory • Collective Action Theory • Commons and cooperatives • Transaction Costs Theory • Principal-agent Theory • Theory of the Firm • Labour contracts • Public Choice Theory • Theory of Constitutions • Theory of Democracy • Interpretative Politics • Theory of Interest Groups • Theory of Bureaucracy • Theories of Institutional Change • Political reform and advocacy coalitions • Theories of Public Policy making • Theories of multi-level governance
SE	<u>2 SWS</u> <u>60 hours</u> 25 hours presence in class, 35 hours preparation and learning	2 credits, participation	<ul style="list-style-type: none"> • Reading and discussion of articles demonstrating on core approaches • Application of conceptual ideas introduced in analytical practice • Group work on review questions
Final exam	<u>30 hours</u> Written exam, 90 minutes, and preparation	1 credit, pass	
Duration	<input checked="" type="checkbox"/> 1 semester <input type="checkbox"/> 2 semesters		
Start of module	<input checked="" type="checkbox"/> winter semester <input type="checkbox"/> summer semester		

FM 2: Environmental and Resource Economics III: Environmental Institutions and Governance		Credits: 6	
<p><u>Learning objectives:</u> Students</p> <ul style="list-style-type: none"> • understand ecological economics and conceptualisations of social-ecological issues, • have acquired knowledge about the role of institutions for environmental and natural resource problems, • are able to analyse relevant institutions for environmental and natural resource problems, • are familiar with frameworks for organising empirical material for institutional analysis, • know core theories of relevance to institutional analysis of resource use and the environment, • have basic skills regarding data gathering and analysis for empirical institutional analysis (both qualitative and quantitative methods and their combination and interpretation of results), • see the linkages between research design, theories, frameworks and methods when analysing specific environmental and natural resource problems in their own work and • apply their knowledge to structure the analysis of an empirical and a conceptual problem. 			
Preconditions: none			
Teaching formats	Hours per week, workload in hours	Credits and pre-conditions for granting	Topics, contents
L	<u>3 SWS</u> <u>60 hours</u> 35 hours presence in class, 25 hours preparation and learning	2 credits, participation	<ul style="list-style-type: none"> • Theories and frameworks in institutional, environmental and resource economics • Methodology of institutional and policy analysis applied to natural resources • Illustration of methodological approaches by using selected studies as examples • Group work and in-depth discussions
SE	<u>2 SWS</u> <u>60 hours</u> 25 hours presence in class, 35 hours preparation and learning	2 credits, assignment: Option 1: Literature discussions (ca. 10,000 characters), Option 2: Preparation of seminars (ca. 10,000 characters)	<p>Sequence of topics: (a) conventional and ecological economics, (b) social-ecological systems, (c) frameworks, (d) theories, (e) research methods, (f) examples.</p> <p>Teaching methods:</p> <ul style="list-style-type: none"> • preparation of the contents by participants through reading the relevant literature • explanation of main subjects and the "chain of thought" by the lecturers • issues for seminar/literature discussion in the group prepared by students • feedback on individual and group work
Final exam	<u>60 hours</u> Written assignment: proposal for a Master thesis, ca. 30,000 characters, and preparation	2 credits, pass	
Duration	<input checked="" type="checkbox"/> 1 semester <input type="checkbox"/> 2 semesters		
Start of module	<input checked="" type="checkbox"/> winter semester <input type="checkbox"/> summer semester		

FM 3: Human-Environmental Systems Interaction		Credits: 6	
<p><u>Learning objectives:</u> Students</p> <ul style="list-style-type: none"> • have obtained basic knowledge of concepts, frameworks, theories and methods for conceptualizing and modelling human environmental systems (also called social-ecological systems), • got acquainted with institutions of sustainability, • have learned about land use modelling at different spatial scales and • got a profound understanding of climate impact analysis and adaptation options in agriculture. 			
Preconditions: none			
Teaching formats	Hours per week, workload in hours	Credits and pre-conditions for granting	Topics, contents
L	<u>2 SWS</u> <u>60 hours</u> 25 hours presence in class, 35 hours preparation and learning	2 credits, participation	<ul style="list-style-type: none"> • What is conceptualization? What is modelling? • Analysis of ecological systems (theories, models) • Resource economic approaches (theories, models) • Social-ecological systems (SES) • Framework for the analysis of sustainability of SES • Vulnerability/Resilience • The SES framework • Institutions of sustainability • Further methodological approaches to the study of SES (empirical field research, system dynamics, agent-based modelling, etc.) • Land use modelling approaches at different spatial scales • Linking economic models and biophysical models • Technological change, land expansion and international trade • Climate impacts and adaptation options in agriculture • Agricultural greenhouse gas emissions and mitigation options • The interaction between agriculture and the energy sector • Water and nutrients
SE	<u>2 SWS</u> <u>90 hours</u> 25 hours presence in class, 65 hours preparation and learning	3 credits, presentation in class, 20 minutes	<ul style="list-style-type: none"> • Presentations of students on selected topics • Practical exercises about the application of different frameworks and methods for the analysis of SES • Practical exercises in mathematical programming with GAMS
Final exam	<u>30 hours</u> Oral exam, 30 minutes, and preparation	1 credit, pass	
Duration	<input checked="" type="checkbox"/> 1 semester <input type="checkbox"/> 2 semesters		
Start of module	<input checked="" type="checkbox"/> winter semester (Block seminar) <input type="checkbox"/> summer semester		

FM 4: Environmental and Resource Economics II: Strategies and Policies			Credits: 6
<p><u>Learning objectives:</u> Students</p> <ul style="list-style-type: none"> • have learned the terminology and concepts of environmental and resource economics, • are familiar with the paradigms and analytical frameworks in environmental and resource economics, • understand economic properties of environmental goods and natural resources, • are able to apply valuation methods and to analyse environmental policy instruments, • know methodologies for valuation of environmental goods and decision making and • are familiar with political and institutional strategies regarding resource use and environmental protection. 			
Preconditions: none			
Teaching formats	Hours per week, workload in hours	Credits and pre-conditions for granting	Topics, contents
L	<u>3 SWS</u> 90 hours 35 hours presence in class, 55 hours preparation and learning	3 credits, participation	<ul style="list-style-type: none"> • Leading notions and basic concepts of environmental and resource economics • Meaning and definitions of sustainability • The environment as a public good, market failure and external effects • Economics of natural resources and models of resource extraction • Non-renewable natural resources • Renewable natural resources • Environmental valuation and assessment • Valuation in environmental economics • Environmental cost-benefit analysis • Economics of pollution and optimal control • Economics of pollution: defining environmental policy objectives • Instruments of environmental policies: Pollution control policy • Institutions and governance in resource and environmental coordination instruments and institutions of resource management and environmental policy (group work)
KGP	<u>1 SWS</u> 60 hours 15 hours presence in class, 45 hours preparation and learning	2 credits, Written group report, ca. 15,000 characters per student	<ul style="list-style-type: none"> • Group work for organizational skills by developing a joint paper and presentation • Commitment to collective action, generation of trust • Practice of interaction required for sustainable cooperation
Final exam	<u>30 hours</u> Written exam, 90 minutes, and preparation	1 credit, pass	
Duration	<input checked="" type="checkbox"/> 1 semester <input type="checkbox"/> 2 semesters		
Start of module	<input type="checkbox"/> winter semester <input checked="" type="checkbox"/> summer semester		

FM 5: Co-operation and Co-operative Organizations		Credits: 6	
<p><u>Learning objectives:</u> Students</p> <ul style="list-style-type: none"> • have received an introduction into problems of cooperative organizations, • have learned about different theoretical perspectives: collective action, organizational and development economics, public choice, games and behaviour, • have discussed about the development of co-operatives getting the empirical background for understanding concepts and ideas and • know how to analyse the Co-operative law, strategies towards poverty alleviation and rural development, management and business practices as well as self-help initiatives. 			
<p>Preconditions: none, recommended: methodological competence, social competence, theory building skills, academic writing skills</p>			
Teaching formats	Hours per week, workload in hours	Credits and preconditions for granting	Topics, contents
L	<p><u>2 SWS</u></p> <p><u>30 hours</u> 25 hours presence in class, 5 hours preparation and learning</p>	1 credit, participation	<ul style="list-style-type: none"> • Historical development: civil society, administration and market structure in rural areas (municipalities and cooperatives) • Current problems of development in Europe and its rural areas • Control Paradigms: Good governance, sustainability, multi-functionality, multi-level governance, "jointness", social capital • Basics of economic theory: goods groups, industrial organization • Basics of company law and management of cooperation: Corporate goals, corporate bodies, shareholders, decision-making • Outlook: Cooperation and the future of municipal infrastructure, regional competition, public goods, fiscal balance
SE	<p><u>1 SWS</u></p> <p><u>90 hours</u> 15 hours presence in class, 75 hours preparation and learning</p>	3 credits, Seminar paper, ca. 30,000 characters	Application the acquired knowledge and analysis of cooperative development trends
E	<p><u>1 SWS</u></p> <p><u>30 hours</u> 15 hours presence in class, 15 hours preparation and learning</p>	1 credit, participation	Case study of a cooperative
Final exam	<p><u>30 hours</u> Oral exam, 20 minutes, based on seminar paper, and preparation</p>	1 credit, pass	
Duration	<input checked="" type="checkbox"/> 1 semester <input type="checkbox"/> 2 semesters		
Start of module	<input type="checkbox"/> winter semester <input checked="" type="checkbox"/> summer semester		

FM 6: Advanced Empirical Methodology for Social-Ecological Systems Analysis			Credits: 6
<p><u>Learning objectives:</u> The students know</p> <ul style="list-style-type: none"> • the leverage interrelationships between ecological, economic, social and institutional systems leading to unsustainable trends in natural resource use, • collective action problems among users in an increasingly globalised arena, • the potential of multiple-methods to provide valuable insights and to contribute to collaborative strategies and conflict-resolution mechanisms, • the stock of experiences based on pertinent research employing multiple methods with the aim to study the complexity of human behaviour and the complex interactions with socio-ecological systems, • experimental economics and game theory and • how to employ experimental techniques to provide insights into the role of institutions and of behavioural aspects in solving problems of group externalities or social dilemmas where the individual optimum clashes with the group optimum. 			
<p>Preconditions: none, recommended: basic knowledge of qualitative and quantitative research methods, basics of economics and social sciences, basic statistics, basic econometrics</p>			
Teaching formats	Hours per week, workload in hours	Credits and pre-conditions for granting	Topics, contents
L	<p><u>3 SWS</u> <u>90 hours</u> 35 hours presence in class, 55 hours preparation and learning</p>	3 credits, participation	<ul style="list-style-type: none"> • Introduction of general research methodologies applied in social sciences and economics • Theoretical discussion and practical testing of relevant methods • Role playing games stressing social interaction and collaboration instead of competition • Agent-based models as computational models for simulating the actions and interactions of individuals or collectives • Crafting Rules by Discourse as an innovative urban rule-making development-promoting planning and consensus-building tool • Introducing Simulations, Vision Development, Mediated Modelling, Systemic Constellations, Social Metabolism, etc. • Empirical studies drawing also on Game theory and its relevance to Institutional, Experimental and Behavioural Economics focusing on applications in Natural Resource Management • Discussing types of games, game design concepts and interpretation of results
SE	<p><u>1 SWS</u> <u>60 hours</u> 15 hours presence in class, 45 hours preparation and learning</p>	2 credits, participation	Practical training in multiple-methods, exercise, gaming
Final exam	<p><u>30 hours</u> Oral exam (group of 4, 40 minutes per group) and preparation</p>	1 credit, pass	
Duration	<input checked="" type="checkbox"/> 1 semester <input type="checkbox"/> 2 semesters		
Start of module	<input type="checkbox"/> winter semester <input checked="" type="checkbox"/> summer semester		

FM 7: Biodiversity and Conservation Management			Credits: 6
<p><u>Learning objectives:</u> Students</p> <ul style="list-style-type: none"> got knowledge of categories, types and socio-political developments of protected areas, have learned about international agreements and organisations at various levels relevant for protected areas, got an overview of policy instruments and governance approaches in protected areas, got insights into typical cases of protected area management worldwide , clarified the need and relevance of biodiversity economics: biodiversity loss; climate change; population growth, have learned about the institutional drivers and values behind the shift towards an economics of biodiversity, developed an awareness and understanding of how economics of biodiversity can influence policies and actions, familiarized with historical and new currents in economic thought related to biodiversity, have learned about different and partly conflicting perspectives in biodiversity economics, got to know creative, innovative and collective responses to unsolved problems and got a toolkit of value articulating institutions (methods). 			
Preconditions: none			
Teaching formats	Hours per week, workload in hours	Credits and pre-conditions for granting	Topics, contents
L	<u>2 SWS</u> <u>30 hours</u> 15 hours presence in class, 15 hours preparation and learning	1 credits, participation	<ul style="list-style-type: none"> Global history, trends and role of Protected Areas (PA) in modern nature conservation Values, benefits; threats and conflicts in PA National and international agreements and organisations Categories and types of PA Policies, governance types and planning procedures of PA Key issues for governance and management Case studies, different approaches for and experiences with the management of PA will be presented; guest speakers
SE	<u>2 SWS</u> <u>90 hours</u> 25 hours presence in class, 65 hours preparation and learning	3 credits, written group assignment, ca. 60,000 characters, 4 students per group	<ul style="list-style-type: none"> New economic compass for guiding the conservation and use of biodiversity Values and institutions of biodiversity and ecosystems Information: accounting for biodiversity; valuing and making values explicit Incentives: rewarding conservation; reducing harmful subsidies; taking costs into account Institutions: regulating the use of biodiversity; protected areas; investments Case: conservation and use of wild Coffee Arabica genetic diversity in Ethiopia; different approaches for in- and ex-situ conservation; guest speakers
FT	<u>30 hours</u>	1 credit, participation	Visit of a protected area in the vicinity of Berlin
Final exam	<u>30 hours</u> Oral exam, based on the group assignment, 30 minutes per group of 4, and preparation	1 credit, pass	
Duration	<input checked="" type="checkbox"/> 1 semester <input type="checkbox"/> 2 semesters		
Start of module	<input checked="" type="checkbox"/> winter semester <input type="checkbox"/> summer semester		

FM 8: Climate and Energy Management		Credits: 6	
<p><u>Learning objectives:</u> Students</p> <ul style="list-style-type: none"> • have learned about the sources and impacts of global climatic changes, • became familiar with theoretical and methodological approaches applied in climate research, • have learned about the development and meanders of international and national climate policies, • have learned about the development and impact of energy provision, • understand the interdependencies between (renewable) energy provision and other ecosystem services, • became familiar with the characteristics of transactions, actors and institutions in energy provision, • understood theoretical concepts of governance structures and property rights for (renewable) energy resource regimes, • developed a notion of the implementation problems by means of concrete projects and practical examples and • discussed practical approaches for dealing with nature related problems in (renewable) energy provision. 			
Preconditions: none, recommended: Political and Institutional Economics (CM4)			
Teaching formats	Hours per week, workload in hours	Credits and preconditions for granting	Topics, contents
L	<p><u>3 SWS</u></p> <p><u>90 hours</u> 35 hours presence in class, 55 hours preparation and learning</p>	3 credits, participation	<ul style="list-style-type: none"> • Overview of the science of climate change • The economics of climate change • Climate change mitigation • Climate change adaptation • Insurance and other financial instruments • International climate negotiations • North/South perspective, impacts on the developing world • Selected case studies on adaptation to floods and impacts of climate change on agricultural production • Climate change and sustainability • Energy demand and supply • Characteristics of energy resources and energy provision systems • Concepts of governance and property rights systems for selected renewable energy provisions • Management of (renewable) energy provision at a global, national and local level (selected case studies and approaches)
SE	<p><u>1 SWS</u></p> <p><u>60 hours</u> 15 hours presence in class, 45 hours preparation and learning</p>	2 credits, written assignment, ca. 30,000 characters per group of 4	<ul style="list-style-type: none"> • Integrated evaluation of (renewable) energy projects • Energy management: concepts, methods and tools (Analysis of Strengths, Weaknesses/Limitations, Opportunities, and Threats (SWOT), Life Cycle Assessment, Regional Energy Concept, Land Use Planning and Management)
Final exam	<p><u>30 hours</u> Oral exam, based on the written assignment, 30 minutes per group of 4, and preparation</p>	1 credit, pass	
Duration	<input checked="" type="checkbox"/> 1 semester <input type="checkbox"/> 2 semesters		
Start of module	<input checked="" type="checkbox"/> winter semester <input type="checkbox"/> summer semester		

FM 10: Environmental Sociology and Environmental Policy		Credits: 6	
<p><u>Learning objectives:</u> The students know</p> <ul style="list-style-type: none"> • the role of lifestyles and consumption patterns for natural resource use and concepts and approaches dealing with nature-society interactions, • the framework of the Common Agricultural Policy (CAP) of the European Union (EU) in the light of agri-environmental policies and services, • the historical development of the European Union (EU) and its decision-making processes, • the nature of current climate change adaptation projects in Europe, India, Africa and Latin America including how climate change can be deciphered as a complex socio-natural process, • sensitizing the special responsibility of urban areas for climate policy and • the view on sustainable development as a social transformation process and current modelling approaches for sustainability impact analysis in the frame of policy advice. 			
Preconditions: none			
Teaching formats	Hours per week, work-load in hours	Credits and pre-conditions for granting	Topics, contents
L	<u>3 SWS</u> <u>60 hours</u> 35 hours presence in class, 25 hours preparation and learning	2 credits, participation	<ul style="list-style-type: none"> • Basic concepts and approaches of environmental sociology • Lifestyles, consumption patterns and environmental impacts • Environmental awareness and behaviour • Climate change from a sociological point of view (climate discourse analysis) • The role of cities in climate policy (adaptation, mitigation) • Sustainable Development from a sociological point of view • Decision making processes within the European Union (EU) and the related Common Agricultural Policy (CAP) • EU Agri-environmental policy, multifunctionality in agriculture and theory on ecosystem services • World-wide examples on climate change adaptation and ecosystem service projects • Modelling approaches for sustainability impact analysis related to land use change and land use policies
SE	<u>1 SWS</u> <u>90 hours</u> 15 hours presence in class, 75 hours preparation and learning	3 credits, seminar paper, ca. 30,000 characters	Further discussion of lecture topics
Final exam	<u>30 hours</u> Oral exam, 20 minutes, based on seminar paper, and preparation	1 credit, pass	
Duration	<input checked="" type="checkbox"/> 1 semester <input type="checkbox"/> 2 semesters		
Start of module	<input checked="" type="checkbox"/> winter semester <input type="checkbox"/> summer semester		

FM 11: The Role of Gender for Sustainable Resource Management			Credits: 6
<p><u>Learning objectives:</u> The students</p> <ul style="list-style-type: none"> • have learned about the relationship between social and cultural gender norms and the access to and the use of natural resources (land, water, biodiversity), • understand the link between gender equality and sustainability and • are able to analyse climate and energy management from a gender perspective. 			
Preconditions: none, recommended: knowledge in land use and environmental management			
Teaching formats	Hours per week, workload in hours	Credits and pre-conditions for granting	Topics, contents
SE	<u>2 SWS</u> <u>30 hours</u> 25 hours presence in class, 5 hours preparation and learning	1 credit, participation	<ul style="list-style-type: none"> • Access to and use of natural resources by men and women in different local contexts • Water and land rights related to gendered property rights • Concepts of sustainability: Sustainable development, sustainable livelihoods • Gender and climate change: mitigation and adaptation strategies from a gender perspective
TU	<u>2 SWS</u> <u>60 hours</u> 25 hours presence in class, 35 hours preparation and learning	2 credits, participation	Empirical research methods in gender analyses
Final exam	<u>90 hours</u> Written assignment, ca. 45,000 characters, and preparation	3 credits, pass	
Duration	<input checked="" type="checkbox"/> 1 semester <input type="checkbox"/> 2 semesters		
Start of module	<input checked="" type="checkbox"/> winter semester <input type="checkbox"/> summer semester		

FM 12: Land and Water Management		Credits: 6	
<p><u>Learning objectives:</u> The students have gained</p> <ul style="list-style-type: none"> • intensive knowledge of theories and concepts for land and water management, • insights into methods to analyse land and water property rights systems, • knowledge of the social, cultural and institutional factors of land and water use, • understanding of the challenges to integrate bio-physical systems with social systems, • basic knowledge of policy design and measures and • knowledge about the assessment of the influence of land and water management on sustainable resource use. 			
<p>Preconditions: none, recommended: knowledge in economic policies, agricultural, institutional and resource economics</p>			
Teaching formats	Hours per week, workload in hours	Credits and pre-conditions for granting	Topics, contents
L	<p><u>2 SWS</u> <u>60 hours</u> 25 hours presence in class, 35 hours preparation and learning</p>	2 credits, participation	<ul style="list-style-type: none"> • Basics of scientific writing and presentation techniques, teamwork • Characteristics of resource, resource system and infrastructure for land and water • Public, private and common property regimes and tragedy of open-access • Property rights and governance structures • Tenancy systems • Social-ecological system approach • Land registration systems • Hands-on experience with experts from organizations such as GIZ and BVVG • Rural development and land and water management • Impact of technology on governance and management of land and water • Worldwide irrigation and drainage systems • Irrigation and drainage service provision in large-scale public irrigation systems • Service provision in small-scale farmer-governed and managed schemes • Environmental issues associated with land and water management • Politics of irrigation and land reform • EU Water Framework Directive and IWRM
SE	<p><u>2 SWS</u> <u>90 hours</u> 25 hours presence in class, 65 hours preparation and learning</p>	3 credits, poster and PowerPoint presentation in group, 10 minutes per student	<ul style="list-style-type: none"> • case studies on land and water management • water game
Final exam	<p><u>30 hours</u> Written exam, 90 minutes, and preparation</p>	1 credit, pass	
Duration	<input checked="" type="checkbox"/> 1 semester <input type="checkbox"/> 2 semesters		
Start of module	<input type="checkbox"/> winter semester <input checked="" type="checkbox"/> summer semester		

FM 13: International Forest Use and Management			Credits: 6
<p><u>Learning objectives:</u> Students have</p> <ul style="list-style-type: none"> • identified different types and phases of forest land e.g. monocultures, mixed stands, plantations, • learned about the ecology of boreal, temperate and tropical forest ecosystems, • learned about forests as protected natural areas, • learned about the economic role of the forestry sector in Germany, Europe and on a global scale, • learned about the development and the state of affairs of international and European forest policies, • become familiar with methodological and practical approaches in forest mensuration forest inventories, • learned about traditional and new concepts of forest use, • become familiar with forest product provision in international trade, • understood conflicts between the socio-economic development and forest ecology in different parts of the world, • developed a notion of the implications of drafting and implementing a forest management plan, • discussed current forest regulations in terms of deficits in implementation and legislation, • learned different treatment practices in silviculture and calculated economic values of forests, timber and NTFP. 			
Preconditions: none, recommended: knowledge in Ecology, Economy and Socio-economics			
Teaching formats	Hours per week, workload in hours	Credits and pre-conditions for granting	Topics, contents
L	<u>3 SWS</u> <u>60 hours</u> 35 hours presence in class, 25 hours preparation and learning	2 credits, participation	<ul style="list-style-type: none"> • Overview of the science of forestry and the forestry sector • Meaning of sustainability • Economic role of the forest sector, national, European and global perspective • Short historical outline and forest terminology • Global forest ecosystems • Silviculture, demand and supply of timber and non-timber forest products • Socio-economic aspects • Forest law and forest policy, European and global perspective • Concepts of forest governance and property rights systems • Differences between forestry-related aspects in developing and developed countries • Multiple forest use • Forest inventory and biometry • Selected case studies and approaches on forest use and management • Non-timber forest products • Forests and climate change, ecosystem-based adaptation and REDD+ • Short rotation forestry and plantation forestry • Protected forest areas and ecotourism
SE	<u>1 SWS</u> <u>90 hours</u> 15 hours presence in class, 75 hours preparation and learning	3 credits, presentation, 30 minutes per group of 4, paper, ca. 30,000 characters	Drafting of a Management Plan of a determined area (3–5 ha) with respect to Ecology, Economy and Social demands
Final exam	<u>30 hours</u> Oral exam, 30 minutes, and preparation	1 credit, pass	
Duration	<input checked="" type="checkbox"/> 1 semester <input type="checkbox"/> 2 semesters		
Start of module	<input type="checkbox"/> winter semester <input checked="" type="checkbox"/> summer semester		

FM 14: Institutions and Instruments of Development Co-operation			Credits: 6
<p><u>Learning objectives:</u> Students</p> <ul style="list-style-type: none"> • have discussed the term 'development' and the motivations for development cooperation, • know the budgetary procedures of providing funds for development cooperation, • know the major German and UN organizations involved in international development cooperation, • can analyse functions and structures of selected development organizations, • know the instruments of development cooperation and • have visited German and UN development institutions in Bonn and met their staff. 			
Preconditions: none, practical experience in development cooperation preferred			
Teaching formats	Hours per week, workload in hours	Credits and pre-conditions for granting	Topics, contents
L	<u>1 SWS</u> <u>30 hours</u> 15 hours presence in class, 15 hours preparation and learning	1 credit, participation	<ul style="list-style-type: none"> • What does development mean? • motivations for development cooperation • development policy instruments and strategies • budgetary procedures • overview on national and international rule-setting institutions and implementing organizations • students select institutions to report on
SE	<u>1 SWS</u> <u>90 hours</u> 15 hours presence in class, 75 hours preparation and learning	3 credits, report paper, 45,000 characters	Students present and discuss their reports on development institutions, repeating, deepening, and applying content of introduction lecture.
FT	<u>30 hours</u> 15 hours presence in class, 15 hours preparation	1 credit, participation	Trip to Bonn to visit the Federal Ministry of Development, GIZ-branches (including largest German library on development studies), two UN-organizations and one international NGO
Final exam	<u>30 hours</u> Presentation, based on report paper, 15 minutes, of one development organization/institution, and preparation	1 credit, pass	
Duration	<input checked="" type="checkbox"/> 1 Semester <input type="checkbox"/> 2 Semester		
Start of module	<input type="checkbox"/> winter semester <input checked="" type="checkbox"/> summer semester		

FM 15: Economics of Human Development		Credits: 6	
<p><u>Learning objectives:</u> Students</p> <ul style="list-style-type: none"> • know the main development theories, • compare and contrast development experiences of different countries and regions, • critically discuss past and possible future policy interventions and • can identify development problems and develop strategies. 			
Preconditions: none, recommended: prior background/basic knowledge of economics is an advantage			
Teaching formats	Hours per week, workload in hours	Credits and pre-conditions for granting	Topics, contents
L	<u>2 SWS</u> <u>90 hours</u> 25 hours presence in class, 65 hours preparation and learning	3 credits, participation	<ul style="list-style-type: none"> • Population & Demography • Education • Health & Development • Poverty & Inequality
L	<u>2 SWS</u> <u>60 hours</u> 25 hours presence in class, 35 hours preparation and learning	2 credits, participation	<ul style="list-style-type: none"> • Trade & Development • Migration & Remittances • Vulnerability & Coping Strategies • Microfinance • Climate Change & Poverty
Final exam	<u>30 hours</u> Written exam, 90 minutes, and preparation	1 credit, pass	
Duration	<input checked="" type="checkbox"/> 1 semester <input type="checkbox"/> 2 semesters		
Start of module	<input type="checkbox"/> winter semester <input checked="" type="checkbox"/> summer semester		

FM 16: Project Management – Applied to Natural Resource-based Sectors and Development Programmes		Credits: 6	
<p><u>Learning objectives:</u> The students</p> <ul style="list-style-type: none"> • are able to classify development and project planning in the context of current development concepts, • have learned to prepare a project planning matrix (PPM), • can conduct a system oriented project analysis, • can generate strategic project alternatives from a situation analysis, • are able to use methods for the structuring, planning and steering of projects, • are able to use several methods for planning workshops and activity planning and • can develop indicators for monitoring and evaluation of environmental projects. 			
Preconditions: none			
Teaching formats	Hours per week, workload in hours	Credits and pre-conditions for granting	Topics, contents
L	<u>2 SWS</u> <u>60 hours</u> 25 hours presence in class, 35 hours preparation and learning	2 credits, participation	<ul style="list-style-type: none"> • Project Cycle Management (PCM) • Capacity Works • Logical Framework-Approach (LFA) • Situation Analysis/Target Group Analysis/SWOT-Analysis • Project Monitoring & Evaluation • Micro level impact assessment methods • Value Chain Management • Sustainable Livelihoods Approach (SLA) • Farming Systems Approach (FSA)
SE	<u>2 SWS</u> <u>90 hours</u> 25 hours presence in class, 65 hours preparation and learning	3 credits, paper, ca. 30,000 characters	<ul style="list-style-type: none"> • Situation Analysis • Logical Framework Approach (LFA) • Strategy Development • Economic project appraisal (project costs, benefits and worth measurement) • Project M&E
Final exam	<u>30 hours</u> Oral exam, 15 minutes, based on seminar paper, and preparation	1 credit, pass	
Duration	<input checked="" type="checkbox"/> 1 semester <input type="checkbox"/> 2 semesters		
Start of module	<input type="checkbox"/> winter semester <input checked="" type="checkbox"/> summer semester (Block Seminar)		

Anlage 2: Idealtypischer Studienverlaufsplan mit Auslandssemestern

Nr. d. Moduls	Name des Moduls	1. Semester	2. Semester	3. Semester	4. Semester
Pflichtbereich (54–66)					
CM	an der Universität Gent	24–36 CP			
CM	Master Thesis (an einer der beteiligten Hochschulen)			30 CP	
Fachlicher Wahlpflichtbereich: Institutional and Resource Economics HU-Berlin (24–36 CP)					
FM	Fachliche Wahlpflichtmodule		24–36 CP		
Fachliche Wahlpflichtbereiche der Partnerhochschulen (24–36 CP)					
FM	Fachliche Wahlpflichtmodule		24–36 CP		
Überfachlicher Wahlpflichtbereich (maximal 10 CP)					
	Entsprechend ausgewiesene Master-Module anderer Fächer und zentraler Einrichtungen der HU	maximal 10 CP			
CP je Semester		30 CP	30 CP	30 CP	30 CP

Fachspezifische Prüfungsordnung für den Internationalen Masterstudiengang "Rural Development" (ERASMUS Mundus)

Gemäß § 17 Abs. 1 Ziffer 3 der Verfassung der Humboldt-Universität zu Berlin in der Fassung vom 24. Oktober 2013 (Amtliches Mitteilungsblatt der Humboldt-Universität zu Berlin Nr. 47/2013) hat der Fakultätsrat der Landwirtschaftlich-Gärtnerischen Fakultät am 13. November 2013 die folgende Prüfungsordnung erlassen:*

- § 1 Anwendungsbereich
- § 2 Regelstudienzeit
- § 3 Prüfungsausschuss
- § 4 Modulabschlussprüfungen
- § 5 Masterarbeit
- § 6 Abschlussnote
- § 7 Akademischer Grad
- § 8 In-Kraft-Treten

Anlage 1: Übersicht über die Prüfungen im Internationalen Masterstudiengang Rural Development an der Humboldt-Universität zu Berlin

Anlage 2: Muster für die Urkunde und das Diploma Supplement (ausgestellt von der Universität Gent)

§ 1 Anwendungsbereich

(1) Diese Prüfungsordnung enthält die fachspezifischen Regelungen im Internationalen Masterstudiengang Rural Development an der Humboldt-Universität zu Berlin. Sie gilt in Verbindung mit der Studienordnung für den Internationalen Masterstudiengang Rural Development und der Fächerübergreifenden Satzung zur Regelung von Zulassung, Studium und Prüfung (ZSP-HU) in der jeweils geltenden Fassung.

(2) Weitere nationalsprachige Prüfungsordnungen liegen vor und regeln komplementär das Prüfungsverfahren an den Partnereinrichtungen des Internationalen Masterstudiengangs Rural Development.

§ 2 Regelstudienzeit

Der Internationale Masterstudiengang Rural Development hat eine Regelstudienzeit von 4 Semestern.

§ 3 Prüfungsausschuss

(1) Für die Prüfungsangelegenheiten im Internationalen Masterstudiengang Rural Development ist das Internationale Management Board des Internationalen Masterstudiengangs Rural Development zuständig.

(2) An der Humboldt-Universität zu Berlin ist der Prüfungsausschuss des Studiengangs für die Prü-

fungsangelegenheiten im Internationalen Masterstudiengang Rural Development zuständig.

§ 4 Modulabschlussprüfungen

(1) Mündliche und praktische Modulabschlussprüfungen werden in Anwesenheit einer sachkundigen Beisitzerin oder eines sachkundigen Beisitzers abgenommen, soweit nicht nach Maßgabe der ZSP-HU zwei Prüferinnen und Prüfer bestellt werden. Die Beisitzerin oder der Beisitzer beobachtet und protokolliert die Prüfung. Sie oder er beteiligt sich nicht am Prüfungsgespräch und der Bewertung.

(2) Die allgemeine Anerkennung der Studien- und Prüfungsleistungen im Internationalen Masterstudiengang Rural Development erfolgt durch das Sekretariat des Internationalen Masterstudiengangs Rural Development an der Universität Gent. Das Sekretariat übernimmt dazu alle Noten der Studierenden, macht sie auf der Grundlage des beschlossenen Umrechnungssystems vergleichbar und weist die Studien- und Prüfungsergebnisse entsprechend dem European Credit Transfer System (ECTS) aus. Auf dieser Grundlage wird die Gesamtnote für jede Studierende/jeden Studierenden ermittelt.

(3) Ist eine Prüfung an der Humboldt-Universität zu Berlin nach Ausschöpfung aller Wiederholungsmöglichkeiten nicht bestanden, erhalten die/der Studierende sowie das Sekretariat des Internationalen Masterstudiengangs Rural Development an der Universität Gent einen schriftlichen Bescheid, dass die Prüfung endgültig nicht bestanden ist. Handelt es sich um eine Prüfung aus dem Pflichtbereich oder sind die Wahlmöglichkeiten des betroffenen Wahlpflichtbereiches ausgeschöpft, enthält der Bescheid auch die Feststellung, dass der Studiengang an der Humboldt-Universität nicht mehr erfolgreich abgeschlossen werden kann. Auf Anforderung erhält die oder der Studierende eine schriftliche Bescheinigung, die die erbrachten Leistungen inklusive der endgültig nicht bestandenen Prüfung enthält.

§ 5 Masterarbeit

(1) Bestandene Masterarbeiten sind spätestens sechs Wochen nach Abgabe der Masterarbeit mündlich zu verteidigen.

(2) Bei der Berechnung der Note werden die Note für den schriftlichen Teil und die Note für die Verteidigung im Verhältnis 2:1 gewichtet.

(3) Auf Antrag der/des Studierenden kann die Masterarbeit nach den Regeln der Universität Gent registriert, angefertigt und verteidigt werden. Das Prozedere wird bei der schriftlichen Mitteilung des

* Die Universitätsleitung hat die Prüfungsordnung am 2. September 2014 bestätigt.

Themas verbindlich in der Prüfungsakte sowie im Sekretariat des Internationalen Masterstudiengangs Rural Development an der Universität Gent dokumentiert.

(4) Das Internationale Management Board des Internationalen Masterstudiengangs Rural Development bestimmt eine/einen externe/externen Zweitgutachterin/Zweitgutachter von einer der beteiligten Partnereinrichtungen, die/der eine Prüfungsberechtigung besitzt.

(5) Die Gesamtnote einschließlich der Teilnoten wird nach der Verteidigung der Masterarbeit dem Sekretariat des Internationalen Masterstudiengangs Rural Development an der Universität Gent mitgeteilt und begründet.

§ 6 Abschlussnote

Die Abschlussnote des Internationalen Masterstudiengangs Rural Development wird vom Sekretariat des Studiengangs an der Universität Gent aus den Noten der absolvierten Modulabschlussprüfungen und der Masterarbeit berechnet.

§ 7 Akademischer Grad

Wer den Internationalen Masterstudiengang Rural Development erfolgreich abgeschlossen hat, erlangt den akademischen Grad „Master of Science“ (abgekürzt „M.Sc.“) als "Joint Master" aller europäischen Partnereinrichtungen bzw. als "Double Master" der europäischen Partnereinrichtungen (IMRD) und der US-amerikanischen Universität bzw. jeweils einer der beteiligten koreanischen Universitäten.

§ 8 In-Kraft-Treten

(1) Diese Prüfungsordnung tritt am Tage nach ihrer Veröffentlichung im *Amtlichen Mitteilungsblatt der Humboldt-Universität zu Berlin* in Kraft.

(2) Diese Prüfungsordnung gilt für alle Studierenden, die ihr Studium nach dem In-Kraft-Treten dieser Prüfungsordnung aufnehmen oder nach einem Hochschul-, Studiengangs- oder Studienfachwechsel fortsetzen.

(3) Für Studierende, die ihr Studium vor dem In-Kraft-Treten dieser Prüfungsordnung aufgenommen oder nach einem Hochschul-, Studiengangs- oder Studienfachwechsel fortgesetzt haben, gilt die Prüfungsordnung vom 29. November 2010 (Amtliches Mitteilungsblatt der Humboldt-Universität zu Berlin Nr. 51/2010). Alternativ können sie diese Prüfungsordnung einschließlich der zugehörigen Studienordnung wählen. Die Wahl muss schriftlich gegenüber dem Prüfungsbüro erklärt werden und ist unwiderruflich. Mit Ablauf des Sommersemesters 2017 tritt die Prüfungsordnung vom 29. November 2010 außer Kraft. Das Studium wird dann auch von den in Satz 1 benannten Studierenden nach dieser Prüfungsordnung fortgeführt. Bisherige Leistungen werden entsprechend § 110 ZSP-HU berücksichtigt.

Anlage 1: Übersicht über die Prüfungen im Internationalen Masterstudiengang Rural Development an der Humboldt-Universität zu Berlin

Abkürzungen:

FM: Fachliches Wahlpflichtmodul; ZoL: Zeichen ohne Leerzeichen

Abbreviations:

FM: Focal Module

Nr. des Moduls	Name des Moduls	CP des Moduls	Fachspezifische Zulassungsvoraussetzungen für die Prüfung	Form, Dauer/Bearbeitungszeit/Umfang, ggf. Sprache der Prüfung	Benotung
Pflichtbereich an der HU (30 LP)					
	Masterarbeit: Master Thesis (Wenn an der HU)	30	Nachweis über den Abschluss der Pflichtmodule (Gent) und von mindestens 3 Modulen des Fachlichen Wahlpflichtbereichs der HU Passing of the compulsory modules and of at least 3 Focal Modules offered at the HU	Die Bearbeitungszeit beträgt 24 Wochen. Umfang der schriftlichen Arbeit: ca. 150.000 bis 300.000 ZoL (entspricht etwa 50 bis 100 Seiten), Wichtung 2/3, und mündliche Verteidigung in einem Kolloquium, 60 Minuten, einschließlich Diskussion, Wichtung 1/3. Editing time: 24 weeks; written thesis, ca. 150,000 to 300,000 characters (approx. 50–100 pages), weighting 2/3, and oral exam in a colloquium, 60 minutes, including discussion,	ja
Fachlicher Wahlpflichtbereich an der Humboldt-Universität zu Berlin: Institutional and Resource Economics					
FM 1	Institutional Economics and Political Economy I – Basic Concepts and Applications	6	keine	Written exam, 90 minutes	ja
FM 2	Environmental and Resource Economics III: Environmental Institutions and Governance	6	keine	Written assignment: proposal for a Master thesis, ca. 30,000 characters	ja
FM 3	Human-Environmental Systems Interaction	6	keine	Oral exam, 30 minutes	ja
FM 4	Environmental and Resource Economics	6	keine	Written exam, 90 minutes	ja

	II: Strategies and Policies				
FM 5	Co-operation and Co-operative Organizations	6	keine	Oral exam, 20 minutes, based on seminar paper	ja
FM 6	Advanced Empirical Methodology for Social-Ecological Systems Analysis	6	keine	Oral exam (group of 4; 40 minutes per group)	ja
FM 7	Biodiversity and Conservation Management	6	keine	Oral exam, based on the group assignment, 30 minutes per group of 4	ja
FM 8	Climate and Energy Management	6	keine	Oral exam, based on the written assignment (group of 4), 30 minutes per group of 4	ja
FM 9	Environmental Management and Information Systems	6	keine	Oral group exam, group of 4; 20 minutes per student, based on seminar paper	ja
FM 10	Environmental Sociology and Environmental Policy	6	keine	Oral exam, 20 minutes, based on seminar paper	ja
FM 11	The Role of Gender for Sustainable Resource Management	6	keine	Written assignment; ca. 45,000 characters	ja
FM 12	Land and Water Management	6	keine	Written exam, 90 minutes	ja
FM 13	International Forest Use and Management	6	keine	Oral exam, 30 minutes	ja
FM 14	Institutions and Instruments of Development Co-operation	6	keine	Presentation, based on report paper, 15 minutes, of one development organization/institution	ja
FM 15	Economics of Human Development	6	keine	Written exam, 90 minutes	ja
FM 16	Project Management – Applied to Natural Resource-based Sectors and Development Programmes	6	keine	Oral exam, 15 minutes, based on seminar paper, and preparation	ja

Überfachlicher Wahlpflichtbereich (10 CP)				
	Entsprechend ausgewiesene Master-Module anderer Fächer und zentraler Einrichtungen der HU	10	Die Module werden nach den Bestimmungen der Fächer bzw. Zentraleinrichtungen abgeschlossen.	Die Module werden ohne Note berücksichtigt.

Anlage 2 - Muster für die Urkunde und das Diploma Supplement (ausgestellt von der Universität Gent)



The Rector of Universiteit Gent (Belgium), the Director of Agrocampus Ouest (France), the President of Humboldt University of Berlin (Germany), the Rector of University of Pisa (Italy) and the Rector of Slovak University of Agriculture in Nitra (Slovakia)

grant to

born on

in

the Academic Degree of

International Master of Science in Rural Development

obtained

with

The holder of this degree can use the title of Master.

This joint academic training programme is organised on an interuniversity level by: Ghent University, Agrocampus Ouest, Humboldt University of Berlin, University of Pisa and Slovak University of Agriculture in Nitra (degree awarding institutions), in collaboration with Wageningen University (the Netherlands), University of Pretoria (South Africa), University of Agricultural Sciences, Bangalore (India), Escuela Superior Politécnica del Litoral, Guayaquil (Ecuador), Nanjing Agricultural University (China) and China Agricultural University, Beijing (China).

The diploma is given and the course is accredited and recognised in accordance with the Decree of April 4th 2003 concerning the Restructuring of Higher Education in Flanders. The joint awarding of the diploma by the degree awarding institutions is made to take place in due compliance with articles 94§3 and 95 bis.1 of said decree. This joint degree can possibly be combined under the double degree agreement with the degree awarded by either the University of Arkansas or the University of Florida, in due compliance with article 94§2 of said decree.

This academic course pertains to the following field of study: 'Applied Biological Sciences'.

The curriculum of this course amounts to 120 credits. The diploma and the diploma supplement are an inseparable unit.

Issued in Ghent, _____

Rector Ghent University

Director Agrocampus Ouest

President Humboldt University of Berlin

Rector University of Pisa

Rector Slovak University of Agriculture in Nitra

00705290 / D0042054

Faculty of Bioscience Engineering Diploma supplement

The diploma supplement is based on a model devised by the European Commission, the Council of Europe and UNESCO/CEPES. The diploma supplement provides independent information aimed at improving the international transparency and the fair recognition of diplomas for academic and career purposes. The diploma supplement details the nature, level, context, content and status of the studies which were successfully completed by the person identified on the diploma to which this supplement is appended. The diploma supplement is void of any value judgements, equivalence statements or suggestions about recognition.

1. Information about the identity of the holder of the diploma

- 1.1 Surname:
- 1.2 First name:
- 1.3 Date and place of birth:
- 1.4 Student number:

2. Information about the nature of the diploma

- 2.1 Title of the degree: International Master of Science in Rural Development
- 2.2 Field of study: Applied Biological Sciences
- 2.3 Name of the association: Associatie Universiteit Gent
- 2.4 Names of the institutions: Agrocampus Ovest
Ghent University
Humboldt-Universität zu Berlin
Slovak University of Agriculture in Nitra
University of Pisa
- 2.5 Teaching language: English

3. Information about the level of the diploma

- 3.1 Orientation of the training programme: Academic education
- 3.2 Study volume in ECTS credits: 120
- 3.3 Admission requirements:

4. Information about the study programme and the study result attained

- 4.1 Mode of study: Two-Year : as a full-time student
- 4.2 Study programme hallmarks:

Objectives/Attainment targets:

General Objectives

The general objective of the joint International MSc in Rural Development (IMRD) is to train students from European and non-European countries, from developed, developing and transition countries to become specialists in Integrated Rural Development with focus on socio-economic and institutional aspects. The joint International MSc in Rural Development (IMRD) offers the opportunity to study international visions on Rural Development in their diversity of approaches and applications and to make comparative analyses of EU and non-EU Agricultural and Rural Development strategies and policies.

On a successful completion of the program, students are, due to their high level academic and multi-disciplinary training and multi-cultural experience, able to:

- Understand and apply different theoretical models and multi-disciplinary approaches with respect to rural development.
- Characterize and analyze the economic and social problems of food chains, rural areas and national and international agriculture.
- Implement adequate instruments, methods and innovative tools to analyze, evaluate and solve problems related to food chain management, rural development and countryside stewardship.
- Design, implement and monitor national and international agro-food policies and rural development programs
- Construct innovative tools and instruments for the multifunctional development of rural areas.
- Dialogue with different actors and stakeholders of the socio-professional world and to operate in (international) research or management functions in the food sector, NGOs, rural administration, universities and research institutes.

In order to achieve these general objectives and learning outcomes, the 2 year Master programme (amongst others supported by the Erasmus Mundus and EU-Atlantis programmes of the European Union) is jointly organized by six European leading institutes in Agricultural Economics and Rural Development, in collaboration with several partners in the United States, China, Ecuador, India, and South-Africa. Students can obtain the IMRD degree through different learning paths, available to different categories of students.

- The Erasmus Mundus learning path, focusing on the European perspective on Rural Development is offered to European and non-European students. This learning path is part of the EU Erasmus Mundus scholarship programme.
- The Atlantis learning path, allowing comparative analysis of EU and US Rural Development and agricultural economic problems and policies, is offered to European and US students and is part of the EU-Atlantis scholarship programme.

The programme consists of a general entrance module, 2 specialized modules, a case study and master thesis.

Attainment targets

In the first semester of the program, a general entrance module is offered for which the following learning objectives are formulated:

- Characterize different aspects of the multifunctional role of rural areas and agriculture;
- Discuss different issues related to rural development;

- Recognize and analyze complex problems related to rural development issues;
- Implement methods to analyze problems and interpret results related to rural development and countryside management;
- Formulate, develop, monitor and assess rural development projects all over the world.

The advanced modules enable the students to study specific topics of rural development at a specialized level. The following modules are offered by the different partners:

- Rural Economics and Management
 - Combine the rural economic concepts within rural development management
 - Compare the European model for rural development with other rural development and agricultural policy models and report
 - Analyze the role of agricultural marketing and marketing in rural development
 - Distinguish different extension methods and apply them to rural development cases
 - Formulate an integrated vision on economic development of rural areas
- Institutional and Resource Economics
 - Defend the main concepts of Policy Analysis and Multi-Level Governance
 - Manipulate the supplied analytical tools on problems of rural transformation, agrarian development, natural resource management, institutional reform at regional, national and international levels
 - Apply the concepts of cooperatives to marketing, credit, common-pool resources and energy provision in developed, developing and transition countries
 - Advice on policy reforms, development cooperation, international agreements
 - Identify the basic concepts Institutional Economics, Political Economy
 - Recognize complex problems related to institutional failures in markets, organizations and politics
 - Choose appropriate methods to analyze institutional failure and interpret the results of analysis of institutional failure
 - Develop institutional and organizational solutions in production, marketing, quality management, information and monitoring systems at firm, local and regional levels
 - Propose institutional innovations i.e. sets of rules and modes of organization, for land, water and biodiversity management in support of sustainable rural development
- Sustainable Agriculture and Rural Development
 - Study the interlinks between social sciences and environmental sciences
 - Prepare, implement and manage cooperative researches with stakeholders in the field of natural resources
 - Facilitate processes of changes towards sustainable farming system
 - Formulate and evaluate new indicators of sustainability of farming system and new instruments of public policies
 - Criticize alternative systems in agriculture and food production
- Rural Sociology and Development
 - Outline the concept of sociology within farming and rural life
 - Illustrate the theory of development in a cross-disciplinary research design
 - Explain the importance of policies in rural innovation processes
 - Design, implement and manage development researches in a regional, national or international context
 - Discuss the importance of organic farming within natural resource management

The learning outcomes of the case study can be stated as follows:

- Demonstrate reflexive attitude, awareness and abilities to carry out rural research
- Describe general issues concerning the situation of local development and the challenges of agricultural-rural sustainability
- Apply knowledge of basic theoretical framework to understand the new challenges of sustainable rural development
- Identify resources, problems, dynamics of the territory through a direct confrontation with its realities and its key-players
- Critically assess the reality of practical application of local development strategies and their institutional background within a social-economic-environmental-institutional context
- Develop a personal, critical view, elaborate new knowledge and reflect on the research process carried out (reflection on approach and methods / self-reflection)
- Evaluate research methodologies in the context of effectiveness and efficiency of local development strategies and the institutional and administrative background
- Practice audio-visual techniques for rural research (as means for investigation, documentation and reporting)
- Present group work results and analytical outcomes to stakeholders
- Work in team during field work, analytical and synthesize work, as well as during presentations preparation and conducting

The master thesis enables the student to develop his/her research skills and attitude. The following learning outcomes are brought forward:

- Identify a well-defined research problem
- Formulate clear research questions
- Elaborate a critical literature review
- Select the appropriate methodology
- Collect the appropriate data in a punctual way
- Correctly process the data
- Analyze the results critically
- Synthesize concise
- Scientifically report the results
- Demonstrate an independent way of working
- Show motivation and commitment related to the research topic
- Orally present the results in a clear way
- Argue in a scientific way

Statute Act, Decree or European Directive: not applicable

4.3 Study Programme components

The study programme components and their corresponding credits (study load), individual grades attained and ECTS-grades. The teaching language is only mentioned if it differs from the teaching language of the training programme (as mentioned in 2.5.).

The student was registered for the

Learning Path.

Academic year 1 :

Study programme component	Credits	Grade	ECTS-grade
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Academic year 2 :

Study programme component	Credits	Grade	ECTS-grade
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In some cases, the sum of the credits listed above (possible exemptions included, cf 6.1) can slightly differ from the nominal size of the study programme. This is the result of programme reforms and the equivalence between past and current versions of some course units. In any case, the student has complied with the full study load of the study programme.

4.4 Exam grading system ;

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Passing criteria for a course:

Exams are graded on a 20 point scale: a student with a score of at least 10/20 passes the course and obtains a credit for that course. A credit is permanently valid, but after five years the board of examiners can decide to impose a refresher course.

Criteria for obtaining the degree:

Without prejudice to the deliberation competence of the Board of Examiners, a student who has met the passing criteria for each course (10/20) obtains the Bachelor's or Master's degree. The board of examiners can award a grade of merit (with a pass mark, with distinction, with great distinction, with greatest distinction).

ECTS grading scale

ECTS Grade	% of successful students (* normally achieving the grade)	Definition
A	10	
B	25	
C	30	
D	25	
E	10	
FX	-	FAIL
F	-	FAIL
nra	-	no results available; check the local grade

4.5 Grade of merit:**5. Information about the purpose of the diploma****5.1 Link-up and prospective follow-up study programmes**

Immediately prior academic Bachelor's Programme(s) (+ Main course):

not applicable

Prior professional Bachelor's Programme(s)(with linking course, art.66 par.4 and art.66 par.6):

not applicable

Other prior Bachelor's Programme(s) with preparatory course and/or conditions:

not applicable

Subsequent Master's Programme(s) (art.66 par.5):

not applicable

Subsequent Master's Programme(s) (with preparatory course and/or other conditions, art.66 par.5):

not applicable

5.2 Civil effects:

5.2.1 Information about the diploma conditions of occupations which the diploma duly complies with and due citation of the European Directive concerned, if applicable:

not applicable

5.2.2 The title which the graduate is authorised to carry in compliance with article 25 of the Decree on the Restructuring of Higher Education date 4th of April 2003 :

The holder of this degree can use the title of Master.

6. Additional information

6.1 Extra information (exemptions/reduction of the length of the studie/preliminary training) (6.1.1 through 6.1.3):

Not applicable

6.1.4 Additional information on the jointly organised training programme:

The joint International MSc in Rural Development (IMRD) offers the opportunity to study international visions on Rural Development in their diversity of approaches and applications and to make comparative analyses of EU and non-EU Agricultural and Rural Development strategies and policies. IMRD is amongst others supported by the Erasmus Mundus and EU-Atlantis programmes of the European Union. The objective is to train students from European and non-European countries, from developed, developing and transition countries to become specialists in Integrated Rural Development with focus on socio-economic and institutional aspects. This is done through a 2 year Master programme jointly organised by five European leading institutes in Agricultural Economics and Rural Development, in collaboration with several partners in the United States, China and other non-EU countries. By forming a Network of Institutes of Excellence the International MSc in Rural Development builds on excellent competencies in the area of Rural Development, strong links with the professional world and extensive experience in joint training programmes for foreign students.

In particular, the Masters programme is offered jointly by an international consortium of partner universities. The study programme can be accomplished through either of two alternative learning paths intended respectively for students taking the course programme within the framework of the Erasmus Mundus Programme and for students taking the course programme within the framework of the Atlantis Programme supported by the European Community. Both learning paths share half of the study programme.

For students taking the Erasmus Mundus learning path, the Masters programme is organised by the IMRD-consortium, consisting of the following partner universities: Ghent University (Belgium), Humboldt University of Berlin (Germany), Agrocampus Ovest (France), University of Pisa (Italy) and Slovak University of Agriculture in Nitra (Slovakia) in collaboration with Wageningen University (the Netherlands), University of Pretoria (South Africa), University of Agricultural Sciences, Bangalore (India), Escuela Superior Politécnica del Litoral, Guayaquil (Ecuador), Nanjing Agricultural University (China) and China Agricultural University, Beijing (China).

The organisation and the awarding of the joint diplomas by the partner universities are in line with article 94§3 and 95bis.1 of the Decree of April 4th 2003 concerning restructuring higher education in Flanders. For these students, the Masters programme is organised within the framework of Erasmus Mundus, based on the framework agreement nr. 2010-0114 R 04- 018/001 for Erasmus Mundus Masters courses and the annual specific agreements for Erasmus Mundus Masters courses (action 1)

and scholarships (action 2) between the European Union and Ghent University.

For students taking the Atlantis learning path, the Masters programme is organised by the extended IMRD-consortium, consisting of the following partner universities: Ghent University (Belgium), Humboldt University of Berlin (Germany), Agrocampus Ouest (France), University of Pisa (Italy), Slovak University of Agriculture in Nitra (Slovakia), University of Arkansas (USA) and University of Florida (USA), in collaboration with Wageningen University (the Netherlands), University of Pretoria (South Africa), University of Agricultural Sciences, Bangalore (India), Escuela Superior Politécnica del Litoral, Guayaquil (Ecuador), Nanjing Agricultural University (China) and China Agricultural University, Beijing (China). The organisation and the awarding of the diplomas are in line with article 94§2 and §3 of the Decree of April 4th 2003 concerning restructuring higher education in Flanders. These students, taking part of the study programme at one or more of the European partner universities and part of the programme at one of the American partner universities, are awarded a double degree: a joint diploma by the European partner universities and a separate diploma by the American partner university at which they take the other part of the course programme. For these students, the Masters programme is organised within the framework of Atlantis, based on the Grant Agreement for EU-US Cooperation Programme in Higher Education and Vocational Training (Transatlantic Degree Consortia Projects) nr. 2008-1745/001 – 001 CPT-USTRAN.

Modalities of collaboration concerning the Erasmus Mundus learning path are stated in the inter-university Agreement concerning an interuniversity programme titled IMRD- Erasmus Mundus: International Master of Science in Rural Development organised within the Framework of the Erasmus Mundus Masters Course. As to the Atlantis learning path, these modalities of collaboration are stated in the Memorandum of Agreement: Rural Development and Agricultural Economics Double Degree Consortium Developed within the Framework created by the EU-US Atlantis Program Cooperation in Higher Education and Training. Ghent University co-ordinates the Erasmus Mundus learning path of the study programme and the Atlantis part of the study programme on behalf of the European partner universities; it is also charged with the production of the (joint) diplomas. University of Arkansas co-ordinates the Atlantis learning path on behalf of the American partner universities.

Apart from this collaborations have been set up with an extended network of third country partner institutes in the United States, China and other non-EU countries for course work, case studies, Internships and Master Thesis research projects. For a detailed list and the specialty disciplines of the partner institutes, consult the website. Modalities of collaboration with these universities are stated in separate agreements.

More information regarding the programme, content, mobility, scholarships, tuition fees, partner institutions etc. can be found on the website www.imrd.ugent.be or www.transatlantis.ugent.be or by contacting the partner institutes.

6.1.5 Information on the higher education systems of the respective core partner universities providing a context for the awarding of the joint degree:

1. The Flemish Higher Education System

Information on the Flemish Higher Education System is available in section 8 of this diploma supplement.

2. The German Higher Education System:

2.1. Types of Institutions and Institutional Status

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

- Universitäten (Universities) including various specialized institutions, offer the whole range of academic disciplines. In the German tradition, universities focus in particular on basic research so that advanced stages of study have mainly theoretical orientation and research-oriented components.

- Fachhochschulen (Universities of Applied Sciences) concentrate their study programmes in engineering and other technical disciplines, business-related studies, social work, and design areas. The common mission of applied research and development implies a distinct application-oriented focus and professional character of studies, which include integrated and supervised work assignments in industry, enterprises or other relevant institutions.

- Kunst- und Musikhochschulen (Universities of Art/Music) offer studies for artistic careers in fine arts, performing arts and music; in such fields as directing, production, writing in theatre, film, and other media; and in a variety of design areas, architecture, media and communication.

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

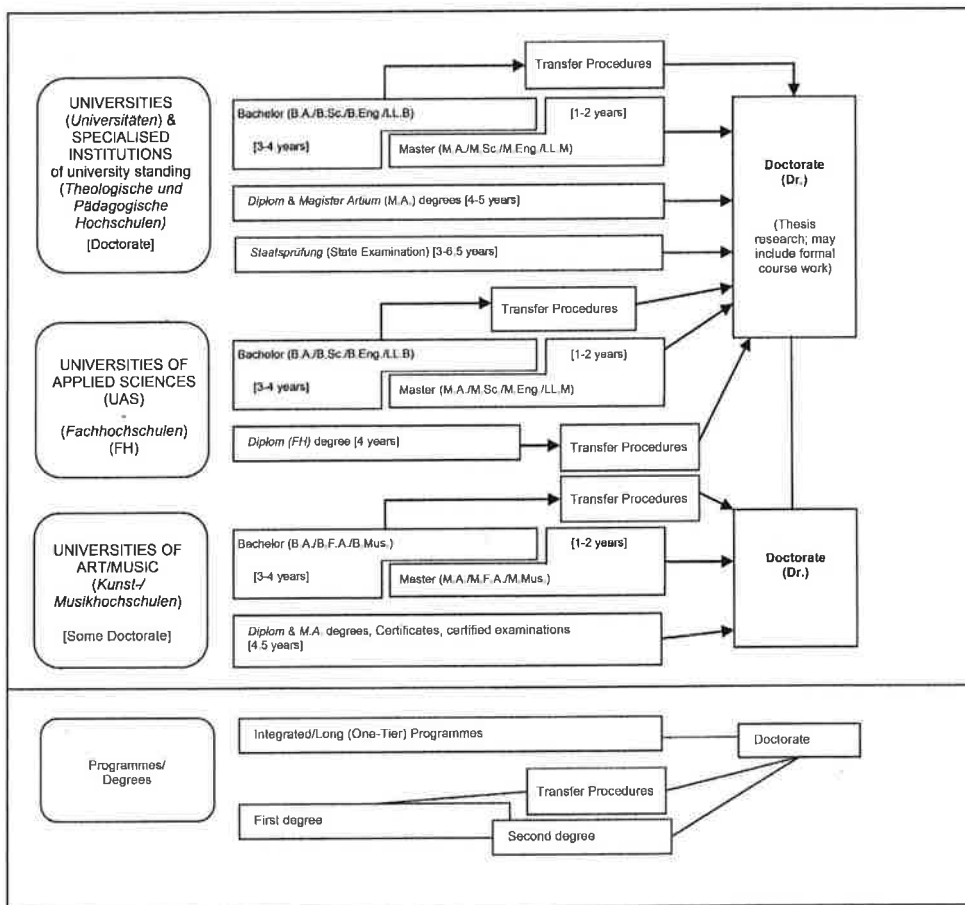
2.2 Types of Programmes and Degrees Awarded

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

Within the framework of the Bologna-Process one-tier study programmes are successively being replaced by a two-tier study system. Since 1998, a scheme of first- and second-level degree programmes (Bachelor and Master) was introduced to be offered parallel to or instead of integrated "long" programmes. These programmes are designed to provide enlarged variety and flexibility to students in planning and pursuing educational objectives, they also enhance international compatibility of studies.

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

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



2.3 Approval/Accreditation of Programmes and Degrees

To ensure quality and comparability of qualifications, the organization of studies and general degree requirements have to conform to principles and regulations established by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (KMK). In 1999, a system of accreditation for programmes of study has become operational under the control of an Accreditation Council at national level. All new programmes have to be accredited under this scheme; after a successful accreditation they receive the quality-label of the Accreditation Council.

2.4 Organization and Structure of Studies

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

2.4.1 Bachelor

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

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

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

2.4.2. Master

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

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

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

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

An integrated study programme is either mono-disciplinary (Diplom degrees, most programmes completed by a Staatsprüfung) or comprises a combination of either two major or one major and two minor fields (Magister Artium). The first stage (1.5 to 2 years) focuses on broad orientations and foundations of the field(s) of study. An Intermediate Examination (Diplom-Vorprüfung for Diplom degrees; Zwischenprüfung or credit requirements for the Magister Artium) is prerequisite to enter the second stage of advanced studies and specializations. Degree requirements include submission of a thesis (up to 6 months duration) and comprehensive final written and oral examinations. Similar regulations apply to studies leading to a Staatsprüfung. The level of qualification is equivalent to the Master level.

- Integrated studies at Universitäten (U) last 4 to 5 years (Diplom degree, Magister Artium) or 3 to 6.5 years (Staatsprüfung). The Diplom degree is awarded in engineering disciplines, the natural sciences as well as economics and business. In the humanities, the corresponding degree is usually the Magister Artium (M.A.). In the social sciences, the practice varies as a matter of institutional traditions. Studies

preparing for the legal, medical, pharmaceutical and teaching professions are completed by a Staatsprüfung.

The three qualifications (Diplom, Magister Artium and Staatsprüfung) are academically equivalent. They qualify to apply for admission to doctoral studies. Further prerequisites for admission may be defined by the Higher Education Institution, cf. Sec. 8.5.

- Integrated studies at Fachhochschulen (FH)/Universities of Applied Sciences (UAS) last 4 years and lead to a Diplom (FH) degree. While the FH/UAS are non-doctorate granting institutions, qualified graduates may apply for admission to doctoral studies at doctorate-granting institutions, cf. Sec. 8.5.

- Studies at Kunst- and Musikhochschulen (Universities of Art/Music etc.) are more diverse in their organization, depending on the field and individual objectives. In addition to Diplom/Magister degrees, the integrated study programme awards include Certificates and certified examinations for specialized areas and professional purposes.

2.5. Doctorate

Universities as well as specialized institutions of university standing and some Universities of Art/Music are doctorate-granting institutions. Formal prerequisite for admission to doctoral work is a qualified Master (UAS and U), a Magister degree, a Diplom, a Staatsprüfung, or a foreign equivalent. Particularly qualified holders of a Bachelor or a Diplom (FH) degree may also be admitted to doctoral studies without acquisition of a further degree by means of a procedure to determine their aptitude. The universities respectively the doctorate-granting institutions regulate entry to a doctorate as well as the structure of the procedure to determine aptitude. Admission further requires the acceptance of the Dissertation research project by a professor as a supervisor.

2.6. Grading Scheme

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

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

2.7. Access to Higher Education

The General Higher Education Entrance Qualification (Allgemeine Hochschulreife, Abitur) after 12 to 13 years of schooling allows for admission to all higher educational studies. Specialized variants (Fachgebundene Hochschulreife) allow for admission to particular disciplines. Access to Fachhochschulen (UAS) is also possible with a Fachhochschulreife, which can usually be acquired after 12 years of schooling. Admission to Universities of Art/Music may be based on other or require additional evidence demonstrating individual aptitude.

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

2.8. National Sources of Information

- Kultusministerkonferenz (KMK) [Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany]; Lennéstrasse 6, D-53113 Bonn; Fax: +49[0]228/501- 229; Phone: +49[0]228/501-0

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

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

- Hochschulrektorenkonferenz (HRK) [German Rectors' Conference]; Ahrstrasse 39, D-53175 Bonn; Fax: +49[0]228/887-110; Phone: +49[0]228/887-0; www.hrk.de; E-Mail: sekr@hrk.de

- "Higher Education Compass" of the German Rectors' Conference features comprehensive information on institutions, programmes of study, etc. (www.higher-education-compass.de)

3. the French Higher Education system

3.1 Description of the French higher education system

3.1.1 Higher education institutions and regulation in France

In France the higher education institutions consist of Universities which deliver the Bachelor, Master and Doctorate diplomas, and "Grandes Ecoles" which mainly deliver the Master and Doctorate diplomas. Both institutions are recognised by the French education authority. The institutions and their education programs are regularly evaluated as described below.

The French regulation concerning the education programs is mainly described in the following texts:

- Décret n°2002-481 du 8 avril 2002 relatif aux grades et titres universitaires et aux diplômes nationaux

- Décret n° 2002-482 du 8 avril 2002 portant application au système français d'enseignement supérieur de la construction de l'Espace européen de l'enseignement supérieur

- Arrêté du 25 avril 2002 relatif au diplôme national de master

- Arrêté du 25 avril 2002 relatif aux études doctorales

3.1.2 Degrees

1. Bachelor

After successfully completing a programme of at least 180 ECTS credits students obtain a Bachelor's degree.

2. Master

After successfully completing a programme of at least 120 more ECTS credits students obtain a Master's degree.

Master's programmes are characterised by the interaction of education and research and aim to bring the students to an advanced level of knowledge and competences. A Master's dissertation or project finalizes the Master's programme.

3. Doctor (Ph D)

The degree of "Doctor" (Ph D) is awarded after the public presentation of a doctoral thesis which confirms the author's capability to create new scientific knowledge based on independent and autonomous scientific research.

3.1.3 Access requirements

1. Bachelor's programmes

The general access requirement for a Bachelor's programme is the secondary school leaving certificate (baccalauréat).

2. Master's programmes

The general access requirement for a Master's programme is an academic Bachelor's degree.

3. Doctor

The general access requirement is a Master's degree.

3.1.4 The French credit system

The French credit system is fully based on the European Credit Transfer and Accumulation System (ECTS). A standard programme of one academic year equals approximately 60 credits.

3.1.5 Flexible learning paths

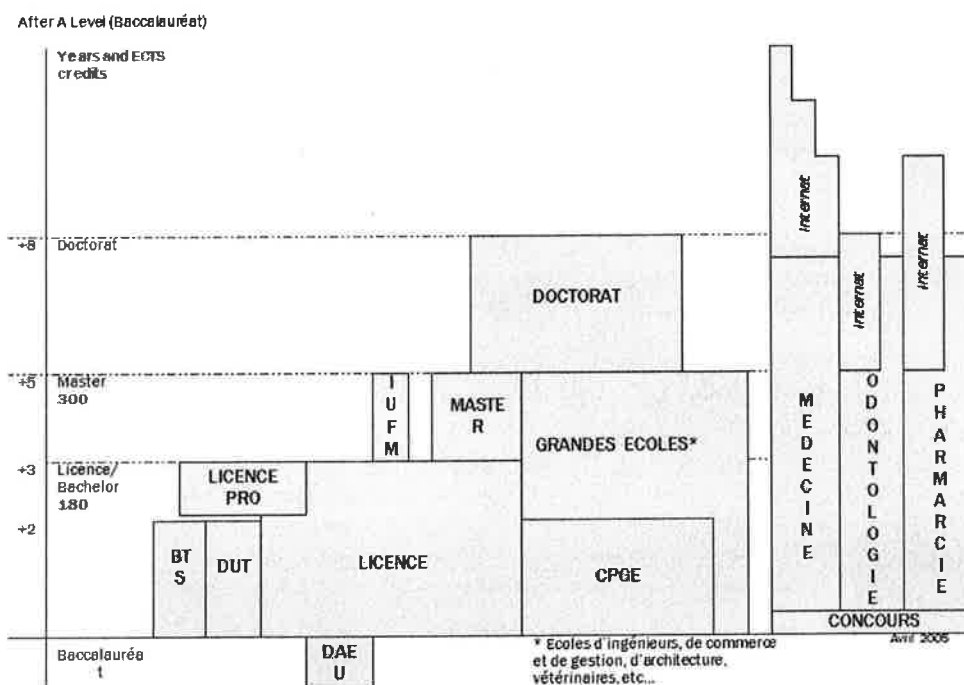
Students can opt for the standard learning path or for an individual combination of programme components. The student receives a degree after obtaining all the programme's required credits or when he/she is found to have sufficiently reached the requirements of the programme.

3.1.6 Quality assurance and accreditation

Accreditation is the formal recognition of a programme based on the decision of the French independent quality assurance agency (AERES: agence d'évaluation de l'enseignement supérieur et de la recherche), which verifies whether the programme meets the predetermined minimal quality and level requirements. The agency also checks that the institutions are able to manage their strategic objectives and continuously improve their programmes.

The accreditation investigation is based on the internal quality assurance system under the autonomy of the higher education institutions and on the results of the external quality control of the programmes.

3.2 Diagram of the French higher education system



4. The Italian Higher Education System

4.1. University Degree system

Since 1999, Italian university studies have been fully reformed so as to meet the objectives of the "Bologna process". The university system is now organised on 3 cycles: the 1st cycle academic degree, that is the Laurea, grants access to the 2nd cycle, and the Laurea Specialistica/Magistrale, the main degree of the 2nd cycle, gives access to 3rd cycle doctorate programmes resulting in the degree called Dottorato di Ricerca. In addition to the mentioned degree sequence after the Bologna pattern, the system offers other degree programmes and related degrees both within the 2nd and 3rd cycle

First cycle. Undergraduate studies consist exclusively in Corsi di Laurea-CL (1st degree courses) aimed at guaranteeing undergraduate students an adequate command of general scientific methods and contents as well as specific professional skills. First degree courses last 3 years. The Laurea (L, 1st degree, and bachelor-level of the Bologna process) is awarded to undergraduates who have earned 180 ECTS credits.

Second cycle. Postgraduate studies include A) Corsi di Laurea Specialistica/Corsi di Laurea Magistrale-CLS/CLM; B) Corsi di Master Universitario di 1° livello-CMU1.A) CLS/CLM are aimed at providing postgraduates with an advanced level of education for the exercise of a highly qualified activity in specific areas. length: 2 years.

Third cycle. It covers the following typologies of degree courses: A) Corsi di Dottorato di Ricerca-CDR (research doctorate programmes); B) Corsi di Master Universitario di 2° livello-CMU2 (2nd level university master courses).A) CDR aim at training postgraduates for very advanced scientific research or for professional appointments of the highest consequence; they envisage the use of suitable teaching methodologies such as updated technologies, study periods abroad, stages in specialistic research centres. legal length must be min. 3 years; the drawing up of an original dissertation is necessary for the awarding of the 3rd degree called Dottorato di Ricerca-DR (research doctorate); the corresponding personal title is Dottore di Ricerca. C) CMU2 consist in advanced scientific courses or higher continuing education studies, open to the holders of an LS or a foreign comparable degree; admission may be subject to additional conditions. Studies take min. 1 year. The degree (Master Universitario di 2° livello-MU2) is awarded to postgraduates who have earned min. 60 credits.

4.2. Access Requirements

First cycle: general access requirement to bachelor's degrees is the Italian school leaving qualification, awarded on passing the relevant state examinations, after completion of 13 years of global schooling; also foreign comparable qualifications may be accepted. Admission to individual degree courses may be subject to specific course requirements.

Second cycle: Access to CLS/CLM is by the Italian 1st degree (L) or a foreign comparable degree; admission is subject to specific course requirements determined by individual universities; workload: 120 ECTS credits.

Third cycle: Access is by an Italian 2nd degree (LS/LM) or a foreign comparable degree; admission is subject to the passing of very competitive exams

4. Accreditation and recognition procedure

Courses are organized according to the requirements and to the ministerial decrees, while no accreditation procedures are established.

5. The Slovak Higher Education System

5.1. Statute and recognition of the higher education institution within the national education system:

Higher education institutions (HEI) in Slovak republic:

HEI in Slovak republic are registered as legal entities in accordance with Law No. 131/2002 Coll. In accordance with this Act HEI provide education and creative scientific research or creative artist activity. HEI are divided into following categories:

- a) Public Higher education Institutions (§5 of the Law No. 131/2002 Coll.)
- b) State Higher Education Institutions (§42 of the Law No. 131/2002 Coll.)
- c) Private Higher Education Institutions (§47 of the Law No. 131/2002 Coll.)

with a seat in Slovak republic or foreign HEI (§49a of the Law No. 131/2002 Coll.) with a seat in the EU member state out of Slovak republic or countries which are contracting parties of the EU Economic Area and Swiss confederation.

HEI offer accredited study programmes at the Bachelor, Master and PhD. level of study.

5.2. Level and aim of the BSc., MSc., PhD. degrees (ECTS):

Bachelor study:

(§52 of the Law No. 131/2002 Coll.) – Students take at least 60 ECTS credits per academic year. Bachelor study programmes comprise a minimum of 60 and a maximum of 240 ECTS credits. After successful completion of the Bachelor study programme students are awarded the degree of "Bachelor" ("Bc.").

Master study:

(§53 of the Law No. 131/2002 Coll.) - Students take at least 60 ECTS credits per academic year. Master study programmes comprise a minimum of 60 and a maximum of 180 ECTS credits, subject to the condition that the overall study load of the Bachelor and Master study programmes cannot exceed 300 ECTS credits.

After successful completion of the Master study programme students are awarded the following titles:

- in the field of engineering and economic studies: "Engineer" (Ing.)
- in the field of "Engineering architect" (Ing.arch.)
- in the field of human medicine "Doctor of general medicine" (MUDr.)
- in the field of veterinary medicine "Doctor of Veterinary Medicine" (MVDr.)
- for study programmes according to article 3 (except of articles 5,6) students are awarded "Magister"

(Mgr.)

- pharmaceutical sciences (PharmDr.)
- social sciences (PhDr.)
- legal sciences (JUDr.)
- pedagogical sciences (PaedDr.)
- theologian study programmes (ThDr.)

PhD. study:

(§54 of the Law No. 131/2002 Coll.) - Students are studying as full time students for the period of 3 years and in the form of part time study with duration of the study of 5 years. Study plan consists of 2 parts:

1) Study

2) Research

Students can obtain a minimum of 60 ECTS credits for the study part and 120 ECTS credits for the research part. After successful completion of the PhD. study students are awarded the degree of "philosophiae doctor" (PhD.)

5.3. Access requirements to BSc., MSc., PhD.:

Bachelor programmes:

The basic access requirement for the Bachelor study programme is the completion of secondary education (secondary school leaving certificate).

Master programmes:

The basic access requirement for the second level of the study programme (Master) is the completion of study programme at the first level (Bachelor).

PhD. programmes:

The basic access requirement for the third level of the study (PhD.) is the completion of the study programme at the second level (Master).

HEI or the faculty at the HEI can determine further entrance examination conditions.

5.4. Information on the accreditation and recognition procedure:

Accreditation of HEI activities and admitting of rights is determined by § 83 of the Law No. 131/2002 Coll. The accreditation of the study programme represents the process in the frame of which the Accreditation Committee assesses the ability of the HEI based on their application. After the expertise made by the accreditation committee the Ministry of Education of the SR may admit the HEI the right to award the academic degree.

Quality assurance:

Each HEI is obliged to have rules on the interim assessment and evaluation of the actual level of the quality in the process of obtaining knowledge and development of skills of students. At least once per 2 academic years the HEI works out the evaluation report.

6.2 Information sources

6.2.1 Website of the Register of Higher Education: <http://www.hogeronderwijsregister.be> mentioning among further facts the data concerning the course's accreditation and recognition

6.2.2 Address and website of the Institutions: Humboldt-Universität zu Berlin
Unter den Linden 6
10099 Berlin
Germany
<http://www.hu-berlin.de/standardseite-en>

Slovak University of Agriculture in Nitra
Tr. A. Hlinku 2
949 76 Nitra
Slovakia
<http://www.uniag.sk/english/english.htm>

University of Pisa
Lungarno Pacinotti 43
56126 Pisa
Italy
<http://www.unipi.it/english/index.htm>

Agrocampus Ouest
Rue de Saint Brieuc 65
35042 Rennes
France
<http://www.agrocampus-ouest.fr/infoglueDeliverLive/>

Ghent University
Sint-Pietersnieuwstraat 25
9000 Gent
Belgium
<http://www.ugent.be>

6.2.3 Address and website of NARIC

NARIC-Vlaanderen is the Flemish unit within the NARIC-network of the European Economic Area. NARIC is the acronym for National Academic (and Professional) Recognition and Information Center, established in 1984 by the European Commission of the European Union. The main task of the NARIC is to inform about the academic and professional recognition of diploma.

NARIC-Vlaanderen
Hendrik Consciencegebouw
Koning Albert II-laan 15

B-1210 Brussel
Tel. +32 2 553 98 19 / +32 2 553 98 18
Fax: +32 2 553 98 45
e-mail: naric@vlaanderen.be
website: <http://www.ond.vlaanderen.be/naric/>

Centre international d'études pédagogiques
International Centre for Pedagogic Studies
ENIC-NARIC France - CIEP
1, rue Descartes
75231 Paris Cedex 05
France
Tel. +33 1 55 55 04 28
Fax: +33 1 55 55 00 39
e-mail: enic-naric@ciep.fr
website: <http://www.ciep.fr/enic-naricfr/>

CIMEA - Centro di Informazione sulla Mobilità e le Equivalenze Accademiche
Viale Ventuno Aprile, 36
I - 00162 Roma
Italia
Tel. +39 06 863 21 281
Fax +39 06 863 22 845
e-mail: cimea@fondazionerui.it
website: <http://www.cimea.it>

Zentralstelle für ausländisches Bildungswesen im Sekretariat der Ständigen
Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland
Central Office for Foreign Education in the Secretariat of the Standing
Ministers of Education and Cultural Affairs in the Federal Republic of Germany
P.O. Box 2240
53012 Bonn
Germany
Tel. +49 228 501 264
Fax. +49 228 501 229
e-mail: zab@kmk.org
website: <http://www.kmk.org/zab/home.htm>

7. Authenticity of the diploma supplement

7.1 Date:

7.2 Signature and name:

7.3 Office held

Course Coordinator

7.4 Seal or stamp

8. Information on the Flemish higher education system

8.1 Description of the Flemish higher education system

8.1.1. Higher education institutions in Flanders

In Flanders the higher education institutions consist of statutory registered institutions and registered higher education institutions.

- The statutory registered institutions are the higher education institutions which were state recognised by the Flemish education authority before 2004. These institutions are listed in the Flemish Register of Higher Education (cf. 6.2.1.). An Association is an official legal entity confirming the cooperation of a university and one or more university colleges.
- The registered higher education institutions are institutions which offer higher education in Flanders and which are officially registered by the Flemish Government. Their accredited Bachelor's and Master's programmes are listed in the Flemish Register of Higher Education.

8.1.2. Degrees

1. Bachelor

After successfully completing a programme of at least 180 ECTS credits students obtain a Bachelor's degree. The study load of advanced Bachelor's degree programmes, which are only open for holders of a Bachelor's degree, is at least 60 ECTS credits.

Professional Bachelor's programmes aim for the students to obtain a level of (general and specific) knowledge and competences required for the autonomous practice of a specific profession. These degrees are only awarded by university colleges.

Academic Bachelor's programmes are based on scientific research and mainly prepare students for further studies at Master level. These degrees are awarded by universities and some university colleges in the framework of an association.

2. Master

After successfully completing a programme of at least 60 ECTS credits students obtain a Master's degree. Master's programmes are characterised by the interaction of education and research and aim to bring the students to an advanced level of knowledge and competences. A Master's dissertation or project finalizes the Master's programme.

3. Doctor (Ph D)

The degree of "Doctor" (Ph D) is awarded after the public presentation of a doctoral thesis which confirms the author's capability to create new scientific knowledge based on independent and autonomous scientific research. Only universities may award the degree of "Doctor" (Ph D).

8.1.3. Access requirements

1. Bachelor's programmes

The general access requirement for a Bachelor's programme is the secondary school leaving certificate. The institution boards may admit persons who do not meet the general access requirements taking the legal stipulations into account.

Students must also pass a specific entry examination to get access to some specific Bachelor's programmes. Advanced Bachelor's programmes are only open to holders of a Bachelor's degree possibly after an aptitude test.

2. Master's programmes

The general access requirement for a Master's programme is an academic Bachelor's degree. In some cases students will have to follow an extra preparatory course.

Professional Bachelor's degrees may give access to some Master's programmes after a linking course. Advanced Master's programmes are only open to holders of a Master's degree possibly after an aptitude test.

3. Doctor

The general access requirement is a Master's degree. The university board may impose an aptitude test. Exceptionally a university board may admit persons who do not meet the general access requirements taking the legal stipulations into account.

8.1.4. The Flemish credit system

The Flemish credit system is fully based on the European Credit Transfer and Accumulation System (ECTS). A standard programme of one academic year equals approximately 60 credits. Each programme component counts for at least three credits. One credit represents 25 to 30 hours of a student's workload.

8.1.5. Flexible learning paths

Students can opt for the standard learning path or for an individual combination of programme components. The student receives a degree after obtaining all the programme's required credits or when he/she is found to have sufficiently reached the requirements of the programme.

8.1.6. Quality assurance and accreditation

Accreditation is the formal recognition of a programme based on a decision of the independent quality assurance agency (the *Nederlands-Vlaamse Accreditatieorganisatie* NVAO), which verifies whether the programme meets the predetermined minimal quality and level requirements.

The accreditation investigation is based on the internal quality assurance system under the autonomy of the higher education institutions and on the results of the external quality control of the programmes.

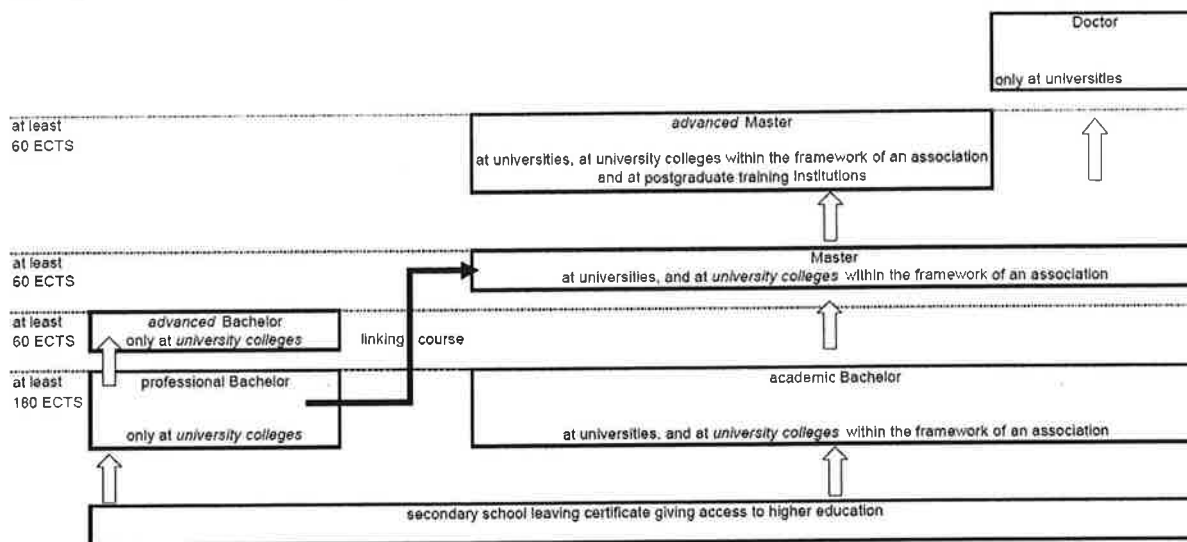
The accreditation quality mark guarantees that the graduate has acquired general and specific competences associated with an internationally recognised Bachelor's and/or Master's degree.

The Flemish Register of Higher Education contains detailed information on all accredited Bachelor's and Master's programmes offered in Flanders.

8.1.7. Transitory measures

According to the articles 128, 129 and 130 of the Decree on the restructuring of the higher education dated 4th of April 2003 the higher education institutions may equate other degrees than the Bachelor's and Master's degrees in order to give access. It appears from the completion of specific sections of this diploma supplement whether an institution considers a degree of the old structure to be sufficiently similar.

8.2. Diagram of the Flemish higher education system



8.3. The process of self-verification for the Higher Education Qualifications Framework in Flanders (Belgium) has been completed on the 2nd of February 2009. The verification committee of independent international experts has come to the conclusion that the National Framework of Qualifications in Higher Education in Flanders is compatible with the overarching Framework for Qualifications in the European Higher Education Area. The stated agreement of the quality assurance body, the Nederlands-Vlaamse Accreditatieorganisatie (NVAO), on the 12th of February 2009 is available at this website: <http://www.nvao.net/nqf-fl>.