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2. Änderung*
der Studien- und Prüfungsordnung (SPO) für den
weiterbildenden Masterstudiengang Intercultural Conflict Management
Social Action in Global Contexts

* Vom Akademischen Senat der ASH Berlin am 08.04.2025 beschlossen und gem. § 90 Abs. 1 BerlHG mit der Veröffentlichung durch das Präsidium bestätigt.

HERAUSGEBERIN: Präsidentin der Alice-Salomon-Hochschule Berlin
ANSCHRIFT: Alice-Salomon-Platz 5, 12627 Berlin, Tel.: (030) 992 45-0

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Präambel

Auf Grund von § 31 Abs. 1 Satz 4 und Abs. 2 in Verbindung mit § 61 Abs. 2 Nr. 7 des Gesetzes über die Hochschulen im Land Berlin (Berliner Hochschulgesetz - BerlHG) in der geltenden Fassung -sowie § 2 der Rahmenstudien- und -prüfungsordnung der ASH Berlin hat der Akademische Senat der Alice-Salomon-Hochschule Berlin (ASH Berlin) am 08.04.2025 die 2. Änderung der Studien- und Prüfungsordnung (SPO) für den weiterbildenden Masterstudiengang Intercultural Conflict Management - Social Action in Global Contexts (im Folgenden MA-ICM) erlassen.

§ 1 Geltungsbereich

Diese Studien- und Prüfungsordnung (SPO) regelt die Organisation, Durchführung und den Inhalt des Studiums und der Prüfungen im Masterstudiengang MA-ICM an der ASH Berlin.

Diese SPO wird ergänzt durch die dem Studiengang zugeordneten Satzungen - sowie die allgemeinen Satzungen der ASH Berlin, insbesondere durch die Rahmenstudien- und -prüfungsordnung (RSPO). Die Studierenden der ASH Berlin sind verpflichtet, das Studium an den geltenden Satzungen zu orientieren.

§ 2 Akademischer Grad

Für den erfolgreichen Abschluss des Studiums verleiht die ASH Berlin durch die_ den Präsident-in den akademischen Grad Master of Arts.

§ 3 Studienziele und Studieninhalte

- (1) Die allgemeinen Studienziele sind in § 4 der Rahmenstudien- und -prüfungsordnung geregelt.
- (2) Fachspezifische Ziele des Studiums:

Der ICM Masterstudiengang bildet Studierende für die partizipative Bearbeitung von sozialen Konflikten aus. Hierdurch können die Studierenden in verschiedenen Arbeitsfeldern, wie z.B. in internationalen Organisationen oder in Regierungs- sowie Nichtregierungsorganisationen, tätig werden. Die Unterrichtssprache ist Englisch.

Der Masterstudiengang verfolgt weiterhin vier in einer Wechselbeziehung stehende Ziele: Professionalisierung, Trans- und Interdisziplinarität, Transnationalität und ein „living laboratory“. Im Folgenden werden diese Punkte spezifiziert:

- 1 Professionalisierung: Der ICM Masterstudiengang strebt die Professionalisierung der Studierenden in der Konfliktbearbeitung an. Professionalisierung stellt in diesem Kontext die Fähigkeit dar, theoretisches Wissen in praktisches soziales Handeln zu verwandeln, um soziale Konflikte zu bewältigen und durch transnationale Vernetzung sich fachlich stärker positionieren zu können.
- 2 Trans- und Interdisziplinarität: Ziel des Programmes ist es, formalisierte akademische und damit disziplinäre Ansätze aufzubrechen, um ein Wechselspiel verschiedenster wissenschaftlicher Perspektiven zu ermöglichen. Dieses betrifft neben Struktur, Inhalten und wissenschaftlichem Personal des Masterprogrammes auch die Studierenden selbst, deren akademische und berufliche Hintergründe zu einem vielfältigen interdisziplinären Dialog beitragen.
- 3 Transnationalität: Die verschiedenen Nationalitäten, Sprachen und soziokulturellen Hintergründe der Studierenden ermöglichen das Entstehen einer transnationalen Umgebung im Verlauf des Programmes.
- 4 Living Laboratory (Livlab): Das Livlab bezieht sich auf eine spezifische Form der Autoethnographie welche auf der Überschneidung verschiedener intellektueller Traditionen beruht, deren Schwerpunkt u.a. auch nicht-westliche Perspektiven einnimmt.

- (3) Die Regelstudienzeit beträgt vier Semester in Vollzeit.
- (4) Der Gesamtumfang dieses Studiums beträgt 120 Credits.

§ 4 Studienorganisation und Lehrformen

- (1) Der Studiengang ist modular aufgebaut (siehe Anlage 1: Musterstudienplan).
- (2) Das Studium ist nach folgenden Grundsätzen und Lehrformen organisiert Der Studiengang ist als Vollzeitstudium konzipiert. Die Studienschwerpunkte beziehen berufliche Vorerfahrungen der Studierenden ein.
- (3) Die Teilnahme an allen vorgesehenen Lehrveranstaltungen ist verpflichtend und im Einzelnen in den Modulbeschreibungen geregelt.
- (4) Die Formen der Lehrveranstaltungen sind:
Vorlesungen, Präsentationen, Gruppendiskussionen, Übungen, Projekte, partizipative Analyse, Exkursionen, selbstbestimmtes und autonomes Lernen, team teaching, e-learning, Rollenspiele, livlab, und vorwiegend im Ansatz des kolaborativen und problemorientierten Lernens.

§ 5 Praktische Studiensemester und Praxisphasen

Das gesamte Studienprogramm ist anwendungsorientiert an sozialen Realitäten ausgerichtet. Diese Orientierung wird durch einen methodologischen und handlungsleitenden Forschungsaspekt fokussiert. Praxisphasen sind essentieller Bestandteil der ersten 3 Semester. Die Feldaufenthalte/ Praxisphasen sind in die entsprechenden Lehreinheiten integriert.

§ 6 Prüfungsleistungen

- (1) Die allgemeinen Bestimmungen sind in § 14 der RSPO geregelt.
- (2) Gasthörer:innen sind von der Teilnahme an Prüfungen ausgeschlossen. Nebenhörer:innen dürfen an Modulprüfungen teilnehmen, sofern ihr Hauptstudiengang ein Masterstudiengang ist und das gewählte Modul in diesem anerkannt werden kann.
- (3) Folgende Prüfungsleistungen sind vorgesehen:
 - Klausur, vgl. § 15 Abs. 1 RSPO
 - Essay vgl. § 15 Abs. 2 RSPO
 - Portfolio vgl. § 15 Abs. 2 RSPO
 - Projektbericht. § 15 Abs. 2 RSPO
 - mündliche Prüfung, vgl. § 16 Abs 1 RSPO
 - Referat vgl. § 16 Abs. 2 RSPO
 - Präsentation, vgl. § 16 Abs. 3 RSPO

Die Modulbeschreibungen s. Anlage 2 legen die Formen der Prüfungsleistung fest, zwischen denen im jeweiligen Modul gewählt werden kann. Schriftliche Prüfungsleistungen nach § 15 Abs. 2 RSPO können auch in digitaler Form eingereicht werden. (s. Anlage 1, Musterstudienplan)

§ 7 Masterarbeit

- (1) In der Arbeit soll die_der Studierende nachweisen, dass sie_er in der Lage ist in einem der im Studium erarbeiteten Themenfelder eine Forschungsfrage zu entwerfen, zu begründen und unter Anleitung der_des Erstgutachter_in sowohl wissenschaftlich, als auch anwendungsorientiert zu erarbeiten. Dabei ist der anwendungsorientierte Bezug insbesondere im methodischen Zugang sichtbar zu machen.

- (2) Als Voraussetzung für die Zulassung zur Masterarbeit sind folgende Nachweise zu erbringen: Mindestens 60 Credits müssen erfolgreich absolviert und die entsprechenden Prüfungsleistungen erbracht worden sein.
- (3) Die Bearbeitungszeit für die Masterarbeit beträgt 25 Wochen, bei empirischen Arbeiten 30 Wochen. Im Einzelfall kann auf schriftlichen Antrag der Studierenden unter Glaubhaftmachung der Gründe die Abgabefrist der Masterarbeit gemäß § 17 Abs. 5(5) RSPO verlängert werden. Die Erst- oder Zweitgutachter_in muss im MA-ICM und/oder an der ASH lehren und eine Promotion nachweisen können. Im Übrigen gelten die Regelungen der RSPO."§ 8 Anrechnung außerhochschulisch erworbener Kompetenzen
- (4) Studierende der ASH Berlin können die Anrechnung von außerhochschulisch erworbenen Kompetenzen, welche z. B. im Rahmen von Weiterbildung erworben wurden und den Lernzielen einzelner Module des Masterstudiengangs in Inhalt und Niveau gleichwertig sind, beim Prüfungsausschuss beantragen. Außerhochschulisch erworbene Kompetenzen werden nur mit Beständen' angerechnet und auf den Zeugnisdokumenten ausgewiesen. Die Anerkennung einer bereits anderweitig gefertigten Arbeit als Masterarbeit ist ausgeschlossen. Auf §12 RSPO wird verwiesen.

§ 9 Gesamtnote und Abschluss des Studiums

- (1) Die Modulnoten sowie die Note der Masterarbeit bilden die Gesamtnote. Die Gesamtnote des Studienabschlusses ergibt sich aus dem arithmetischen Mittel aller benoteten Prüfungsteile unter Berücksichtigung der jeweiligen Gewichtung; wobei die Modulnote der Abschlussarbeit doppelt in die Gesamtnotenberechnung eingeht. Das Masterstudium ist erfolgreich abgeschlossen, wenn alle Module des Studiums erfolgreich abgeschlossen und die für das Studium erforderlichen Credits erreicht wurden.
- (2) Das Gesamtprädikat „sehr gut mit Auszeichnung“ wird anstelle des Gesamtprädikats „sehr gut“ vergeben, wenn die Gesamtnote besser oder gleich 1,2 ist. Neben der Gesamtnote wird in Form einer Einstufungstabelle die statistische Verteilung der vergebenen Gesamtnoten der vorangegangenen vier Semester für diesen Studiengang in den Zeugnisdokumenten ausgewiesen.

Gesamtnote	Gesamtprädikat	Gesamtzahl innerhalb der Referenzgruppe	Benotungsprozensatz
1,0-1,2	<i>sehr gut mit Auszeichnung</i>		
1,3- 1,5	<i>sehr gut</i>		
1,6-2,5	<i>Gut</i>		
2,6-3,5	<i>befriedigend</i>		
3,6-4,0	<i>ausreichend</i>		
über 4,0	<i>nicht bestanden</i>		
	<i>Total:</i>		100%

§10 Zeugnisdokumente

- (1) Nach erfolgreichem Abschluss des Studiums verleiht der_die Präsident_in der ASH Berlin den akademischen Grad Master of Arts (M.A.). Der_die Absolvent_in erhält ein Zeugnis und eine Urkunde, aus denen der absolvierte Studiengang und der erworbene Grad hervorgehen.

- (2) Das Transcript of Records enthält Angaben über das Thema der Masterarbeit und deren Bewertung sowie über die Bewertungen der übrigen Modulprüfungen. Außerdem sind die Gesamtnote sowie der Gesamtumfang des Studiums in Credits auf dem Zeugnis zu vermerken. Im Übrigen wird auf § 27 RSPO verwiesen
- (3) Die Zeugnisdokumente werden in englischer und deutscher Sprache ausgestellt.

§11 Inkrafttreten

Diese Ordnung tritt am Tage nach der Bekanntmachung im Amtlichen Mitteilungsblatt der ASH Berlin in Kraft.

Prof. Dr. Bettina Völter
Präsidentin

Anlage 1: Musterstudienplan

		Semester 1	Semester 2	Semester 3	Semester 4	ECTS	Weighting
Theoretical Modules		Module 1.1 ECTS: 5 The Lifeworld Perspective	Module 2.1 ECTS: 5 Inequality, intersectionality and conflicts	Module 3.1 ECTS: 5 Global Relations and World System		25	25
		Module 1.2 ECTS: 5 Power Relations, Hegemony and Inequality					
		Module 1.3 ECTS: 5 Global Justice and Human Rights					
Practical Modules			Module 2.2 ECTS: 5,5 Qualitative and Participatory Social Research Methods I	Module 3.2 ECTS: 5,5 Qualitative and Participatory Social Research Methods II		11	11
		Module 1.4 ECTS: 5 Introduction Networking I	Module 2.3 ECTS: 5,5 Specialisation Networking II	Module 3.3 ECTS: 5,5 Specialisation Networking III		16	16
		Module 1.5 ECTS: 6 Introduction Planned Social Action and delicate focus on conflicts (Conflict Management) and In-Field Guidance I	Module 2.4 ECTS: 6 Specialisation Planned Social Action and delicate focus on conflicts (Conflict Management) and In-Field Guidance II	Module 3.4 ECTS: 6 Specialisation Planned Social Action and delicate focus on conflicts (Conflict Management) and In-Field Guidance III		18	18
Specialization Modules	Workshops	Module 1.6 ECTS: 2 Mediation	Module 2.5 ECTS: 2 Optional Workshop	Module 3.5 ECTS: 2 Optional Workshop		10	10
		Module 1.7 ECTS: 2 Scientific Writing					
		Module 1.8 ECTS: 2 Statistics					

	Seminars		Conflict and Transformation	Module 2.6 ECTS: 5 Optional Seminar	Conflict and Diversity	Module 3.6 ECTS: 5 Optional Seminar		10	10
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Mindestens zwei der in der SPO in § 6 Absatz 2 aufgeführten Prüfungsformen werden je Modul angeboten.

Anlage 2: Modulbeschreibungen

1. Theoretical Modules:

The Theoretical Modules address social world and power relations and conduct a multidimensional examination of social relations based on the spatial axis. Social space does not represent a geographic category but rather a relational and analytical one, linked to the specific logics of social relations in their different spheres. This multidimensional approach integrates phenomenological, power, and global perspectives.

This area is structured into five modules associated with specific dimensions of social relations: (the first number corresponds to the semester)

1.1 The Lifeworld Perspective

1.2 Power Relations, Hegemony and Inequality

1.3 Global Justice and Human Rights

2.1 Inequality, intersectionality and conflicts

3.1 Global Relations and World System

Module Title	1.1: A lifeworld perspective
Learning objectives	<p>Carries out a multidimensional examination of social relations based on the spatial axis, which coalesces the phenomenological, the power and the global perspectives.</p> <p>Based on this perspective, students are capacitated to:</p> <ul style="list-style-type: none">- Delineate the lifeworld of ordinary men and women, acknowledging their daily practices, (self) perceptions and intersubjectivities, hierdurch sowohl die Entstehung von Konflikten als auch Konfliktformen zu analysieren, wie sie aus der Alltagsperspektive der Menschen verstanden werden.- Conceptualize social relations as the result of power relations and struggles for hegemony.- Look upon social conflicts from the justice and rights perspective- Contextualize social conflicts in the framework of global relations- Undertake a multidimensional approach to the specific real-world conflicts addressed in module C "In-depth Specialization".
Module Contents	<p>"The Lifeworld Perspective" brings forward the main concepts of the phenomenological sociology, so that students can acknowledge daily practices, (self-) perceptions, intersubjectivities and "realities" of ordinary men and women. In addition, unit A1 "The Lifeworld Perspective" represents the foundation for module B "Research, Action and Networking" in general and for unit B1 "Research Methods" in particular. The contents of this unit comprise the following subjects:</p> <ul style="list-style-type: none">- Phenomenological social sciences- Phenomenology of routine actions- Construction of knowledge- Symbolic interactionism and grounded theory- From the general to the essential- Ideal types

Type and duration of the module sessions	Semester 1: 1.1 The Lifeworld Perspective (3 hours/SWS)		
Attendance Policy	Active Participation		
Teaching and learning format	Lectures, presentations, group discussions, exercises, participatory analysis, excursions, guided self-learning, independent learning, team teaching, e-learning, role play, livlab, “problem-oriented learning”		
Examination methods	Oral and written assessments		
Conditions for participation			
Duration of the module	1 semester	Curricular Schedule: 1st Semester	
Module focus	Classroom time	Self-learning time	Total
ECTS	48	102	5 ECTS
Workload	48 hours	102 hours	150 hours

Module Title	1.2: Power Relations, Hegemony and conflicts
Learning objectives	<p>Carries out a multidimensional examination of social relations based on the spatial axis, which coalesces the phenomenological, the power and the global perspectives.</p> <p>Based on this perspective, students are capacitated to:</p> <ul style="list-style-type: none"> - Conceptualize social relations as the result of power relations and struggles for hegemony. - Look upon social conflicts from the justice and rights perspective - Contextualize social conflicts in the framework of global relations - Undertake a multidimensional approach to the specific real-world conflicts addressed in the specialization modules.
Module Contents	<p>Module 1.2 "Power Relations, Hegemony and Conflicts" breaks down the manifold dimensions of power, with special emphasis on its political and cultural dimension. Thus, students can conceptualize social (economic, political, cultural, communicational, gender, etc.) relations as relations traversed by power. The contents of this unit comprise the following subjects:</p> <p>The concept of power and its multiple dimensions</p> <p>Structure and agency</p> <p>The state as a social relation of domination</p> <p>The construction of the nation, Hegemony</p>

Type and duration of the module sessions	Semester 1: (3 hours/SWS)		
Attendance Policy	Active Participation		
Teaching and learning format	Lectures, presentations, group discussions, exercises, participatory analysis, excursions, guided self-learning, independent learning, team teaching, e-learning, role play, livlab, “problem-oriented learning”		
Examination methods	Oral and written assessments		
Conditions for participation			
Duration of the module	1 semester	Curricular Schedule: 1st Semester	
Module focus	Classroom time	Self-learning time	Total
ECTS			5 ECTS
Workload	64 hours	86 hours	150 hours

Module Title	1.3: Global Justice and Human Rights
Learning objectives	<p>This module is based on the international human rights system from a theoretical and practical point of view. The objectives are:</p> <p>Identify and understand the functioning and limits of the most relevant institutions and actors in the field of human rights and democracy.</p> <p>Carry out diagnoses of the social reality at local, national or international level with respect to the situation of human rights and democracy.</p> <p>Design complex legal and political strategies for the promotion of human rights and democracy at different levels (public and private) of intervention.</p> <p>Use analytical tools to provide strategic advice to public and private organisations in decision-making affecting human rights.</p> <p>Design and implement research in the field of human rights in accordance with the different rules of scientific, legal or political knowledge.</p> <p>Use legal terminology and argumentation to express and substantiate conclusions in relation to the effectiveness of the universal or regional system of human rights protection.</p>

Module Contents	<p>“Global Justice and Human Rights” brings forward the concepts of justice and rights as political categories, so that students can capitalize on them in order to redetermine the existing power relations. The contents of this unit comprise the following subjects:</p> <ul style="list-style-type: none"> - Human rights - Economic, social and cultural rights (ESCR) - Women’s rights and femicide - Strategic rights litigation - International law - Citizenship and non-citizenship - Migration and asylum - Global justice - Transitional and community justice 		
Type and duration of the module sessions	Semester 1: (3 hours/SWS)		
Attendance Policy	Active Participation		
Teaching and learning formats	Lectures, presentations, group discussions, exercises, participatory analysis,		
Examination methods	Oral and written assessments		
Conditions for participation			
Duration of the module	1 semester	Curricular Schedule: 1st Semester	
Module focus	Classroom time	Self-learning time	Total
ECTS			5 ECTS
Workload	48 hours	102 hours	150 hours

Module Title	2.1: Inequality, intersectionality and conflicts
Learning objectives	<p>Carries out a multidimensional examination of social relations based on the spatial axis, which coalesces the phenomenological, the power and the global perspectives.</p> <p>Based on this perspective, students are capacitated to:</p> <ul style="list-style-type: none"> - Conceptualize social relations as the result of power relations and struggles for hegemony and equality. - Look upon social conflicts from the justice and rights perspective - Contextualize social conflicts in the framework of global relations - Undertake a multidimensional approach to the specific real-world conflicts addressed in the specialization modules.

Module Contents	<p>Module 2.1 "Inequality, intersectionality and conflicts" breaks down the manifold dimensions of power, with special emphasis on its political and cultural dimension. Thus, students can conceptualize social (economic, political, cultural, communicational, gender, intersectionality, etc.) relations as relations traversed by power. The contents of this unit comprise the following subjects:</p> <p>Democracy and citizenship Poverty and inequality Development and post-development Gender, Intersectionality</p>		
Type and duration of the module sessions	Semester 1: (3 hours/SWS)		
Attendance Policy	Active Participation		
Teaching and learning format	Lectures, presentations, group discussions, exercises, participatory analysis, excursions, guided self-learning, independent learning, team teaching, e-learning, role play, livlab, "problem-oriented learning"		
Examination methods	Oral and written assessments		
Conditions for participation			
Duration of the module	1 semester	Curricular Schedule: 2nd Semester	
Module focus	Classroom time	Self-learning time	Total
ECTS			5 ECTS
Workload	64 hours	86 hours	150 hours

Module Title	3.1 Global Relations and World System	
Learning objectives	<p>The module deals with the theoretical and methodological concepts for the analysis of the globalisation process and the controversy surrounding it. From an economic and political perspective, globalisation involves the growing internationalisation of economies, especially through trade, financial and capital flows. Starting with the characterisation of the main paradigms of international relations, the module will gradually focus on more concrete aspects of conflict transformation and violence in all its forms.</p> <p>Acquire the ability to identify international actors and their power relations.</p> <p>Improve the capacity for critical analysis of international reality.</p> <p>To foster a critical approach to armed conflicts and their root causes.</p> <p>Understanding that peace is not only the absence of war, but the absence of all forms of violence, direct and structural.</p> <p>Develop the capacity for reflection, reasoning and argumentation on the main current threats to peace.</p> <p>Knowledge of the mechanisms capable of facilitating the transformation and resolution of conflicts.</p>	
Module Contents	<p>Module 3.1 “Global Relations and World System” breaks down the global dimension of social relations from the perspective of the world system. Thus, students can contextualize social relations in the framework of global relations. The contents comprise the following subjects:</p> <ul style="list-style-type: none"> - World system - Hegemony in international relations - Globalisation and glocalisation - Transnationalisation - North-South Relations - Regionalisms - Interstate organizations - Activism and transnational justice - Conflict transformation 	
Type and duration of the module sessions	Semester 1: (3 hours/SWS)	
Attendance Policy	Active Participation	
Teaching and learning formats	Lectures, presentations, group discussions, exercises, participatory analysis, excursions, guided self-learning, independent learning, team teaching, e-learning, role play, livlab, “problem-oriented learning”	
Examination methods	Oral and written assessments	
Conditions for participation		
Duration of the module	1 semester	Curricular Schedule: 3rd Semester

Module focus	Classroom time	Self-learning time	Total
ECTS			5 ECTS
Workload	64 hours	86 hours	150 hours

2. Practical Modules

The Practical Modules bring forward a methodological triangle, which coalesces social research, network analysis and project-based social actions. This methodological approach triangle represents the backbone of the programme, for it establishes a direct relation between social research and social action

This area is structured into eight interrelated modules:

- 1.4 Introduction Networking I
- 1.5 Introduction Planned Social Action I
- 2.2 Qualitative and Participatory Social Research Methods I
- 2.3 Specialization Networking II
- 2.4 Specialization Planned Social Action II
- 3.2 Qualitative and Participatory Social Research Methods II
- 3.3 Specialization Networking III
- 3.4 Planned Social Action III

Module Name	1.4 Networking (Introduction) I
Learning objectives	<p>capacitates students to:</p> <ul style="list-style-type: none"> - Acknowledge the socio-subjective meaning of actions and the patterns of interpretation. - Restructure the action possibilities of the subjects in a dialogically conceived research process. - Commingle the worldviews of the subjects into the research process. - Conceptualize research as a participatory process, involving both researchers and social subjects - Look upon the network and project approaches when dealing specific social phenomenon.

Module Contents	<p>As dynamic and vivid entities, social networks branch out into all social relations, often beyond individuals' awareness. Unit B2 "Networking" brings forward social network analysis in relation to social conflicts, so that students can acknowledge the social networks involved in social conflicts, puzzle out their functioning and eventually restructure them in order to bring about solutions for the conflicts. Thus, students can not only look upon social conflicts in terms of social networks, but they can capitalize on social networks in order to carry out social actions aimed at conflict resolution. This module comprises the following subjects:</p> <ul style="list-style-type: none"> - Emergence of networks - Small world - Embeddedness in networks - Strong and weak ties - Social capital - Socio-centric networks and ego-centric networks- - Network cohesion - Identification of central actors - Detection of communities - Networks as method for social action 		
Type and duration of the module sessions	Seminar; 1st semester; 3 hours		
Teaching and learning methods	Lectures, presentations, group discussions, exercises, participatory analysis, excursions, guided self-learning, independent learning, team teaching, e-learning, role play, livlab, "problem-oriented learning"		
Examination methods	Oral presentations; exposée of a case study-research project with special focus on networking		
Conditions for participation			
Duration of the module	1 semester		
Subsequent modules	2.3; 3.3;		
Module focus	Classroom time	Self-learning time	Total
ECTS			5
Workload	48 hours	102 hours	150 hours

Module Name	1.5 Introduction to Planned Social Action and delicate focus on conflicts (Conflict Management) and In-Field and Mobility Guidance I
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Learning objectives	<p>Module B4 capacitates students to:</p> <p>To understand the Project Cycle Management and the methodology of the LFA and its stages in order to be able to apply it in real projects.</p> <p>To recognize the LFA workshop as an important participative tool for the identification and formulation of social planned actions.</p> <p>To develop skills in order to carry out teamwork.</p> <p>To experience field work.</p>		
Module Contents	<p>This module presents the project cycle of the planned social action and a practical case study allowed participants to understand it. Contents will be as follows:</p> <p>Planned social actions, development and underdevelopment</p> <p>Planned social actions, aid effectiveness and aid system</p> <p>Introduction to the methods of planning</p> <p>Planned social actions and project cycle management</p> <p>Introduction to the Logical Framework Approach (LFA) and its stages</p> <p>Introduction to the Logframe Matrix</p> <p>“In-Field and Mobility Guidance” supervises the student’s fieldwork, so that they can straighten out any difficulties related to their immersion into the field. In addition, it supervises the students’ preparation and follow up of their research stays abroad.</p>		
Type and duration of the module sessions	Seminar; 1st semester, 4 hours		
Teaching and learning methods	<p>The sessions will be carried out to bring both theory and practice together into the classroom. Lectures will be focused on participatory learning, dialogue and discussion groups among the students.</p> <p>The case method is a useful and valuable instrument that allows theory and practice to come together. Taking into consideration a case, the students should develop methods of planned social action in order to put into practice which they have been learning during the theoretical lectures.</p>		
Examination methods	Case study with special focus on Planned Social Action		
Conditions for participation	Compliance of the other units of the module		
Duration of the module	1 semester		
Subsequent modules	2.4; 3.4;		
Module focus	Classroom time	Self-learning time	Total
ECTS			6
Workload	64 hours	116 hours	180 hours

Module Name	2.2 Qualitative and Participatory Social Research Methods I		
Learning objectives	<p>capacitates students to:</p> <ul style="list-style-type: none"> - Acknowledge the socio-subjective meaning of actions and the patterns of interpretation. - Restructure the action possibilities of the subjects in a dialogically conceived research process. - Commingle the worldviews of the subjects into the research process. - Conceptualize research as a participatory process, involving both researchers and social subjects - Look upon the network and project approaches when dealing specific social phenomenon. 		
Module Contents	<p>“Qualitative and Participatory Social Research Methods” breaks down qualitative methods for participatory social research aimed at social action. Accordingly, qualitative methods are brought forward based on their practical applicability and their flexibility regarding the research fields of the students. The contents of this module comprise the following subjects:</p> <ul style="list-style-type: none"> - Participatory observation - Narrative interview - Focused interview - Expert interview - Discussion groups - Conversational analysis - Qualitative content analysis - Sequential analysis - Grounded Theory 		
Type and duration of the module sessions	Seminar; 2nd Semester 4 hours		
Teaching and learning methods	Lectures, presentations, group discussions, exercises, participatory analysis, excursions, guided self-learning, independent learning, team teaching, e-learning, role play, livlab, “problem-oriented learning”		
Examination methods	Written exam; essay; learning portfolio; oral presentations; exposée of a case study-research project with special focus on qualitative and participatory research methods		
Conditions for participation			
Duration of the module	1 semester		
Subsequent modules	3.2;		
Module focus	Classroom time	Self-learning time	Total
ECTS			5,5
Workload	64 hours	101 hours	165 hours

Module Name	2.3 Networking (Specialisation) II		
Learning objectives	<p>Specialisation of Networking capacitates students to:</p> <ul style="list-style-type: none"> - Acknowledge the socio-subjective meaning of actions and the patterns of interpretation. - Restructure the action possibilities of the subjects in a dialogically conceived research process. - Commingle the worldviews of the subjects into the research process. - Conceptualize research as a participatory process, involving both researchers and social subjects - Look upon the network and project approaches when dealing specific social phenomenon. 		
Module Contents	<p>Based on Network Theory the specialisation module focuses on Network Analysis and correspondent application on analysing and transformation of social conflicts. Students can acknowledge the social networks involved in social conflicts, puzzle out their functioning and eventually restructure them in order to bring about solutions for the conflicts. Thus, students cannot only look upon social conflicts in terms of social networks, but they can know how to change social networks in order to carry out social actions aimed at conflict resolution. The contents of this unit comprise the following subjects:</p> <ul style="list-style-type: none"> - Socio-centric networks and ego-centric networks - Data collection techniques - Process network data - Analysis of network cohesion - Identification of central actors - Detection of communities - Networks as method for social action 		
Type and duration of the module sessions	Seminar; 2nd semester, 4 hours		
Teaching and learning methods	Lectures, presentations, group discussions, exercises, participatory analysis, excursions, guided self-learning, independent learning, team teaching, e-learning, role play, livlab, "problem-oriented learning"		
Examination methods	Each seminar carries out an evaluation in which the progress of the research projects developed by the students is broken down with special focus on Networking analysis		
Conditions for participation	Compliance of the other units of the module		
Duration of the module	1 semester		
Subsequent modules	3.3		
Module focus	Classroom time	Self-learning time	Total
ECTS			5,5

Workload	64 hours	101 hours	165 hours
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Module Name	2.4 Planned Social Action and delicate focus on conflicts (Conflict Management) and In-Field and Mobility Guidance II
Learning objectives	<p>Module B5 capacitates students to:</p> <p>To understand the Project Cycle Management and the methodology of the LFA and its stages in order to be able to apply it in real projects.</p> <p>To integrate aspects of the “Do no Harm” methodology to social planned actions.</p> <p>To recognize the LFA workshop as an important participative tool for the identification and formulation of social planned actions.</p> <p>To develop skills in order to carry out team work.</p>
Module Contents	<p>Module B5 revolves around the preparation and implementation of planned social actions. Thus, students can canalize the knowledge acquired in “Qualitative and Participatory Social Research Methods” and “Networking” into planned social actions regarding their working fields. Accordingly, the preparation and implementation of the planned social actions by the students do not come about at the end of the course, as the culmination of a linear process. Instead, students bring about their planned social actions in parallel with the other units included in this module.</p> <p>Contents will be as follows:</p> <p>Do no Harm as a conflict sensitive approach.</p> <p>Understanding the Context of Conflict according to “Do no Harm” methodology.</p> <p>Analyzing dividers and tensions according to “Do no Harm”.</p> <p>Analyzing connectors and local capacities for peace according to “Do no Harm”.</p> <p>Participation analysis and target groups interrelated to Networking and Qualitative and Participatory Social Research Methods.</p> <p>Problem analysis interrelated to Networking and Qualitative and Participatory Social Research Methods.</p> <p>Objectives analysis and Alternatives analysis.</p> <p>The Logframe Matrix and its elements.</p> <p>“In-Field and Mobility Guidance” supervises the student’s fieldwork, so that they can straighten out any difficulties related to their immersion into the field. In addition, it supervises the students’ preparation and follow up of their research stays abroad.</p>
Type and duration of the module sessions	Seminar; 2nd semester, 5 hours

Teaching and learning methods	<p>Lectures, presentations, group discussions, exercises, participatory analysis, excursions, guided self-learning, independent learning, team teaching, e-learning, role play, livlab, “problem-oriented learning”.</p> <p>The sessions will be carried out to bring both theory and practice together into the classroom. The lectures will be focused on participatory learning, dialogue and discussion groups among the students. Taking into consideration a context, scenario and y case study, the students should develop methods of planned social action and relate them to Qualitative and Participatory Social Research Methods as well as Networking.</p>		
Examination methods	Specific Project and case study with special focus on Social Planned Action		
Conditions for participation			
Duration of the module	1 semester		
Subsequent modules	3.4		
Module focus	Classroom time	Self-learning time	Total
ECTS			6
Workload	80 hours	100 hours	180 hours

Module Name	3.2 Qualitative and Participatory Social Research Methods II
Learning objectives	<p>capacitates students to:</p> <ul style="list-style-type: none"> - Acknowledge the socio-subjective meaning of actions and the patterns of interpretation. - Restructure the action possibilities of the subjects in a dialogically conceived research process. - Commingle the worldviews of the subjects into the research process. - Conceptualize research as a participatory process, involving both researchers and social subjects - Look upon the network and project approaches when dealing specific social phenomenon.

Module Contents	<p>“Qualitative and Participatory Social Research Methods” breaks down qualitative methods for participatory social research aimed at social action. Accordingly, qualitative methods are brought forward based on their practical applicability and their flexibility with regard to the research fields of the students. This unit is structured into two subsequent parts: “Qualitative and Participatory Social Research Methods I” and “Qualitative and Participatory Social Research Methods II”. The contents of this module comprise the following subjects:</p> <ul style="list-style-type: none"> - Participatory observation - Narrative interview - Focused interview - Expert interview - Discussion groups - Conversational analysis - Qualitative content analysis - Sequential analysis - Grounded Theory 		
Type and duration of the module sessions	Seminar; 2nd Semester 4 hours		
Teaching and learning methods	Lectures, presentations, group discussions, exercises, participatory analysis, excursions, guided self-learning, independent learning, team teaching, e-learning, role play, livlab, “problem-oriented learning”		
Examination methods	Written exam; essay; learning portfolio; oral presentations; exposée of a case study-research project with special focus on qualitative and participatory research methods		
Conditions for participation			
Duration of the module	1 semester		
Subsequent modules			
Module focus	Classroom time	Self-learning time	Total
ECTS			5,5
Workload	64 hours	101 hours	165 hours

Module Name	3.3 Networking (Specialisation) III		
Learning objectives	<p>Specialisation of Networking capacitates students to:</p> <ul style="list-style-type: none"> - Acknowledge the socio-subjective meaning of actions and the patterns of interpretation. - Restructure the action possibilities of the subjects in a dialogically conceived research process. - Commingle the worldviews of the subjects into the research process. - Conceptualize research as a participatory process, involving both researchers and social subjects - Look upon the network and project approaches when dealing specific social phenomenon. 		
Module Contents	<p>Based on Network Theory (B2) the specialisation module focuses on Network Analysis and correspondent application on analysing and transformation of social conflicts. Students can acknowledge the social networks involved in social conflicts, puzzle out their functioning and eventually restructure them in order to bring about solutions for the conflicts. Thus, students cannot only look upon social conflicts in terms of social networks, but they can know how to change social networks in order to carry out social actions aimed at conflict resolution. The contents of this unit comprise the following subjects:</p> <ul style="list-style-type: none"> - Socio-centric networks and ego-centric networks -Data collection techniques - Process network data - Analysis of network cohesion - Identification of central actors 		
Type and duration of the module sessions	Seminar; 3rd semester, 4 hours		
Teaching and learning methods	Lectures, presentations, group discussions, exercises, participatory analysis, excursions, guided self-learning, independent learning, team teaching, e-learning, role play, livlab, "problem-oriented learning"		
Examination methods	Each seminar carries out an evaluation in which the progress of the research projects developed by the students is broken down with special focus on Networking analysis		
Conditions for participation	Compliance of the other units of the module		
Duration of the module	1 semester		
Subsequent modules			
Module focus	Classroom time	Self-learning time	Total
ECTS			5,5
Workload	64 hours	101 hours	165 hours

Module Name	3.4 Planned Social Action and delicate focus on conflicts (Conflict Management) and In-Field and Mobility Guidance III
Learning objectives	<p>Module B5 capacitates students to:</p> <p>To understand the Project Cycle Management and the methodology of the LFA and its stages in order to be able to apply it in real projects.</p> <p>To integrate aspects of the “Do no Harm” methodology to social planned actions.</p> <p>To recognize the LFA workshop as an important participative tool for the identification and formulation of social planned actions.</p> <p>To develop skills in order to carry out team work.</p>
Module Contents	<p>Module B5 revolves around the preparation and implementation of planned social actions. Thus, students can canalize the knowledge acquired in “Qualitative and Participatory Social Research Methods” and “Networking” into planned social actions regarding their working fields. Accordingly, the preparation and implementation of the planned social actions by the students do not come about at the end of the course, as the culmination of a linear process. Instead, students bring about their planned social actions in parallel with the other units included in this module.</p> <p>Contents will be as follows:</p> <p>Evolution and alternatives to the LFA</p> <p>The Project document</p> <p>Implementation and follow-up according to the LFA</p> <p>Monitoring documents and reports</p> <p>“Do no Harm” during the implementation and follow-up</p> <p>Impact analysis of the social planned actions on connectors and dividers.</p> <p>Identification of alternatives and design of social planned actions</p> <p>Evaluation according to the LFA and classification</p> <p>“In-Field and Mobility Guidance” supervises the student’s fieldwork, so that they can straighten out any difficulties related to their immersion into the field. In addition, it supervises the students’ preparation and follow up of their research stays abroad.</p>
Type and duration of the module sessions	Seminar; 3rd semester, 5 hours
Teaching and learning methods	<p>Lectures, presentations, group discussions, exercises, participatory analysis, excursions, guided self-learning, independent learning, team teaching, e-learning, role play, livlab, “problem-oriented learning”.</p> <p>The sessions will be carried out to bring both theory and practice together into the classroom. The lectures will be focused on participatory learning, dialogue and discussion groups among the students. Taking into consideration a context, scenario and y case study, the students should develop methods of planned social action and relate them to Qualitative and Participatory Social Research Methods as well as Networking.</p>

Examination methods	Specific Project and case study with special focus on Social Planned Action		
Conditions for participation			
Duration of the module	1 semester		
Subsequent modules			
Module focus	Classroom time	Self-learning time	Total
ECTS			6
Workload	80 hours	100 hours	180 hours

3. Specialization Modules

The Specialization Modules are structured into seminars and workshops. Seminars break down specific real-world conflicts, providing both analytical and intervention skills for conflict resolution. Workshops revolve around practical training in specific tools for conflict management such as mediation, scientific writing, statistics, etc. During the first semester, students participate in three compulsory workshop Modules in order to obtain the basic practical knowledge for their work. During the second and third semester, students participate in one selective seminar Module and one selective workshop Module.

This area is structured into seven Modules:

- 1.6 Mediation Workshop
- 1.7 Scientific Writing Workshop
- 1.8 Statistics Workshop
- 2.5 Selective Workshop
- 2.6 Selective Seminars
- 3.5 Selective Workshop
- 3.6 Selective Seminars

Module Name	1.6 Mediation Workshop
Learning objectives	Students will Developing their inner attitude as the groundwork of mediating, deepening their theoretic knowledge with insightful and applicable models, enlarging their skill set with techniques of mediative communication and embodied conflict transformation, and strengthening the capabilities for handling personal involvement in conflicts.

Module Contents	<p>The Workshops will enhance students mediative competences for uncovering the potential of constructive change in conflicts.</p> <p>It focuses on applicable methodologies to mediate in a range of contexts from local two party mediation, mediation in and around refugee accommodations, peace mediation, and conflict transformation on the international level with multiple actors - amplifying nuances of culture-sensitive mediation in the process. Grounded on participatory teaching methods, we will grant you opportunities to transform the transmitted knowledge directly into tangible proficiencies.</p>		
Type and duration of the module sessions	Workshop, 2 hours		
Teaching and learning methods	Dialogical and participatory group work; role plays		
Examination methods	Attendance required		
Conditions for participation			
Duration of the module	1 semester		
Subsequent modules			
Module focus	Classroom time	Self-learning time	Total
ECTS			2
Workload	32 hours	28 hours	60 hours

Module name	1.7 Scientific Writing Workshop
Learning objectives	<p>Students learn</p> <p>the Regulations and expectations at ICM</p> <p>How to use an exposée in combination with a ICM required project design</p> <p>That Scientific writing is a circual process and a work in progress</p> <p>Identifying their own scientific writing style</p>

Module Contents	Finding relevant literature Handling research diary and journals looking for literature at all Oral presentations Citing and quoting styles and exercises Formal aspects of scientific articles (typeface, margins, spacing etc.) Researching literature Organizing relevant content information on Clustering Adjusting the topic		
Type and duration of the module sessions	Workshop 1st Semester; 2 hours		
Teaching and learning methods			
Examination methods	Attendance required		
Conditions for participation			
Duration of the module	1 semester		
Subsequent modules			
Module focus	Classroom time	Self-learning time	Total
ECTS			2
Workload	32	28	60

Module name	1.8 Statistics Workshop
Learning objectives	Students will: - Learn to use the tools of quantitative analysis to develop applied research - Learn to collect and analyze statistical data to design projects and social actions

Module Contents	<p>Statistics focuses on the process to develop a quantitative analysis and include the following aspects:</p> <ul style="list-style-type: none"> - know how to define and delimit a research problem, - know how to formulate research questions, - know how to identify indicators, - know how to design a survey - use of the main databases such as World Bank - know how to determine sample size and to choose sampling types - process and save data in software packages - analyze data using univariate descriptive and bivariate statistical techniques, and - know the different formats of presenting research results 		
Type and duration of the module sessions	Workshop; 1st semester; 2 hours		
Teaching and learning methods	Learning by doing. Practical exercises and groupwork.		
Examination methods	. Attendance required		
Conditions for participation			
Duration of the module	1 semester		
Subsequent modules			
Module focus	Classroom time	Self-learning time	Total
ECTS			2
Workload	32	28	60

Module name	2.5/ 3.5/ selective Workshops
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Learning objectives	<p>Module 2.5 and 3.5 carries out an in-depth immersion into specific real-world and concrete conflicts, so that students can correlate the knowledge acquired in all areas of study.</p> <p>Thus, students can critically break down specific real-world conflicts, coalesce with the actors involved in them, and bring about specific solutions for them based on their specific characteristics.</p> <p>Students identify their own future role in similar fields of conflict with all the associated role conflicts and conflicting goals that participative and research-based work inevitably entails.</p>		
Module Contents	<p>The elective seminars are based on specific conflict management projects. Students are invited to bring in their own topics or projects, which are worked on collectively in small groups. The thematic focus of these specific projects is based on Conflict and Transformation in C4 and Conflict and Diversity in C 5</p>		
Type and duration of the module sessions	<p>2.5: Workshop 2nd semester; 2 hours</p> <p>3.5: Workshop 3rd semester; 2 hours</p>		
Teaching and learning methods	Group discussions, presentations, readings, excursions.		
Examination methods	<p>2.5: Full participation</p> <p>3.5 Full participation</p>		
Conditions for participation			
Duration of the module	<p>2.5: 1 semester (2nd)</p> <p>3.5:1 Semester (3rd)</p>		
Subsequent modules			
Module focus	Classroom time	Self-learning time	Total
ECTS			<p>2.5: 2</p> <p>3.5: 2</p>
Workload	<p>2.5: 32</p> <p>3.5: 32</p>	<p>28</p> <p>28</p>	<p>2.5: 60</p> <p>3.5: 60</p>

Module name	2.6/ 3.6/ Selective Seminars
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Learning objectives	<p>Students deepen or supplement their previously acquired knowledge and skills according to their personal study or career goals by</p> <ul style="list-style-type: none"> - acquiring new knowledge on current topics or fields of practice in conflict transformation - or expanding their theoretical knowledge by adopting new perspectives, or further developing the foundations of their professional identity by linking with other disciplines or profession-specific approaches - or deepen their knowledge of specific research methods for conflict analysis and conflict transformation in the sense of practical research. The students - have search strategies for collecting and reviewing information on the chosen topic or field of practice, - are able to open up, narrow down and work on freely chosen subject-specific or interdisciplinary topics, - can observe, document and evaluate in the social field according to academic criteria, - can work on a topic independently and/or collaboratively in a team and present the results, - regularly reflect on their learning processes in order to shape them independently in the future and increase their personal and professional judgment, - are aware of differences with regard to diversity in research and in their own academic work. 		
Module Contents	<p>These modules focus on areas of conflict that extend into the future and whose transformative challenges have not yet been adequately researched, or are fields of action and research about which there is not yet sufficient experience (Conflict and Transformation);</p> <p>Seminars are also offered that analyze both virulent conflicts and conflicts that arise from the increasing diversity of social contexts (Conflict and Diversity)</p>		
Type and duration of the module sessions	<p>2.6: Seminar 2nd semester; 3 hours</p> <p>3.6: Seminar 3rd semester; 3 hours</p>		
Teaching and learning methods	Group discussions, presentations, readings, excursions,		
Examination methods	<p>2.6: essay</p> <p>3.6: essay</p>		
Conditions for participation			
Duration of the module	<p>2.6: 1 semester (2nd)</p> <p>3.6: 1 Semester (3rd)</p>		
Subsequent modules			
Module focus	Classroom time	Self-learning time	Total

ECTS			2.6: 5 3.6: 5
Workload	2.6: 48 3.6: 48	102 102	2.6: 150 3.6: 150

4. Thesis and Research Colloquia

The Thesis and Colloquia Module comes about in the fourth semester and revolves around the elaboration of the masters' thesis. The MA-ICM does not provide for compulsory internships. Students can complete their final thesis in an international context during the 4th semester. Since the thesis must have an empirical orientation, a stay abroad is an option. Students can count on the support of the International Office in preparation for this. Support includes a very extensive database, advice on scholarships for the stay abroad and in-depth experience in this matter.

Module Name	4. Thesis and Research Colloquia
Responsible	
Module Contents	<p>Module 4 Thesis and Research Colloquia revolves around the preparation of the students' master theses. As the programme advances collaborative learning, this module is structured into several research colloquia focused on general common subjects. In these colloquia, lecturers of the programme supervise the progress of the students' master theses concerning their theoretical and methodological approaches, their scientific and social relevance, and their practical contribution to conflict resolution.</p> <p>Students must determine the subject of their master theses based on their own interests in continuous communication with their lecturers. The programme does not circumscribe the possible subjects for the master thesis as long as they undertake an empirical perspective. In addition, the master theses must look upon the theoretical and methodological approaches developed in the programme.</p>
Learning objectives	<p>Module 4 "Thesis and Research Colloquia" capacitates students to:</p> <ul style="list-style-type: none"> - Delimitate their research subject with precision. - Bring about a relevant and definite research question. - Bring forward a consistent theoretical and methodological approach. - Carry out empirical research properly. - Carry through their master thesis successfully.
Type and duration of the module sessions	Semester 4: Thesis and Research Colloquia
Teaching and learning methods	Lectures, presentations, group discussions, exercises, participatory analysis, excursions, guided self-learning, independent learning, team teaching, e-learning, role play, livlab.
Examination methods	This module does not carry out evaluations.

Conditions for participation.	Compliance of all modules		
Duration of the module	1 semester		
Subsequent modules	None		
Module focus	Classroom time	Self-learning	Total
ECTS	0	30	30
Workload	0 hours	900 hours	900 hours

Certificate

The Alice Salomon University of Applied Sciences
awards the Academic Degree

Master of Arts (M.A.)

after successful completion
of the course of study

Intercultural Conflict Management
Social Action in Global Contexts

to
born in

Berlin,

Prof. Dr. Bettina Völter
Rector – Alice Salomon Hochschule Berlin

Master's Certificate

Master of Arts (M.A.)

Intercultural Conflict Management

Social Action in Global Contexts

to
born in

Title of M.A. Thesis:

Grade of M.A. Thesis:

Final Grade of the Course of Study:

Berlin,

Prof. Dr.
Head of the Assessment Committee – Alice Salomon Hochschule Berlin

Transcript of Records:

Name of Institution:	“Alice Salomon” Hochschule für Sozialarbeit und Sozialpädagogik Berlin (ASH) – University of Applied Sciences
Postgraduate Program:	Master of Arts in Intercultural Conflict Management - Social Action in Global Contexts
Academic Director:	Prof. Dr. Gesine Bär Tel.: +49 (0)30 - 99 245 - 521 Fax: +49 (0)30 - 99 245 - 245
Surname:	Registration number:
First Name(s):	Registered as a student:
Date of Birth:	
Place of Birth:	

Theoretical Modules

(25/120 ECTS)

Objective:

The Theoretical Modules address social world and power relations and conduct a multidimensional examination of social relations based on the spatial axis. Social space does not represent a geographic category but rather a relational and analytical one, linked to the specific logics of social relations in their different spheres. This multidimensional approach integrates phenomenological, power, and global perspectives. Thus, this module is structured into five units associated with five specific dimensions of social relations: 1.1 “The Lifeworld Perspective”, 1.2 “Power Relations and Inequality”, 1.3 “Global Justice and Human Rights”, 2.1 Inequality, intersectionality and conflicts and 3.1 “Global Relations and World System”.

1.1 The Lifeworld Perspective

1.2 Power Relations, Hegemony and Inequality

1.3 Global Justice and Human Rights

2.1 Inequality, intersectionality and conflicts

3.1 Global Relations and World System

“The Lifeworld Perspective” brings forward the main concepts of the phenomenological sociology, so that students can acknowledge daily practices, (self-) perceptions and intersubjective structures of social reality.

“Power Relations and Inequality” breaks down the manifold dimensions of power, with special emphasis on its political dimension. Thus, students can conceptualize social (economic, political, cultural, communication, gender, etc.) relations as relations traversed by power.

“Global Justice and Human Rights” brings forward the concepts of justice and rights as political categories, so that students can capitalize on them in order to redetermine the existing conflicts and power relations.

“Inequality, intersectionality and conflicts carries out a multidimensional examination of social relations on the spatial axis, which coalesces the phenomenological, the power and the global perspectives.

“Global Relations and World System” breaks down the global dimension of social relations from the perspective of the world system. Thus, students can contextualize life-world based social relations in the framework of global relations.

Learning outcomes:

Students are capacitated to:

- Conceptualize social relations as the result of power relations and struggles for hegemony.
- Look upon social conflicts from a justice and human rights perspective
- Contextualize social conflicts in the framework of global relations
- Undertake a multidimensional approach to conflict transformation

The module was accomplished and graded with XX

Practical Modules:**(47/120 ECTS)****Objective:**

“Practical Modules” brings forward a methodological triangle, which coalesces social research, network analysis and project-based social actions. This methodological approach triangle represents the methodological backbone of the programme, for it establishes a direct relation between social research and social action. Accordingly, this area is structured into eight interrelated modules:

- 1.4 Introduction Networking I
- 1.5 Introduction Planned Social Action I
- 2.2 Qualitative and Participatory Social Research Methods I
- 2.3 Specialization Networking II
- 2.4 Specialization Planned Social Action II
- 3.2 Qualitative and Participatory Social Research Methods II
- 3.3 Specialization Networking III
- 3.4 Planned Social Action III

Qualitative and Participatory Social Research Methods I & II breaks down qualitative methods for participatory social research aimed at social action. Accordingly, qualitative methods are brought forward based on their practical applicability and their flexibility with regard to the research fields of the students. The contents of this unit comprise the following subjects, which are essential for grounded theory and methodologically related to symbolic interaction and ethnomethodology due to the facility for participatory approaches of research methods.

Networking I, II and III As dynamic and vivid entities, social networks branch out into all social relations, often beyond individuals’ awareness. “Networking” brings forward social network analysis in relation to social conflicts, so that students can acknowledge the social networks involved in social conflicts, puzzle out their functioning and eventually restructure them in order to bring about solutions for the conflicts. Thus, students can not only contemplate social conflicts in terms of social networks, but they can capitalize on social networks in order to carry out social actions aimed at conflict resolution.

Planned Social Action I, II and III Complementing the other modules “Planned social action” revolves around the preparation and implementation of planned social actions. Thus, students can canalize the knowledge acquired in Module “Qualitative and Participatory Social Research Methods” and Module “Networking” into planned social actions regarding their working fields. Accordingly, the preparation and implementation of the planned social actions by the students do not come about at the end of the module, as the culmination of a linear process. Instead, students bring about their planned social actions in parallel with the other Modules.

Learning outcomes:

Students will have learned to acknowledge the socio-subjective meaning of actions and the patterns of interpretation. Restructure the action possibilities of the subjects in a dialogically conceived research process. Commingle the worldviews of the subjects into the research process. Conceptualize research as a participatory process, involving both researchers and social subjects Look upon the network and project approaches when dealing specific social phenomenon.

The module was accomplished and graded with XX

Specialization Modules**(18/120 ECTS)****Objective:**

“Spezialization Modules” is structured into workshops and seminars. Workshops bring forward practical training in specific tools for conflict management such as mediation, communication, field access, etc. Seminars break down specific real-world conflicts, providing both analytical and intervention skills for the

conflicts addressed. Workshops and seminars included in this module are carried out by scholars from both the Alice Salomon Hochschule and recognized Experts

Content:

During the first semester, students participate in four compulsory workshops in order to accumulate the basic practical knowledge for their work. These four compulsory workshops comprise mediation, field access, scientific writing and statistics.

During the second semester, students participate in one optional seminar and one optional workshop. Students freely single out their optional seminar and workshop out of at least two different seminars and two different workshops. All seminars and workshops offered during the second semester revolve around specific real-world conflicts and their relation to transformation processes.

During the third semester, students participate in one optional seminar and one optional workshop. Students freely single out their optional seminar and workshop out of at least two different seminars and two different workshops. All seminars and workshops offered during the third semester revolve around specific real-world conflicts and their relation to diversity issues.

Learning outcomes:

Specialization Modules” carries out an in-depth immersion into specific real-world conflicts, so that students can correlate the knowledge acquired in the theoretical and practical modules and Networking” with them. Thus, students can critically break down specific real-world conflicts, coalesce with the actors involved in them, and bring about specific solutions for them based on their specific characteristics.

The module was accomplished and graded with XX

Thesis and Colloquia

(30/120 ECTS)

“Thesis and Research Colloquia” revolves around the preparation of the students’ master theses. As the programme advances collaborative learning, this module is structured into several research colloquia focused on general common subjects. In these colloquia, lecturers of the programme supervise the progress of the students’ master theses concerning their theoretical and methodological approaches, their scientific and social relevances, and their practical contribution to conflict resolution.

Learning outcomes:

“Research, Action and Networking” capacitates students to: Delimitate their research subject with precision. Bring about a relevant and definite research question. Bring forward a consistent theoretical and methodological approach. Carry out empirical research properly. Carry through their master thesis successfully.

Title:

Grade:

Credit Points:	120/120 ECTS
Final Grade:	

Berlin,

Prof. Dr.

Head of the Assessment Committee –

Diploma Supplement

This Diploma Supplement model was developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient independent data to improve the international 'transparency' and fair academic and professional recognition of qualifications (diplomas, degrees, certificates etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. It should be free from any value judgements, equivalence statements or suggestions about recognition. Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.

1. INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

1.1. Family name(s)

1.2. First name(s)

1.3. Date of birth (DD/MM/YYYY)

1.4. Student identification number or code (if applicable)

2. INFORMATION IDENTIFYING THE QUALIFICATION

2.1. Name of Qualification (in original language)

Master of Arts (M.A.)

2.2. Main field(s) of study for the qualification of study for the qualification

Social Science, Conflict Transformation, International Studies, Participatory Action-Research, Education

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

Alice-Salomon-Hochschule Berlin, University of Applied Sciences,
State university in accordance with § 1 of the German Framework Act for Higher Education
(*Hochschulrahmengesetz/HRG*) and in connection with § 1 par. 2 Higher Education Act for the State
of Berlin (*Berliner Hochschulgesetz/BerIHG*)

2.4. Name and status of institution (if different from 2.3) administering studies (in original language)

See 2.3.

2.5. Language(s) of instruction/examination

English.

3. INFORMATION ON THE LEVEL AND DURATION OF THE QUALIFICATION

3.1. Level of qualification

Master of Arts with 120 ECTS credits. It has been designed as a research- and application oriented, non-consecutive second degree study programme set at Master's level according to acknowledged standards of Higher Education. It fulfills the requirements of the Bologna Declaration and following Communiqués.

3.2. Official duration of programme in credits and/or years

The standard period of study amounts to a total of four semesters to be completed over 24 months. The study programme in total comprises 120 credits according to the European Credit Transfer System (ECTS).

3.3. Access requirement(s)

The general requirements for admission are derived from the Higher Education Act for the State of Berlin (Berliner Hochschulgesetz/BerLHG) and the applicable access and admission statutes (Zugangs- und Zulassungssatzung/ZZS). Anyone who has successfully completed an initial university study programme (diploma, master's degree, bachelor's degree or state examination) with professional qualification and can demonstrate qualified professional experience of not less than one year (full-time), is eligible for admission to the study programme.

4. INFORMATION ON THE PROGRAMME COMPLETED AND THE RESULTS OBTAINED

4.1. Mode of study

The holder of this Diploma Supplement studied full-time. This corresponds to a course volume of 3,600 hours or 600 study days of six learning hours each. The MA-ICM is a transdisciplinary master study program combining classroom teaching with a continuous social field orientation. It requires a full-time commitment from students. The average of student effort required includes the time spent in attending lectures, seminars, independent study, preparation of oral and written assignments mostly presenting the advances in their own project development.

4.2. Programme learning outcomes

The MA -ICM graduate:

The MA-ICM intends to instill a range of competencies.

- The program ***provides students with the interpretive frameworks*** required to analyze national and international conflicts.
- It ***equips them with the problem analyzing and conflict resolution capacities*** necessary to formulate judgments and develop constructive proposals and interventions. These capacities will take account of how certain social groups and/or communities are especially vulnerable to social problems and how this observance is best addressed in social action fields.
- Students possess ***skills in the realization social planned projects***, implement knowledges on networking as well as methodological competencies ***and skills in evaluating and conducting empirical mostly qualitative research***.
- Furthermore, students are enabled to understand social dislocation and social conflicts in their international and global interconnections in order to develop adapted transformation strategies together with those affected.
- They have a ***capacity to communicate concepts and problems*** in ways that take account of the needs of both the addressees of their work and the society as a whole. In addition, students have the ability for self-directed autonomous working, particularly in the field of conflict resolution and in the corresponding participatory research.

Aside from an in-depth knowledge and understanding of the academic literature relating to conflict issues, students will

- have a **reflective awareness of themselves as global professionals**. This will also be achieved through learning in a multicultural and transnational setting.
- **possess an ethical commitment** and a heightened awareness of social justice.
- The thesis is a central element of the MA-ICM. In keeping with the research - oriented focus of the program, students are required to write a 25.000 words (+/- 10%) thesis based on empirical investigation, which accounts for a total of 30 ECTS credits. The thesis must relate to the substantive issues of the course, using the scientific research methods taught. The student received 10 hours of supervision.

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

The Intercultural Conflict Management Social Action in Global Contexts master's degree programme serves academic further education and builds on the professional experience gained in the various academic fields. MA- ICM - The Intercultural Conflict master programme represents a transdisciplinary and practice-oriented master course of study, which combines a multidimensional theoretical and methodological approach to social conflict with a strong focus on participatory practical social action and conflict transformation. Thus, the programme provides students with the qualification for managing and transforming real-world social conflicts in transnational and intercultural contexts, so that students can carry out their work in a wide labour field, including NGOs, governments and international organizations.

The degree programme has a modular structure:

1. Theoretical Modules
2. Practical Modules
3. Specialization Modules
4. Thesis and Colloquia

-

Students are required to complete all modules, however, students are able to choose two elective seminars workshops respectively, which allows for the development of individualized academic profiles within the degree programme. The modules are designed as on- campus courses. The weight of grades is derived from the credit points per module, and the Thesis and Colloquia module, whose weight is doubled. (Compare here the *Transcript of Records/Grade distribution guidance* as well as the *Study and Examination Regulations*.)

4.4. Grading system and, if available, grade distribution table

The grading scale comprises five grades with numerical equivalents: "Very good with honours" (1), "Very Good" (2), "Satisfactory" (3), "Adequate" (4), "Unsatisfactory" (5).

For a more differentiated assessment of examination results, intermediate values are generated by lowering or raising the grades by 0.3. Any grades of 0.7, 4.3, 4.7 and 5.3 are excluded.

Grades are designated as follows:

- 1.0 to 1.5 = "Very Good with honours",
- 1.6 to 2.5 = "Very Good",
- 2.6 to 3.5 = "Satisfactory",
- 3.6 to 4.0 = "Adequate",
- 4.1 = "Unsatisfactory".

The master's degree programme has been successfully completed when all examinations, including the master's thesis, have been graded as at least "Adequate" (4.0).

4.5. Overall classification of the qualification (in original language)

The holder of this Diploma Supplement has completed the master's degree programme with an overall

grade of **.Distribution of the final grades in the Intercultural Conflict Social Action in Global Contexts master's degree programme according to the ECTS Users' Guide 2009

Comparison period: the last four semesters

Overall grade	Overall assessment	Total number within the	Grading Percentage
	Total		100%

5. INFORMATION ON THE FUNCTION OF THE QUALIFICATION

1. Access to further study

According to the stipulations of the Berlin-Communiqué and in keeping with Paragraph 35 of the Berlin Law on Higher Education (BerLHG), graduates of the MA-ICM are entitled to register for a Ph.D. program.

6. ADDITIONAL INFORMATION

6.1. Additional information

Detailed information can be found in the access and admission statutes as well as the Study and Examination Regulations for the master's degree programme. This as well as current information can also be found online at www.ash-berlin.eu/icm.

The study programme is approved by the Senate Department for Science, Research and Culture of the State of Berlin.

The MA-ICM has been successfully accredited to define quality standards set out by the Ministers of Education and Cultural Affairs Conference (Kultusministerkonferenz). The master's degree programme in Intercultural Conflict Management Social Action in Global Contexts has been accredited by the Agency for Quality Assurance through Accreditation of Study Programmes (Agentur für Qualitätssicherung durch Akkreditierung von Studiengängen e.V. (AQAS)) in 2017.

6.2. Further information sources

Detailed information can be found in the entry and admission regulations as well as in the subject-specific study and examination regulations and in the Master's programme module manual.

7. CERTIFICATION

This Diploma Supplement refers to the following original documents:

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

Certificate (*Zeugnis*) [date]

Transcript of Records [date]

Certification Date:

Chairwoman/Chairman Examination Committee

(Official Stamp/Seal)

8. INFORMATION ON THE GERMAN HIGHER EDUCATION SYSTEM¹

8.1. Types of Institutions and Institutional Status

- Higher education (HE) studies in Germany are offered at three types of Higher Education Institutions (HEI)².
 - Universitäten (Universities) including various specialised institutions, offer the whole range of academic disciplines. In the German tradition, universities focus in particular on basic research so that advanced stages of study have mainly theoretical orientation and research-oriented components.
 - Fachhochschulen (FH)/Hochschulen für Angewandte Wissenschaften (HAW) (Universities of Applied Sciences, UAS) concentrate their study programmes in engineering and other technical disciplines, business-related studies, social work, and design areas. The common mission of applied research and development implies an application-oriented focus of studies, which includes integrated and supervised work assignments in industry, enterprises or other relevant institutions.
 - Kunst- und Musikhochschulen (Universities of Art/Music) offer studies for artistic careers in fine arts, performing arts and music; in such fields as directing, production, writing in theatre, film, and other media; and in a variety of design areas, architecture, media and communication.
- Higher Education Institutions are either state or state-recognised institutions. In their operations, including the organisation of studies and the designation and award of degrees, they are both subject to higher education legislation.

8.2. Types of Programmes and Degrees awarded

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

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

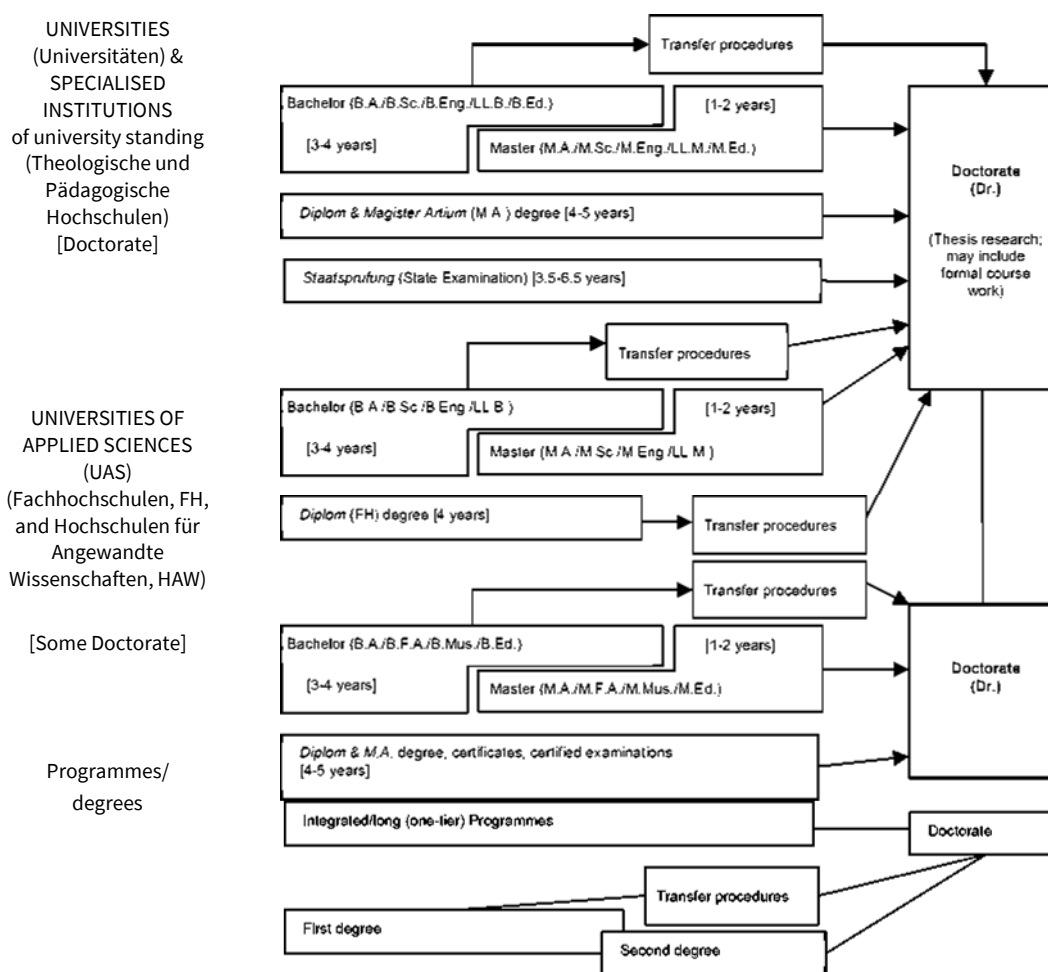
The German Qualifications Framework for Higher Education Qualifications (HQR)³ describes the qualification levels as well as the resulting qualifications and competences of the graduates. The three levels of the HQR correspond to the levels 6, 7 and 8 of the German Qualifications Framework for Lifelong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

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

8.3. Approval/Accreditation of Programmes and Degrees

To ensure quality and comparability of qualifications, the organisation of studies and general degree requirements have to conform to principles and regulations established by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (KMK)⁶. In 1999, a system of accreditation for Bachelor's and Master's programmes has become operational. All new programmes have to be accredited under this scheme; after a successful accreditation they receive the seal of the Accreditation Council⁷.

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



8.4. Organisation and Structure of Studies

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

8.4.1. Bachelor

Bachelor's degree programmes lay the academic foundations, provide methodological competences and include skills related to the professional field. The Bachelor's degree is awarded after 3 to 4 years.

The Bachelor's degree programme includes a thesis requirement. Study programmes leading to the Bachelor's degree must be accredited according to the Interstate study accreditation treaty⁸.

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

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

8.4.2. Master

Master is the second degree after another 1 to 2 years. Master's programmes may be differentiated by the

profile types “practice-oriented” and “research- oriented”. Higher Education Institutions define the profile.

The Master’s degree programme includes a thesis requirement. Study programmes leading to the Master’s degree must be accredited according to the Interstate study accreditation treaty⁹.

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

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

8.4.3. 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 specialisations. Degree requirements include submission of a thesis (up to 6 months duration) and comprehensive final written and oral examinations. Similar regulations apply to studies leading to a *Staatsprüfung*. The level of qualification is equivalent to the Master’s level.

Integrated studies at Universitäten (U) last 4 to 5 years (*Diplom* degree, *Magister Artium*) or 3.5 to 6.5 years (*Staatsprüfung*). The *Diplom* degree is awarded in engineering disciplines, the natural sciences as well as economics and business. In the humanities, the corresponding degree is usually the *Magister Artium* (M.A.). In the social sciences, the practice varies as a matter of institutional traditions. Studies preparing for the legal, medical and pharmaceutical professions are completed by a *Staatsprüfung*. This applies also to studies preparing for teaching professions of some Länder.

The three qualifications (*Diplom*, *Magister Artium* and *Staatsprüfung*) are academically equivalent and correspond to level 7 of the German Qualifications Framework/European Qualifications Framework.

They qualify to apply for admission to doctoral studies. Further prerequisites for admission may be defined by the Higher Education Institution, cf. Sec. 8.5.

Integrated studies at Fachhochschulen (FH)/Hochschulen für Angewandte Wissenschaften (HAW) (Universities of Applied Sciences, UAS) last 4 years and lead to a *Diplom* (FH) degree which corresponds to level 6 of the German Qualifications Framework/European Qualifications Framework.

Qualified graduates of FH/HAW/UAS may apply for admission to doctoral studies at doctorate-granting institutions, cf. Sec. 8.5.

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

8.5. Doctorate

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

doctorate as well as the structure of the procedure to determine aptitude. Admission further requires the acceptance of the Dissertation research project by a professor as a supervisor.

The doctoral degree corresponds to level 8 of the German Qualifications Framework/ European Qualifications Framework.

8.6. Grading Scheme

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

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

8.7. Access to Higher Education

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

Applicants with a qualification in vocational education and training but without a school-based higher education entrance qualification are entitled to a general higher education entrance qualification and thus to access to all study programmes, provided they have obtained advanced further training certificates in particular state-regulated vocational fields (e.g. *Meister/Meisterin im Handwerk*, *Industriemeister/in*, *Fachwirt/in (IHK)*, *Betriebswirt/in (IHK)* und *(HWK)*, *staatlich geprüfte/r Techniker/in*, *staatlich geprüfte/r Betriebswirt/in*, *staatlich geprüfte/r Gestalter/in*, *staatlich geprüfte/r Erzieher/in*). Vocationally qualified applicants can obtain a *Fachgebundene Hochschulreife* after completing a state-regulated vocational education of at least two years' duration plus professional practice of normally at least three years' duration, after having successfully passed an aptitude test at a higher education institution or other state institution; the aptitude test may be replaced by successfully completed trial studies of at least one year's duration¹⁰.

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

8.8. National Sources of Information

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

Notes:

- (1) The information covers only aspects directly relevant to purposes of the Diploma Supplement.
- (2) Berufsakademien are not considered as Higher Education Institutions, they only exist in some of the Länder. They offer educational programmes in close cooperation with private companies. Students receive a formal degree and carry out an apprenticeship at the company. Some Berufsakademien offer Bachelor courses which are recognised as an academic degree if they are accredited by the Accreditation Council.
- (3) German Qualifications Framework for Higher Education Degrees. (Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany of 16 February 2017).
- (4) German Qualifications Framework for Lifelong Learning (DQR). Joint resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany, the German Federal Ministry of Education and Research, the German Conference of Economics Ministers and the German Federal Ministry of Economics and Technology (Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany of 15 November 2012). More information at www.dqr.de
- (5) Recommendation of the European Parliament and the European Council on the establishment of a European Qualifications Framework for Lifelong Learning of 23 April 2008 (2008/C 111/01 – European Qualifications Framework for Lifelong Learning – EQF).
- (6) Specimen decree pursuant to Article 4, paragraphs 1 – 4 of the interstate study accreditation treaty (Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany of 7 December 2017).
- (7) Interstate Treaty on the organization of a joint accreditation system to ensure the quality of teaching and learning at German higher education institutions (Interstate study accreditation treaty) (Decision of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany of 8 December 2016), Enacted on 1 January 2018.
- (8) See note No. 7.
- (9) See note No. 7.
- (10) Access to higher education for applicants with a vocational qualification, but without a school-based higher education entrance qualification (Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany of 6 March 2009).