



Til studiekomiteen
Fra studiedirektøren

Sakstype:	Vedtakssak
Møtedato:	21. oktober 2010
Møte-/saksnr.	5-2010/ Sak 4
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Arkivsaksnr.:	2008/129
Saksbehandlere:	Jonny Roar Sundnes (STA), Line Sletten (UV)

Etablering av fellesgrad – masterprogram i European Youth Studies

Bakgrunn

Det utdanningsvitenskapelige fakultet ønsker å delta i et fellesgradsprogram som skal lede fram til fellesgraden *Master in European Youth Studies*.

Problemstillinger i saken

Master in European Youth Studies er en fellesgrad med universitetet i Innsbruck som koordinerende institusjon. En lang rekke universiteter i Europa deltar i utviklingen av studiet, og utviklingssamarbeidet har fått støtte fra EUs program om livslang læring. I mars 2010 ble det signert en intensjonsavtale mellom UiO og Universitetet i Innsbruck om samarbeid om utvikling av programmet. Det vedlagte framleggsnotatet gjør rede for programmets plass innenfor UVs faglige prioriteringer.

Regelverksmessige konsekvenser

I forbindelse med utarbeidelsen av forslag til studieplan, trengtes det konsultasjoner med Kunnskapsdepartementet om forståelsen av forskrift om krav til mastergrads bestemmelser om selvstendig arbeid. Brevvekslingen mellom UiO og KD er vedlagt.


Ressurser

Studieprogrammet vil bli tilbudt innenfor eksisterende rammer, og oppstart av studiet er planlagt til høsten 2011. Det er aktuelt å søke om Erasmus Mundus-status for programmet ved neste søknadsfrist, men studiet ønskes igangsatt uavhengig av denne søknaden.

Forslag til vedtak:

Studiekomiteen anbefaler universitetsledelsen å godkjenne Det utdanningsvitenskapelige fakultets deltagelse i fellesgraden *Master in European Youth Studies*. Det nye programmet tilbys fra høstsemesteret 2011 innenfor fakultetets eksisterende ramme.


Monica Bakken
studiedirektør


Hege B. Pettersen
fung. seksjonssjef

Vedlegg:

1. Studiekomitenotat om deltagelse i fellesgraden *Master in European Youth Studies*.
2. Notat til fakultetsstyret om fellesgraden.
3. Notat fra Pedagogisk forskningsinstitutt om fellesgraden.
4. Faktaark om fellesgraden.
5. Utkast til studieplan (curriculum).
6. Brev fra UiO til KD om fellesgrader og forholdet til norsk regelverk.
7. Svar fra KD om fellesgrader og forholdet til norsk regelverk.

FRA STUDIEDIREKTØREN

Sakstype: Vedtakssak
Saksnr.
Møte nr.: 5/2010
Møtedato 21. oktober 2010
Notatdato 4. oktober 2010
A-saksnr.: 2009/19001
Saksbehandler: Line Sletten

NOTAT

TIL

UNIVERSITETETS STUDIEKOMITE

Deltakelse i samarbeid om fellesgrad: Master in European Youth Studies

Bakgrunn

Det vises til vedlagte notater fra Pedagogisk forskningsinstitutt (PFI) samt vedlagte skisse til programplan.

Master in European Youth Studies er en fellesgrad med Universitetet i Innsbruck som koordinerende institusjon. Programmet er en 120 ECTS transnasjonal og interkulturell master i det interdisiplinære feltet europeiske ungdomsstudier. En lang rekke universiteter i Europa deltar i utviklingen av studiet, og utviklingssamarbeidet har fått støtte fra EUs program om Livslang læring. I mars 2010 ble en intensjonsavtale mellom UiO og Universitetet i Innsbruck om et samarbeid om utvikling av programmet signert. Oppstart av studiet er planlagt til høst 2011.

Det vil bli aktuelt å søke om Erasmus Mundus-status for programmet ved neste søknadsfrist, men man planlegger oppstart av studiet uavhengig av denne søknaden.

De deltakende universitetene skal bidra med

- a) undervisning på felles samlinger på ungdomssenteret i Budapest eller Strasbourg,
- b) ta imot studenter i mobilitetssemesteret, og
- c) veilede studenter via virtuell læringsplattform.

For PFI innebærer dette å bidra med foreleser på felles samlinger, veilede studenter som ønsker veileder fra PFI, samt ta i mot 15 studenter på mobilitetssemester annethvert år.

Et av punktene som måtte avklares før man kunne inngå en endelig avtale om programmet var problemstillingen rundt omfanget av masteroppgaven i graden. Det er lagt opp til en masteroppgave på 20 studiepoeng i programmet, mens Forskrift om krav til mastergrad krever et selvstendig arbeid av minimum 30 studiepoengs omfang. UiO har avklart med KD at annet enn selve masteroppgaven kan regnes inn som del av det selvstendige arbeidet. UV vurderer det slik at masteroppgaven på 20 studiepoeng samt refleksjonsessayet på 10 studiepoeng samlet utgjør et selvstendig arbeid på 30 studiepoeng, og at forskriftens krav til omfang dermed er dekket.

Fakultetets behandling

Programplanen er godkjent av instituttleder ved PFI.

Saken var deretter oppe i Studieutvalget ved Det utdanningsvitenskapelige fakultet (UV) 13. september, hvor følgende vedtak ble fattet:

Stadieutvalget anbefaler opprettelse av fellesgraden Master in European Youth Studies.

Forslaget var så oppe i fakultetsstyret ved UV 17. september 2010, hvor følgende vedtak ble fattet:

Fakultetsstyret slutter seg til forslaget om å sende søknad om Erasmus Mundus - Master in European Youth Studies, et samarbeidsprosjekt med Universitetet i Innsbruck som koordinerende institusjon, der fire andre institusjoner bidrar, inkludert Pedagogisk forskningsinstitutt ved Universitetet i Oslo.

Saken sendes videre til Den sentrale studiekomiteen ved UiO.

Vurdering/konklusjon

Ved PFI er de faglige prioriteringene orientert mot en lang rekke av de aktuelle problemstillinger som dette programmet fokuserer på. Dette gjelder blant annet det å utforske sammenhenger mellom globalisering og utdanning, utfordringer som reises av det flerkulturelle samfunnet, samt søken etter ny forståelse og kunnskap om unge mennesker i vår tid. PFI har i perioden 2005 - 2009 prioritert internasjonalisering og teamutvikling innenfor forskning, noe arbeidet med denne europeiske mastergraden er et synlig resultat av. Å gå inn i denne fellesgraden vil bidra til å styrke instituttets tematiske satsningsområder innenfor en rekke områder, som globalisering og internasjonal/komparativ pedagogikk; høyere utdanning og profesjonslæring; samt barn og unge i kunnskapssamfunnet.

Å delta i Master in European Youth Studies vil være faglig interessant for PFI, og i overensstemmelse med fakultetets og universitetets fokus på internasjonalisering. Instituttet vil kunne bidra med sin del av programmet innenfor eksisterende rammer.

Forslag til vedtak

Studiekomiteen anbefaler universitetsledelsen å slutte seg til forslaget om å delta i samarbeid om fellesgraden Master in European Youth Studies, et samarbeidsprosjekt med Universitetet i Innsbruck som koordinerende institusjon.

Studieprogrammet vil bli tilbudt innenfor eksisterende rammer.

Studiedirektør

Vibeke Grøver Aukrust
Dekan UV



Til: Studieutvalget ved UV-fakultetet

Fakultetssekretariatet

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0318 Oslo**

Sem Sælands vei 7, Helga Engs hus, 3. etasje

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Dato: 01.09.2010

Saksnr.: 2009/19001

Saksbehandler: Mette Katrine Oftebro

Oversendelse av notat om M.A.EYS - Master in European Youth Studies

Pedagogisk forskningsinstitutt ønsker, i samarbeid med blant annet universitetet i Innsbruck, å delta i den 2-årige fellesgraden M.A. European Youth Studies (MA EYS). Planen er oppstart av programmet høsten 2011. Administrativ og faglig koordinator er universitetet i Innsbruck.

Ved PFI er de faglige prioriteringene orientert mot en lang rekke av de aktuelle problemstillinger som MA EYS retter fokus mot. Dette gjelder blant annet studier av sammenhenger mellom globalisering og utdanning, utfordringer som reises av det flerkulturelle samfunnet, samt søken etter ny forståelse og kunnskap om unge mennesker i vår tid. Ved å gjøre MA EYS til et mastestudium ved PFI vil dette bidra til å styrke instituttets tematiske satsningsområder innenfor en rekke områder som; globalisering og internasjonal/komparativ pedagogikk; høyere utdanning og profesjonslæring; samt barn og unge i kunnskapssamfunnet.

PFI er med i utviklingen av studieplanen for MA EYS, og vil også bidra med undervisningsressurser. I programmets mobilitetssemester (2.semester i masterprogrammet) vil PFI motta en gruppe på 15 studenter som tar kurs tilsvarende 20 studiepoeng og gjennomfører en praksis i PFIs regi tilsvarende 10 studiepoeng. I følge planen for programmet, vil PFI kun motta studenter hvert annet år. Viser til vedlagte notat av 01.09.2010 for utfyllende informasjon om programmet.

PFI vil sette av ressurser til å dekke kostnadene MA EYS representerer, både i planleggingsfasen og ved gjennomføringen av masterprogrammet. Programmet er godkjent av instituttleder ved PFI.

Forlag til vedtak

PFI ber studieutvalget vurdere programplanen for MA EYS, og anbefale ovenfor fakultetsstyre at denne godkjennes.

Med hilsen


Ola Stafseng
instituttleder


Mette Katrine Oftebro
førstekonsulent

Vedlegg:

- 1) M.A. European Youth Studies Information Note
 - 2) M.A. EYS Master curriculum document for accreditation purposes - Draft
 - 3) Notat fra PFI v/Kristin Vasbø
 - 4) Brev fra UiO til KD
 - 5) Brev fra KD til UiO
-

Mette Katrine Oftebro
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(Instituttmal)

Til: Studieutvalget
Fra: Institutt/Programråd
Dato:
Saksbeh.:

SAKSTITTEL (Saksnr. 2009/19001)

Bakgrunn:

Om M.A. EYS, - todelingen av masterarbeidet og PFIs rolle

Om studiet

Master in European Youth Studies (M.A. EYS) som er en 120 ECTS transnasjonal og interkulturell master i det interdisiplinære feltet europeiske ungdomsstudier er planlagt fra høsten 2011 som en fellsgrad utviklet av en lang rekke universiteter i Europa (se vedlegg). Utviklingssamarbeidet har fått støtte fra EUs program om Livslang læring. Denne akademiske satsingen vil bidra til å fylle et tomrom innenfor kvalifisering og utdanning i Europa i tillegg til at det vil bidra til å heve kvaliteten på den allerede eksisterende dialogen mellom forskning, politikk og praksis innenfor dette feltet. I studiet inngår det en praksisperiode innenfor ungdomsarbeid, ungdomsforskning eller i en mer byråkratisk institusjon som forvalter ungdomspolitik. Gjennom studentens masteroppgaver, praksis porteføljer og refleksjonsrapporter vil M.A. EYS bidra til å generere ny kunnskap og forståelse av unge mennesker, og i tillegg øke tilfanget på spesialister på området som vil søke seg videre til doktorgradsstudier eller annen profesjonell kvalifisering i feltet.

Faglig innpass ved PFI

Ved Pedagogisk forskningsinstitutt er de faglige prioriteringene orientert mot en lang rekke av de aktuelle problemstillinger som M.A. European Youth Studies fokuserer. Dette gjelder blant annet det å utforske sammenhenger mellom globalisering og

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utdanning, utfordringer som reises av det flerkulturelle samfunnet, samt søken etter ny forståelse og kunnskap om unge mennesker i vår tid. PFI har i perioden 2005 - 2009 prioritert internasjonalisering og teamutvikling innenfor forskning noe arbeidet med denne Europisk mastergraden er et synlig resultat av. Ved å gjøre M.A. EYS til et mastestudium ved PFI vil dette bidra til å styrke instituttets tematiske satsningsområder innenfor en rekke områder som; globalisering og internasjonal/komparativ pedagogikk; høyere utdanning og profesjonslæring; samt barn og unge i kunnskapssamfunnet.

PFI's rolle i M.A. EYS

Universitetet i Innsbruck vil være koordinerende Universitet for M.A. EYS, mens (mest sannsynlig) 4 andre universitet vil bidra i utdanningen på følgende måter; a) bidra med undervisning på felles samlinger på ungdomssenteret i Budapest eller Strasbourg, b) ta imot studenter i mobilitetssemesteret, og c) veilede studenter via virtuell læringsplattform (VLP). Helt konkret vil dette innebære at Ola Stafseng eller andre involverte ved PFI vil kunne bli spurt om å levere enkelte forelesninger på andre universitet hvor M.A. EYS studentene holder til, i tillegg til å ta i mot halvparten av den totale studentgruppen (15 studenter pr semester) i deres mobilitetssemester ved PFI, samt veilede studenter via VLP som ønsker veileder fra PFI.

Mobilitetssemesteret finner sted i masterstudiets første år - andre semester

[A 'mobility semester' spent outside the student's country of origin/current residence. Two groups of 15 students spend the semester at one of two hosting partner universities, as designated on a rota system within the consortium.] (Course Architecture and Module Templates: Expanded Version side 2)

Totalt skal mobilitetssemesteret gi 30 ECTS poeng. Moduler som allerede er konstruert for M.A. EYS studentene og som de tar i løpet av mobilitetssemesteret er som følger:

- *Personal and Professional Development [5 ECTS].* Denne modulen initieres på fellessamling 1 og løper gjennom fellessamling 2 og 3 som pågående refleksive gruppediskusjoner mellom studentene. Under mobilitetssemesteret for eksempel i Oslo arbeider studentene både for seg selv, med andre studenter på VLP, samt at

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de veiledes av den av konsortium medlemmene som er modulansvarlig for denne modulen via VLP.

Faglig ansvarlig for M.A. EYS ved PFI har ansvar for å hjelpe studentene med å etablere kontakt med passende online veiledere via VLP. Ut over dette trenger ikke PFI å yte ressurser for at studentene skal gjennomføre denne modulen.

- *Professional Practice (Fieldwork) [5 ECTS]*. Studentene skal delta i ca 3 ukers praksis i et relevant felt (for eksempel; Bufdir, Fritidsklubbenes landsforening, Nova, ulike ungdomstiltak). PFI vil få ansvar for å tilrettelegge for praksisplasser for 15 studenter fortrinnsvis 2 og 2 sammen eller flere. I tillegg vil en ansatt ved PFI måtte yte veiledning i grupper der studentene reflekterer over praksis.

I tillegg skal studentene ta **to andre valgfrie emner** ved UiO som hver er på 10 ECTS og som anses som passende av PFI og M.A. EYS konsortiet. *"Two elective modules from current courses offered at the host partner university, designated as appropriate for M.A. EYS students [each 10 ECTS].* (Course Architecture and Module Templates: Expanded Version side 2).

Når det gjelder denne delen av tilretteleggingen for studentene har vi 2 åpenbare alternativer;

1. Vi kan velge ut en portefølje av allerede eksisterende emner på masternivå ved UV og HF, SV eller for eksempel ved Senter for tverrfaglige kjønnsforskning som vi anser som passende og hvor vi på en eller annen måte sørger for at det holdes enkelte plasser åpne for disse studentene for å sikre dem et tilbud slik at de oppnår 20 ECTS.
2. Forskergruppene **TransAction** og **Humaniorastudier i pedagogikk** vil kunne bruke denne muligheten til å lage hvert sitt emne 10 ECTS poengs emne på masternivå som i tillegg kan inngå som del av ordinære masterstudier som PFI allerede leverer. Dette vil være med på å fremme PFIs internasjonale profil og vil mobilisere et bredt spekter av forskergruppas medlemmer. Ola Erstad som leder **TransAction** anser dette for å være en meget interessant oppgave for

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forskergruppa. Undertegnede har ikke drøftet dette med leder for g
Humaniorastudier i pedagogikk, men med Ola Stafseng (medlem av begge
forskergruppene) som i likhet med Ola Erstad mener at PFI har mest å vinne på å
velge dette alternativet.

Kostnadsoverslag for praksisveiledning og administrasjon

PFI honorerer praksisveiledere 4 timer i uka. Dersom veileder har to studenter og disse
gis felles veiledning honorerer PFI for 6 timer i uka. Ved M.A. EYS vil det være naturlig å
plassere to studenter sammen. Samlede utgifter for 15 studenter i 3 ukers praksis vil
derfor være kr 3015,- nkr pr student og til sammen 45,225,- nkr pr år da
mobilitetssemesteret finner sted annethvert semester. I tillegg er det sannsynlig at det
vil det være behov for administrativt personale i maksimum 40 % stilling det semesteret
studentene er ved UiO for å tilrettelegge for studentene. Hvis M.A. EYS vil kreve
studieavgift av sine studenter vil slike penger kunne være med på å betale for
administrative kostnader. Dette er lov ved UiO så lenge masterstudiet defineres som
erfaringsbasert (gjelder M.A. EYS). For øvrig ligger det i planene å søke om Erasmus
Mundus støtte.

Kort om todelingen av masterarbeidet; a) masteroppgave og b) Reflective Synthesis / refleksjonsessay

En del av strukturen for MA EYS var lagt allerede før Ola Stafseng og Kristin Vasbø ble
invitert inn i samarbeidet. En utfordring for UiO i denne sammenhengen er at
masteroppgaven er stipulert til 20 ECTS poeng framfor 30 ECTS som har vært UiO krav.
Arbeidet med masteroppgaven går over to semester og vil ha like store eller større krav
til antall sider (50-70 sider) som er kravet ved PFI. Nå er det likevel **ikke slik** at
masteroppgaven på 20 ECTS er det eneste skriftlige avsluttende dokumentet som
studentene leverer. I tillegg til masteroppgaven på 20 ECTS poeng vil studentene levere
en individuell avsluttende skriftlig oppgave på 10 ECTS SAMMEN MED
MASTEROPPGAVEN i studiets siste semester. Denne oppgaven har de arbeidet med i
etterkant av praksissemesteret, det vil si over flere semester, og diskutert med andre på
fellesseminar 2 og 3 i tillegg til at de har fått individuell veiledning av modulansvarlig.

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Her skal studentene reflektere over pensumlitteratur i relasjon til deres erfaringer fra praksisperioden (*Praxis: a Reflective Synthesis* [10 ECTS])

"The portfolio-based Praxis module is placed in Year Two Semester Four and is intended to balance or 'mirror' the Masters' Thesis by giving students the opportunity to present a concluding synthesis of the practice elements in the course as a whole, building primarily on the Professional Practice module but also drawing on aspects of the Personal and Professional Development module. In this sense it is a final distillation of the practical elements in the entire programme. The module requires students to embed a reflective and practical understandings of on-the-ground realities in the youth field within the wider European context of both policy and research, exploring competing models that link theory and practice, and thus engaging in 'praxis' in the classical sense". (Course Architecture and Module Templates: Expanded Version side 65)

Det sentrale her er at dette skriftlige arbeidet stilles på samme nivå som selve masteroppgaven. Det konkrete produktet er et praksisorientert og reflekterende skriftlig arbeid som er informert av teoretiske og politiske spørsmål. Det kreves en betydelige kritisk refleksjon om ungdomspraksis og politiske spørsmål på tvers av politiske, kulturelle og språklige grenser. Studenten vil måtte presentere arbeidet skriftlig, samt forsvare sine konklusjoner muntlig hvor fokus er rettet mot konklusjonenes implikasjoner for politikk og videre praksis. (Se; Course Architecture and Module Templates: Expanded Version side 65 - 67)

Jf retningslinjer fra KD er en masteroppgave ment å være et selvstendig arbeid på 30 ECTS, noe som tradisjonelt har blitt oppfattet som et enkelt arbeid som vektet 30 ECTS poeng. M.A. EYS består av et todelt selvstendig arbeid på henholdsvis 20 ECTS; masteroppgaven som er mer forskningsorientert, og 10 ECTS poeng; en reflekterende rapport som trekker sammenhenger mellom forskningslitteratur og praksiserfaringer. Slik vi ser det oppfyller disse to arbeidene til sammen UiO kravene til et selvstendig arbeid på 30 ECTS poeng. Det vil være til stor hjelp i arbeidet med denne fellesgraden om UV fakultetet godkjenner denne modellen for dette studiet, nå som sentral administrasjonen ved UiO åpner opp for dette i denne saken. Denne todelingen av masterarbeidet er KUN tenkt som modell for dette konkrete studiet og vil KUN gjelde disse 15 studentene som annen hvert år kommer under sitt mobilitetssemester til PFI. Slik sett er ikke denne modellen noe som praktiseres ved andre studier ved UV

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fakultetet eller PFI, men snarere er det en tilpasning for å lette arbeidet med å utvikle en nyskapende, internasjonal og virtuell orientert fellesgrad sammen med en lang rekke andre europeiske universiteter innefor ungdomsfeltet.

Kristin Vasbø

Universitetslektor



M.A. European Youth Studies: Information Note

January 2010

What is the project about?

From autumn 2011, the M.A. European Youth Studies (MA EYS) plans to launch a fully accredited and genuinely transnational and intercultural higher education 120 ECTS post-graduate qualification in interdisciplinary European youth studies, thus filling an education and qualification gap at national and European levels. In addition, the MA EYS provides an anchor for the convergence and consolidation of structured dialogue between research, policy and practice: it contributes to the development of policy-relevant research, evidence-based policymaking and informed, reflective practice. Through students' Master's theses and practice portfolios, the MA EYS generates new knowledge and understanding of young people, and it increases the pool of potential specialists who will continue on to doctoral studies and further professional qualifications in the field.

Ultimately, this Master's degree should set the quality reference point and benchmark for improving and sustaining the supply of qualified personnel required in the coming decades to take forward the development of European youth research that is also capable of informing more intelligent, knowledge-driven policymaking and contributing to high quality, evidence-based practice in the youth sector as a whole.

What kind of course is it and who will be the students?

The usual pattern for European cooperation in higher education degree courses generally means the provision of added-value content and mobility for students already registered on existing courses at the participating institutions. The MA EYS goes a step further: it establishes its own group of students who benefit from a purpose-designed curriculum that is delivered in residential seminar blocks, by e-learning and in conventional format during a semester spent wholly at one of the accrediting universities. The MA EYS teaching and learning context is therefore inherently intercultural, and its students also bring focused internationality into participating university settings. The MA EYS will explicitly seek to attract a balanced composition of students from throughout Europe and potentially beyond, drawn from young youth researchers, non-formal youth educators/trainers and youth workers, public administration and youth services staff. Applicants with mixed and varied educational and professional qualifications and experience are of particular interest, since this is likely to favour a critical and creative blend for intellectual, personal and professional



development in the course community. Key challenges include, firstly, maintaining quality simultaneously with enabling open access and recognition of prior experience, and secondly, assuring complementarity and progression with respect to other kinds and levels of learning opportunities for specialists in the youth field.

What resources are available?

The consortium came together in early 2006. Before an *EU-LLP-Erasmus curriculum development project grant* was awarded in mid-2009¹ (coordinating partner: Innsbruck), its members contributed their time and expertise on a voluntary basis. Resources for consortium meetings, development work and for administrative support was provided by small-scale patchwork funding from partner universities (Innsbruck, Kuopio-Mikkeli/Finland and Luxembourg), from the European Commission/Council of Europe Youth Partnership and from the Youth Unit of the Luxembourg Ministry of Family and Integration; the Danube University of Krems provided a net storage system for the sharing of digital documents – this was transferred to Innsbruck in mid-2009). The Austrian Ministries of Science and Research (BMWF) and the Ministry of Health, Family and Youth (BMGFJ) donated significant funds for 2008-09 to cover meetings and part-time administrative assistance.

The LLP-MA-EYS grant will now cover 75% of the project's costs through to the planned launch of the MA EYS in autumn 2011; consortium partner universities are contractually expected to contribute 25% of the project's costs during this period; associate partner universities participate on a self-funding basis. However, if fully budgeted in real terms, course development and initial launch of a Master's degree amounts to at least 500K€ – much more than the maximum possible Erasmus budget. Therefore, the inevitable shortfall will perforce be made up at least in part via *additional contributions in kind from the partner universities*, most particularly in the form of staff time, at different levels according to their specific roles and tasks. The project consortium will equally be *actively searching for further funding sources to cover activities that cannot be funded via the LLP-MA-EYS grant*, and it must also look to the *prospects for securing grants and bursaries* for MA EYS students from 2011, in order that participation in the course is not constrained by unnecessary financial hurdles.

http://www.youth-partnership.net/youthpartnership/about/MA_presentation.html

Team Innsbruck

Univ.-Prof. Dr. Lynne Chisholm (Project Director)

Univ.-Ass. DI Dr. Helmut Fennes (Project Manager)

Petra Gigacher (Secretariat Chisholm)

Alexander Gröger (LLP-Project Administration)

Katharina Lunardon (Project Assistance)

Univ.-Ass. Dr. Reingard Spannring (Project Assistance)

M.A. EYS Consortium

Univ.-Prof. Dr. Lynne Chisholm, *Leopold-Franzens-University of Innsbruck*, Institute of Educational Sciences (Austria), *Consortium Chairperson*

Ass.-Prof. Charles Berg and Mag.^a Marianne Milmeister, *University of Luxembourg*, Faculty of Humanities, Arts and Educational Science (Luxembourg)

Prof. Dr. Vassiliki Deliyanni, *Aristoteles University of Thessaloniki*, School of Psychology (Greece)

Dr. Maurice Devlin, Department of Applied Social Studies, *National University of Ireland*, Maynooth (Ireland)

Prof. Dr. Carles Feixa, *University of Lleida*, Department of Social Anthropology and Geography (Catalonia/Spain)

Prof. Dr. Helena Helve, *University of Tampere*, Department of Social Work Research (Finland)

Ass.-Prof. Dr. Siyka Kovacheva, *Paissii Hilendarski State University*, Department of Sociology, *Plovdiv* (Bulgaria)

Prof. Dr. Raffaele Rauty and Dr. Maurizio Merico, *University of Salerno*, Department of Social and Political Science (Italy)

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Prof. Dr. Nicole Vettenburg and Dr. Filip Coussee, *Ghent University*, Department of Social Welfare Studies and Flemish Youth Research Network (Belgium)

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Decision of the Curriculum Commission of the Faculty of Educational Sciences on XX.XX.XXXX, approved by Senate decision on XX.XX.XXXX:

With reference to § 25 Clause 1 Z 10 of the University Law 2002, BGBl. I Nr. 120, most recently amended by the Federal Law BGBl. I Nr. 87/2007 and § 32 of the legal provisions relating to “regulations of study” and taken up in the Official Bulletin of the Leopold-Franzens-University of Innsbruck, dated 3 February 2006, Issue 16 Number 90, most recently amended in the Official Bulletin of the Leopold-Franzens-University of Innsbruck, dated 3 February 2010, Issue 12 Number 128,

the curriculum and general regulations for the joint degree study programme
Master of Arts in European Youth Studies (M.A. EYS)
within the Faculty of Educational Sciences at the University of Innsbruck

is herewith announced and confirmed.

§1 Description and organisation of the joint degree study programme

- 1) This is a European and international joint degree study programme that is founded in the cooperation between the University of Innsbruck as coordinating university and the following partner universities:
 1. National University of Maynooth, Ireland
 2. Aristoteles University of Thessaloniki, Greece
 3. University of Lleida, Catalonia/Spain
 4. University of Salerno, Italy
 5. University of Luxembourg, Luxembourg
 6. University of Oslo, Norway
 7. University of Tampere, Finland
 8. University of Glamorgan, Wales/UK
- 2) Students accepted into this joint degree study programme are registered at all participating universities.
- 3) This is an English-language joint degree study programme (all course elements are taught in English). At the same time, multilingualism is a fundamental principle for the study programme, both with respect to the tenets of intercultural learning and with reference to international literature resources and the diversity of perspectives and traditions that inform youth studies in research, policy and practice terms.
- 4) Blended learning and a virtual learning environment (VLE) are equally fundamental to this joint degree study programme; they play a role throughout the course modules. The joint degree study programme aims to use information and communication technology resources to develop both practical competences and professional knowledge. At the same time, traditional face-to-face teaching and learning methods are used to foster the capacity for critical reflection and analysis, as well as to facilitate social and professional exchange and communication between and among the students and the academic teaching staff in an international community of learning and practice.
- 5) In the first semester of the first year of the course, under the responsibility of the participating universities, students take part in a ten-day block residential seminar (RS) held at the Council of Europe European Youth Centre in Budapest/Strasbourg. This introduces the core modules 1, 2 and 3, which are subsequently completed in the first semester with blended learning methods. It also introduces core module 4, which then continues through all four semesters of the joint degree study programme. (Semester 1 total ECTS points: 30)

In the second semester of the first year of the course, students are divided into two equally sized groups and each spends a mobility semester at one of two of the participating universities. The

mobility semester university is determined under the terms of the cooperation agreement between the participating universities by a principle of rotation. Under the terms of core module 6, mobility semester students complete courses to the value of 20 ECTS points at their mobility host university; they select their courses from those offered during this semester by the university in question in the framework of other relevant degree programmes. They also gain 10 ECTS points towards core modules 4 and 5. (Semester 2 total ECTS points: 30)

In the third semester of the second year of their course, students complete the core modules 7 and 8, continue with the core modules 4 and 5, and begin work on core module 9. Students take part in a second, five-day block residential seminar (RS) held at the Council of Europe European Youth Centre in Budapest/Strasbourg, and continue their studies using blended learning methods. During the third semester of study, students also begin work on their M. A. thesis, which is accompanied by core module 10. (Semester 3 total ECTS points: 30)

In the fourth and last semester of the second year of their course, students complete the core modules 4, 5 and 9, they complete their M.A. thesis and take their final oral examination during their participation in a final, five-day block residential seminar (RS) held at the Council of Europe European Youth Centre in Budapest/Strasbourg at the close of the semester. This residential seminar also includes a research conference in which students take an active part, altogether completing core module 10 as well as core modules 4, 5 and 9. (Semester 4 total ECTS points: 30)

- 6) Students may submit their M.A. thesis in English, German or French, given the agreement of both thesis supervisors. The coordinating university (Innsbruck) may approve requests to submit the M.A. thesis in another language, given that one or two of the participating universities are able to assure the availability of at least two linguistically and professionally competent thesis supervisors.

§2 Qualification profile

- 1) This joint degree study programme is offered through humanities and cultural sciences; it is an interdisciplinary course of study.
- 2) This joint degree study programme leads to an advanced and specialised academic certification that equips its graduates for highly qualified employment in interdisciplinary youth research, in youth policy and public administration, and – with possession of appropriate existing or additional qualifications and experience – educational and social work with and for young people.
- 3) This joint degree study programme is directed to the acquisition and further development of specialised knowledge in a professionally and discursively interactive context that is (a) fundamentally characterised by interculturality and multilingualism, and (b) aligned with the specialist research field of European Youth Studies. Its graduates can understand and account for the reciprocal interaction between research, policy and practice with respect to youth questions, and can do so in transnational context. They can put their knowledge and competence to work in diverse and multidisciplinary contexts, including in internationally composed and intercultural, multilingual environments. They can constructively approach and work with concrete and abstract problems both practically and analytically. They are able to produce knowledge and structure existing knowledge in differing ways, and they can engage constructively in interdisciplinary discourses. They are able to recognise and consider the significance of ethical questions in research and working life that are relevant for youth and young people; they are ready to take and exercise responsibility in these respects. Their communicative competence is highly developed, as reflected in their own multilingual capacities and in their ability to interact with the differentiated actors in the youth sector as a whole – including young people and young adults directly. They are aware of the significance of democratic participation and social inclusion for the political and social integration of young people as citizens and can act and take action accordingly.

- 4) This joint study degree programme is designed to foster the systematic acquisition of key competences. This lends its graduates the capacity to apply their professional knowledge and competence actively and constructively under rapidly changing framing conditions. They have acquired learning strategies that enable them to exercise self-direction and autonomy in multiple occupational fields and working contexts. They are particularly well qualified for analysis and action at interfaces between fields of action and for constructive moderation between diverse discourses and occupational fields and working contexts.
- 5) This joint degree study programme provides preparation in particular for:
 1. academic and professional occupations in research, policy and practice relevant for the youth sector as a whole and at local, regional, national or international level;
 2. occupations demanding management, planning, analysis and advisory tasks, both in the youth sector and in related educational and social policy and practice fields;
 3. posts of responsibility in state, public sector and non-governmental organisations, especially at international level;
 4. continuation to Ph.D. study and to an academic or research career in higher education or in research institutions; and
 5. in all the occupation fields listed above, gaining the level of social and teamwork competence required to absolve with ease tasks contextualised within fields marked by cultural, linguistic and international diversity, and moreover by harnessing the use of new information and communication technologies to do so.

§3 Scope and duration

- 1) This joint degree study programme delivers 120 ECTS points across four sequential semesters of study. One ECTS point expresses 25 student workload hours.
- 2) §4 Admissions regulations, student places and selection
- 3) Admission to this joint degree study programme requires the possession of a B.A. degree in a relevant subject gained at a recognised higher education institution in Austria (university; university of applied sciences) or in another country and representing at least 120 ECTS points (or their equivalent) or a course of equal value completed at a recognised post-secondary educational institution in Austria or in another country.
- 4) Post-secondary educational qualifications deemed in principle as of equal value to a 120-ECTS B.A. degree may in practice indicate the need for supplementary and specific courses alongside those included in the M.A. EYS curriculum. In such cases, the Rectorate of the coordinating university (Innsbruck) – in agreement with the relevant authorities at the partner universities – has the right to designate the confirmation of equal value to be conditional upon the completion of additional examinations to be taken during the period of M.A. EYS study.
- 5) The number of student places to be filled each academic year will be announced, together with the selection criteria and application deadlines, by the Rectorate of the coordinating university (Innsbruck) in an appropriate manner and in line with the provisions of the cooperation agreement between the participating universities via the University of Innsbruck homepage.

6) Admission criteria further include:

1. English-language competence, as testified by *either* an IELTS certificate [International Language Testing System: <http://www.ielts.org/default.aspx>] with a final grade of 6.5 and all contributing grades at 5.5 or better or a TOEFL certificate [Test of English as a Foreign Language: <http://www.de.toefl.eu/>] with a final grade of 90 (Internet version) or 213 (PC version) or 550 (paper version). Applicants with English as a first language or who can conclusively demonstrate (within the framework of the selection process) bilingual or multilingual competence in which English is one of these languages may be exempted from this requirement.
2. Applicants whose first language is English must conclusively demonstrate (within the framework of the selection process) their competence in at least one other European language, here with reference to the CEF [Common European Framework of Reference: <http://europass.cedefop.europa.eu/LanguageSelfAssessmentGrid/en>] as follows: Listening and Reading – C1; Spoken interaction and Spoken production – B2; Writing – B1.

7) Admission to this joint degree study programme takes place annually at the beginning of the academic year. Admission at later stages of the academic year is not foreseen.

§5 Language of instruction

The language of instruction for this joint degree study programme is English (see also §1 Clauses 3 and 6).

§6 Teaching unit types and size of teaching groups

- 1) Residential Seminars (RS) are blocked teaching units with integrated assessment and which use face-to-face mixed-method teaching and learning sequences with a programme character ('summer school' format). Teaching groups: 30
- 2) Courses (KU) are teaching units with integrated assessment and which use blended learning mixed-method teaching and learning sequences including integrated group and one-to-one tutoring and supervision. Teaching groups: 30, with the exception of the core modules 4, 9 and 10 in which 5 students make up a teaching group.
- 3) Placements (FP) are teaching units with integrated assessment and which comprise self-directed occupationally related learning processes in the form of projects, accompanied by academic and practitioner tutoring and supervision. Teaching groups: 15

§7 Procedures for distributing study places for teaching units for a limited number of participants

For teaching units with a limited number of places, these will be given according to the following criteria:

1. Priority is accorded to students whose period of study would be extended were they not to receive a place.
2. Should application of the above criterion not fill all available places, priority is subsequently accorded firstly to students for whom the teaching unit in question is part of a core module of their degree study programme and then secondly to students for whom the teaching unit in question is part of an optional module of their degree study programme.
3. Should application of the above criteria not fill all available places, then the remaining places are filled by random lottery.

§8 Core modules

Students must complete the following core modules, which add up to 100 ECTS points in total:

1.	Core module: European Youth Realities and Youth Policy	SSt	ECTS points
a.	<p>RS European Youth Realities and Youth Policy</p> <p>Year 1/Semester 1: The first ten-day residential seminar includes introductory lectures, seminars and discussions on the realities of youth work, the institutional frameworks of contemporary Europe, the discourse surrounding the historical emergence of ‘youth policy’ and contemporary issues and challenges with respect to these issues. Students complete preparatory readings and tasks before the residential seminar begins.</p>	2	1
b.	<p>KU European Youth Realities and Youth Policy</p> <p>Year 1 Semester 1: Under the overarching themes of governance, participation, cohesion and diversity, the issues and challenges introduced in PM1a are pursued and extended in depth in blended-learning format using theoretical and research literature and case studies of practice to guide seeded questions, action learning sets, local mini-projects and the preparation of an assessment essay.</p>	3	8
	Total	5	9
	<p>Module learning aims:</p> <p>The module aims to extend knowledge about and critical reflection on the rationale, emergence, development and implementation of the concept and practice of ‘youth policy’ at national, European and international levels. It explores the relationship between youth action and youth policy. It treats ‘youth policy’ and its implementation across member states as a cultural artefact open to analysis from a number of theoretical perspectives and is particularly concerned with the way in which the levels interact with and relate to each other, and the ways in which youth policy interacts with other policy fields such as education, housing, health and justice.</p>		
	<p>Module learning outcomes:</p> <p>After successful completion of the module the students should be able to:</p> <ul style="list-style-type: none"> ▪ Identify the institutional frameworks of contemporary Europe that bear on youth policy and analyse their roles in the policy-making processes. ▪ Report in detail on youth policy frameworks in one selected national setting. ▪ Critically evaluate the notion of youth policy as it has emerged in different forms and formats from different European institutions. ▪ Explain how assumptions underpinning the social construction of youth policy across Europe have resulted in policy being informed by a variable information base. ▪ Specify the range of ‘triggers’ which sustain or re-direct different priorities for youth policy. ▪ Identify and analyse opportunities and constraints with respect to strengthening the constructively critical relationships between youth research, policy and practice. 		
	Prerequisites: none		

2.	Core module: European Youth Research	SSt	ECTS points
a.	<p>RS European Youth Research</p> <p>Year 1 Semester 1: The first ten-day residential seminar includes introductory lectures, seminars and discussions on contemporary European youth research, encouraging a critical understanding of its primary theoretical frameworks, empirical sources and policy relevance and implications. Students complete preparatory reading and tasks before the residential seminar begins.</p>	2	1
b.	<p>KU European Youth Research</p> <p>Year 1 Semester 1: Under the overarching theme of continuities and discontinuities with respect to transitions and generations, the issues and challenges introduced in PM2a are pursued and extended in depth in blended-learning format by critically interrogating the validity, quandaries and interpretive potential of existing research knowledge, using digital library and local resources for extensive desk-based analysis and online peer discussion together with the preparation of an assessment essay.</p>	3	8
Total		5	9
<p>Module learning aims:</p> <p>The module engages in in-depth critical reflection with the knowledge base of European youth research and its international, national and regional policy implications, particularly with regard to the assumptions against which the knowledge is framed and the gaps in our current understandings. It also aims to explore the relationship between theory and practice in the youth field against the background of research evidence. The approach is comparative and analytical, particularly with respect to how the field links with international youth studies and contemporary theories of transitions between youth and adulthood.</p>			
<p>Module learning outcomes:</p> <p>After successful completion of the module students will be able to:</p> <ul style="list-style-type: none"> ▪ Demonstrate sensitivity to diversity and social context as they impact on the youth field. ▪ Demonstrate an in-depth critical awareness and understanding of the knowledge base of European youth research. ▪ Interrogate the knowledge base comparatively from the perspective of how differing cultural, political and epistemological positions define useful knowledge. ▪ Recognise that the validity and reliability of research depend in part on the methodology underpinning the conclusions; critically review published research findings on that basis. ▪ Set youth transitions in the framework of the social and cultural constructions of the life-course from a comparative perspective. ▪ Draw upon their own personal and professional experiences and re-evaluate them in the light of the substantive conclusions and theoretical frameworks encountered. ▪ Interrogate observed practice from the standpoint of current research evidence, identifying both implications and knowledge gaps. 			
<p>Prerequisites: none</p>			

3.	Core module: Theoretical Foundations: Social Cultural and Educational Perspectives	SSt	ECTS points
a.	<p>RS Theoretical Foundations: Social Cultural and Educational Perspectives</p> <p>Year 1; Semester 1: The first ten-day residential seminar includes introductory lectures, seminars and discussions on key theoretical frameworks in interdisciplinary youth studies with particular emphasis on social change, life chances and risks, youth in the life course and the social construction of youth identities and cultures. Students complete preparatory reading and tasks before the residential seminar begins.</p>	2	1
b.	<p>KU Theoretical Foundations: Social Cultural and Educational Perspectives</p> <p>Year 1 Semester 1: Under the overarching theme of working with theoretical problematics within and across core informing disciplines, the issues and challenges introduced in PM3a are pursued and extended in depth in blended-learning format by highlighting how analytic and interpretive discourses are linguistically, culturally and nationally embedded, guided by seeded questions, action learning sets and peer group discussion, together with preparation of a reflective comparative commentary for assessment purposes.</p>	3	8
Total		5	9
<p>Module learning aims:</p> <p>Students are required to access multi-disciplinary sources of theoretical knowledge relevant for the understanding and analysis of youth as a social construction, a cultural phenomenon, a structural location in lifelong learning processes and as a specialist field of inquiry and practice. This requires interdisciplinary mapping and critical evaluation of the range of perspectives and approaches embedded in diverse and multilingual discourses around youth studies. Concepts and understandings of the learning continuum in relation to the life-course act as an anchoring exemplar for developing the capacity to decode and re-code, disassemble and reassemble theoretical frameworks.</p>			
<p>Module learning outcomes:</p> <p>After successful completion of the module the students will be able to:</p> <ul style="list-style-type: none"> ▪ Understand and critically evaluate the pedagogy of non-formal education within the learning continuum. ▪ Recognise the relationship between ‘theoretical’ perspectives and the lived experience at a multitude of levels in the youth field which the theory seeks to order and understand. ▪ Demonstrate a theoretical awareness of and sensitivity towards intercultural and interdisciplinary frameworks of understanding in European youth studies. ▪ Understand the interdependence of practical insights and theoretical perspectives and be able to utilise both as tools of personal and professional development. ▪ Assess the implications for policy makers of advances in theoretical understanding ▪ Develop analytical tools to identify the knowledge gaps that hinder the smooth operation of the research/action/policy triangle 			
Prerequisites: none			

4.	Core module: Personal and Professional Development (PPD)	SSt	ECTS points
a.	RS Personal and Professional Development (PPD) 1 Year 1 Semester 1: The first ten-day residential seminar includes sessions to introduce the concept, practice and ethics of PPD-portfolios, including the roles played by mentors and peers. Mentor allocations and double-cohort peer support and exchange groups are established.	2	1
b.	KU PPD-portfolio development 1 Year 1 Semester 1: In blended-learning format and following PM4a, students begin to prepare their PPD-portfolio, with ongoing recourse to their mentor and their double-cohort peer support group.	0,5	0,2
c.	KU PPD-portfolio development 2 Year 1 Semester 2: In blended-learning format, students continue the preparation of their PPD-portfolio with ongoing recourse to their mentor, their mobility semester university tutor and their double-cohort peer support group.	0,5	1
d.	RS Personal and Professional Development (PPD) 2 Year 2 Semester 3: The second five-day residential seminar includes sessions for peer exchange on the progress of their PPD portfolios together with individual personal discussion with mentors.	0,5	2
e.	KU PPD-portfolio development 3 Year 2 Semester 3: In blended-learning format, students continue the preparation of their PPD-portfolio and work towards its consolidation with ongoing recourse to their mentor and their double-cohort peer support group; discussion on progress also takes place in PM4d.	0,5	2
f.	RS Personal and Professional Development (PPD) 3 Year 2 Semester 4: The third five-day residential seminar includes sessions devoted to final integrated discussion and review of the PPD-portfolio with peers and mentors.	0,5	0,3
g.	KU PPD-portfolio development 4 Year 2 Semester 4: In blended-learning format, students complete their PPD-portfolio with ongoing recourse to their mentor and their double-cohort peer support group. The outcome is presented and discussed in PM4f.	0,5	2,5
	Total	5	9
	Module learning aims: The aim of the module is to facilitate students' personal and professional development by demanding a reflective engagement that assimilates the M.A. EYS programme and its associated direct and indirect learning experiences into a broader career perspective, including with respect to building careers across occupational and national boundaries. The module also has process objectives, offering specific skills of self-appraisal and reflection, at the same time confirming the value of the portfolio method in personal and professional development.		
	Module learning outcomes: Following satisfactory completion of the module, students should be able to: <ul style="list-style-type: none"> ▪ Demonstrate an ability to reflect critically on past and present personal and professional learning within and beyond the M.A. EYS by the successful completion of a PPD-portfolio. 		

	<ul style="list-style-type: none">▪ Understand the value and limitations of the portfolio with its ability to juxtapose narrative and analysis, as an instrument of personal and professional development and be willing to use or suggest it in other circumstances as appropriate.▪ Construct and maintain a personal skills and competences audit in the youth field as an instrument of career planning.▪ Continue beyond the programme to engage in the processes of peer review in sharing and networking professional experiences against a background understanding of local, national and supranational youth policy issues.▪ Evaluate past and present decision alternatives, transferring the insights gleaned into effective strategies for lifelong personal and professional development.▪ Increasingly view their career trajectories from a European and international perspective.
	Prerequisites: none

5.	Core module: Professional Practice (Placement)	SSt	ECTS points
a.	<p>FP Fieldwork in a professional work setting</p> <p>Year 1 Semester 2: M.A. EYS students undertake an 80-hour professional placement during their mobility semester in the locality, region or country of their mobility host university. The placement should complement rather than replicate the student's own educational and professional background and is accompanied by the local M.A. EYS tutor and the local peer group. Preparatory and debriefing workshops for all M.A. EYS students at the host university precede and follow the placement. During the placement, students keep a reflective journal as a basis for preparing their professional practice report.</p>	4	9
b.	<p>RS Professional Practice (Placement) 1</p> <p>Year 2 Semester 3: The second five-day residential seminar includes sessions for peer discussion of the professional practice reports produced after the fieldwork placement (PM5a).</p>	0,5	0,5
c.	<p>RS Professional Practice (Placement) 2</p> <p>Year 2 Semester 4: The third five-day residential seminar includes sessions for presentation of the professional practice reports as finalised in follow up to PM5b.</p>	0,5	0,5
Total		5	10
<p>Module learning aims:</p> <p>This module provides workplace-based learning for students during their mobility semester. Students are expected to operate in one practice field, crossing professional, cultural and linguistic boundaries, establishing 'hands-on' involvement with colleagues and young people in natural work settings. They will reflect critically on their individual and collective experiences, gather relevant data, and complete a practice report.</p>			
<p>Module learning outcomes:</p> <p>After successful completion of the module students should be able to:</p> <ul style="list-style-type: none"> ▪ Demonstrate a competence in case study or practitioner-centred methods capable of being transferred into other settings. ▪ Analyse critically the practical and policy complexities and local nuances of European youth working environments in cultural and professional contexts different from their own. ▪ Use appropriate tools of critical reflection and analysis to make sense of different political, cultural and professional work settings. ▪ Offer a European comparative perspective on policy issues in their own country. ▪ Apply their experiences and capacity for refined judgements by assessing the possibility of transferring practical solutions to other working environments. 			
Prerequisites: none			

6.	Core module: Teaching units selected from existing M.A. degree courses at the mobility semester university	SSt	ECTS points
	Year 1 Semester 2: Students absolve teaching units (lecture and seminar courses, project-based courses, etc.) to the value of 20 ECTS points that are thematically relevant for M.A. EYS that are offered through existing degree courses at the partner university at which they spend their mobility semester. The mobility semester university must be in agreement with the student's selection and the coordinating university (Innsbruck) confirms this agreement.	8	20
	Total	8	20
	Module learning aims: In relation to the aims of the teaching units that students follow, they gain insight into other disciplines and topics relevant for the thematic focus of M.A. EYS.		
	Module learning outcomes: On completion of the selected teaching units, students are able to judge and position the relevance and significance of new perspectives, knowledge and insights for the interdisciplinary field of European Youth Studies.		
	Prerequisites: The prerequisites set by the degree courses and teaching units selected by the students must be fulfilled.		

7.	Core module: Communication, Management and Leadership	SSt	ECTS points
a.	<p>RS Communication, Management and Leadership</p> <p>Year 2 Semester 3: The second five-day residential seminar includes introductory lectures, seminars and discussions on theories and models of good practice for democratic and intercultural communication, management and leadership. Students complete preparatory reading and tasks before the residential seminar begins; this includes a critical interrogation of their professional practice fieldwork placement (PM5a) in the light of democratic and intercultural communication, management and leadership principles.</p>	1	1
b.	<p>KU Communication, Management and Leadership</p> <p>Year 2 Semester 3: Under the overarching theme of the significance of (1) social and intercultural competence together with (2) active and democratic engagement for the quality of working processes and outcomes, the issues and challenges introduced in PM7a are pursued and extended in depth in blended-learning format, focusing on civil society-based youth organisations, grassroots social movements, participatory action research (PAR) and the specific operative contexts of formal and NGO-type international organisations. Students conduct critical comparative case study analyses of each other's professional practice reflective journals and emergent reports.</p>	4	8
Total		5	9
<p>Module learning aims:</p> <p>To promote reflection on professional practices in the youth field by encouraging students to interrogate their collective experience, either active or passive, of such practices viewed theoretically and comparatively in the light of three overarching themes: communication, leadership and management. The module also leads students to audit and develop their skills base as managers, leaders and communicators by allowing a critical evaluation of their own current practice in these areas from a developmental and policy standpoint.</p>			
<p>Module learning outcomes:</p> <p>On successful completion of the module students should be able to:</p> <ul style="list-style-type: none"> ▪ Demonstrate that they are well informed in relevant aspects of management literature with particular reference to intercultural and international settings. ▪ Take an informed perspective on issues of communication, management and leadership, based on critical reflection and understood in terms of theoretical models and their relationship with exemplary practices and cautionary tales. Able to judge which bodies of theory are potentially relevant as revision tools in specific settings. ▪ Recognise the importance of the socio-cultural distinction between management and leadership and between different leadership styles, focusing in situational and dilemma-based rather than prescriptive perspectives. ▪ Develop a repertoire of specific leadership competences and skills derived from or compatible with contemporary models of good practice, but also understand how different sets of competences may be differentially appropriate in different contexts. ▪ Assess the relevance and practical implications of the models encountered for their own settings and utilise potential solutions as appropriate. ▪ Assess the impact of the institutional structures and frameworks in which management decisions are taken and leadership exercised, with specific reference to 			

	<p>the emergence of European and transnational research, policy and practice (and interacting) communities.</p> <ul style="list-style-type: none">▪ Contribute to European and international professional, policy and public debates on these issues.
	Prerequisites: none

8.	Core module: Intercultural and Comparative Research Methods	SSt	ECTS points
a.	<p>RS Intercultural and Comparative Research Methods</p> <p>Year 2 Semester 3: The second five-day residential seminar includes introductory lectures, seminars and discussions to generate and consolidate critical understanding of the concepts and methods underpinning intercultural and comparative interdisciplinary youth research, paying close attention to the specific technical, practical and ethical issues that arise in such contexts. Students also complete preparatory reading and tasks before the residential seminar begins.</p>	1	1
b.	<p>KU Intercultural and Comparative Research Methods</p> <p>Year 2 Semester 3: Under the overarching theme of the search for validity and interpretive potential via comparative and inter-discursive research, the issues and challenges introduced in PM8a are pursued and extended in depth in blended-learning format anchored in an online discussion forum with online tutoring for developing M.A. thesis proposals. Students collect and categorise relevant research literature, producing brief critical appraisals; they construct a viable exposé for submission and confirmation of thesis supervision.</p>	4	8
Total		5	9
<p>Module learning aims:</p> <p>The module aims to equip students to position themselves appropriately vis-à-vis their research perspectives and subjects, as preparation for undertaking comparative, intercultural and interdisciplinary research on, with and for young people and young adults. A specific aim is to place students in a strong position to proceed smoothly to a conceptually and methodologically clear, well designed and rigorously conducted M.A. thesis with much of the groundwork covered.</p>			
<p>Module learning outcomes:</p> <p>After successful completion of the module students should be able to:</p> <ul style="list-style-type: none"> ▪ Situate youth research in methodological terms vis-à-vis social, cultural and educational research in general. ▪ Understand and appreciate the specific methodological challenges of intercultural and comparative youth research. ▪ Apply basic intercultural and comparative (youth) research methods in other settings. ▪ Utilise research-driven perspectives and techniques in policy and practice settings for the purposes of critical reflection, analysis and evaluation. ▪ Recognise the value of research in improving the quality of professional practice in the youth sector and supporting evidence-based policy making. ▪ Proceed smoothly to M.A. thesis completion. 			
<p>Prerequisites: successful completion of core modules 1, 2 and 3</p>			

9.	Core module: Reflective Synthesis	SSt	ECTS points
a.	RS Reflective Synthesis 1 Year 2 Semester 3: The second five-day residential seminar includes sessions that draw together the emergent outcomes of the modules completed so far (PM1, PM2 PM3, PM6) and those already underway (PM4, PM5). These reflections form the basis for beginning preparation of the reflective synthesis report.	0,5	0,3
b.	RS Reflective Synthesis 2 Year 2 Semester 4: The third five-day residential seminar includes sessions for presentation of the reflective synthesis reports that have been finalised in preparation for their presentation.	0,5	0,7
c.	KU Reflective Synthesis Report Year 2 Semester 4: Students organise their course archives into a thematic whole with a reflective analytic preface drawing out criteria-based issues that arise for research, policy and practice. Accompanied by online tutor and peer exchange and discussion, they assemble their reflective synthesis portfolio in close alignment with and complementing their M.A. thesis.	4	9
Total		5	10
Module learning aims: Students are expected to reflect critically on their individual and collective experiences and gather relevant data in order to produce a reflective synthesis that will eventually be submitted in the format of a portfolio. The module aims to support a summarising account and distillation of the M.A. EYS learning process as a whole in terms of practical insights and professional competences in the context of broader comparative theoretical ideas and policy formulations.			
Module learning outcomes: After successful completion of the module students should be able to: <ul style="list-style-type: none"> ▪ Demonstrate a sophisticated practical know-how based on deliberated and examined experiential learning. ▪ Analyse the practical and policy complexities and local nuances of European youth working environments in cultural and professional contexts different from their own. ▪ Use appropriate tools of critical reflection and analysis to make sense of different political, cultural and professional work settings from a European perspective. ▪ Demonstrate high level competencies in managing and solving relevant practical problems. ▪ Defend their practical insights and accumulated insights both in peer review and to an appropriate level in conversations with experts. 			
Prerequisites: successful completion of core modules 1, 2, 3 and 6			

10.	Core module: M.A. Thesis Seminar and Defence	SSt	ECTS points
a.	KU M.A. Thesis Seminar Year 2 Semester 3: In close alignment with PM8, supervision of the preparation of the M.A. thesis in blended-learning format via individual and small group tutoring together with peer group networking.	3	3
b.	Final oral examination Year 2 Semester 4: During the third five-day residential seminar, students defend their M.A. thesis, link this with their reflective synthesis portfolio (PM9) and participate actively in the concurrent M.A. EYS research conference.	1	3
Total		4	6
Module learning aims: Supervision and reflection of the M.A. thesis against the background of the joint degree study programme as a whole. Theoretical understanding, methodological foundations, capacity to communicate the content and outcomes of the thesis and presentational skills stand at the centre of attention.			
Module learning outcomes: After successful completion of the module students should be able to: <ul style="list-style-type: none"> ▪ Have confidence both in their own competences as researchers in the field and in their ability to make critical use of research findings, aware of the potential threats to the validity of any research findings. ▪ Defend their own M.A. thesis both in an academic arena and professionally in terms of its implications for policy and practice. ▪ Place their own work, both substantively and methodologically, within the knowledge base of European youth studies. ▪ Undertake future tasks having a research dimension with increased confidence, applying their knowledge of research methodology in working with and for young people. ▪ Contribute to high level professional collaboration between youth research, policy and practice in Europe. 			
Prerequisites: Core module element 10a: successful completion of core modules 1, 2, 3 and 6; core module 10b: successful completion of the core modules 4, 5, 7, 8 and core module element 10a together with concurrent successful completion of core module 9			

§9 M.A. Thesis

- 1) This joint degree study programme includes the preparation and submission of an M.A. thesis. Together with core module 10 the thesis carries 26 ECTS points. Partner universities may also in addition regard the core modules 8 and/or 9 as elements of the M.A. thesis for ECTS purposes, according to their local regulations.
- 2) The M.A. thesis is an academic piece of work that serves to demonstrate the capacity independently to design and carry through a theoretically grounded research study using appropriate methods.
- 3) The topic of the M.A. thesis must stand in close relation to question of research, policy and practice relevance for the field of youth studies, including in relation to their reciprocal interconnections and with preference in intercultural or transnational comparative context.
- 4) Students have the right to propose the topic of their M.A. thesis or to select their topic from a list of recommended topics.
- 5) A given M.A. thesis will be submitted for assessment at the participating university of the first (main) thesis supervisor, who first evaluates and marks the thesis in question. The second thesis supervisor acts as second evaluator and marker of the thesis; s/he will be from one of the participating universities or has been nominated by one of these universities to act as second thesis supervisor.
- 6) On agreement of the thesis supervisors, students have the right to prepare their M.A. thesis in the language of their choice (see §1, clause 6 on this point).

§10 Examination regulations

- 1) The university that carries responsibility for a specific module of the joint degree study programme – as indicated by the name of the coordinating professor for a given module – is responsible for the organisation of assessment and grading for that module. All participating universities fully recognise the validity of the teaching units (module elements) offered in the framework of this joint degree study programme and of the grades awarded to students thereby.
- 2) With the exception of the core module 10b (final oral examination), at the University of Innsbruck modules are regarded as successfully completed when the teaching units (module elements) belonging to the module in question are successfully completed. [The regulations of the partner universities can be inserted here insofar as they depart from the Innsbruck regulation.]
- 3) In the context of teaching units (module elements) with integrated assessment, the term 'assessment' refers to students' oral and/or written contributions in total. At the beginning of the teaching unit (module element) in question, the teacher responsible for that teaching unit (module element) is required to give information on the assessment criteria.
- 4) The assessment of core module 4 takes place on the basis of the student's PPD-Portfolio and is confirmed on the recommendation of the tutor having accompanied its preparation. Successful completion is recorded with the term "pass" and failure to complete is recorded with the term "fail".
- 5) The assessment of the final oral examination takes the form of an examination in the presence of an examining committee comprising three persons: the first and the second thesis supervisors and a third person nominated according to the provisions of the cooperation agreement between the participating universities and who chairs the examining committee on behalf of the participating universities not otherwise personally represented on the committee in question. [Check that this arrangement is OK for everyone.]

§11 Degree award

- 1) Those registered students successfully completing the joint degree study programme are awarded the degree Master of Arts, in abbreviation M.A.
- 2) The degree award is testified in the form of a joint degree certificate in line with § 87, clause 5 of the Austrian University Law. [Presumably the relevant legal clauses of the participating universities should be added in here.]

§12 Date of effect

This curriculum comes into effect from 1. October 2011.

For the Curriculum Commission

For the Senate

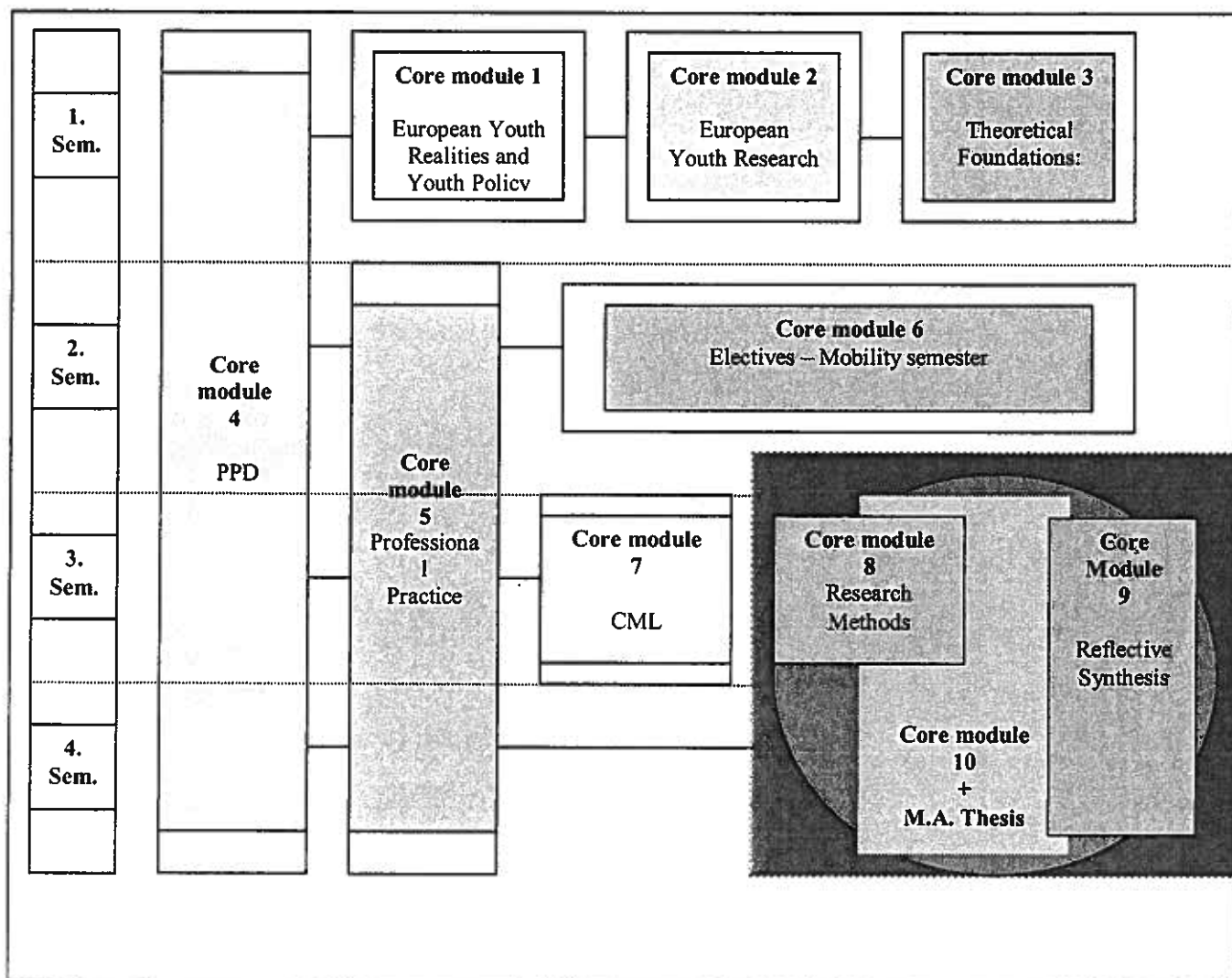
Ao. Univ.-Prof. Mag. Dr. Maria A. Wolf

Univ.-Prof. Dr. Ivo Hajnal

Annex 1: Recommended sequence of study for the joint degree study programme M.A. EYS

	CM 1	CM 2	CM 3	CM 4	CM 5	CM 6	CM 7	CM 8	CM 9	CM 10	M.A. Thesis	ECTS points
Semester 1												30
Semester 2												30
Semester 3												30
Semester 4												30
ECTS points	9	9	9	9	10	20	9	9	10	6	20	120

**Recommended sequence: Semester 1 → Semester 2 → Semester 3 → Semester 4
 and see §1, Clause 5**





UNIVERSITETET I OSLO

Kunnskapsdepartementet
Postboks 8119 Dep
0032 Oslo

Studieavdelingen
Seksjon for studieadministrative tjenester
Postboks 1072 Blindern
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Dato: 16.06.2010
Deres ref.:
Vår ref.: 2010/8143

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Etablering av fellesgrader og forholdet til norsk regelverk

UiO ber med dette om departementets synspunkt på adgangen til å fravike nasjonale krav til mastergradsprogrammer i forbindelse med forhandlinger om etablering av internasjonale fellesgradsprogrammer.

Det er et uttalt ønske fra både norske og europeiske utdanningsmyndigheter at institusjonene skal ta aktivt del i fellesgradsprogrammer i samarbeid med utlandske institusjoner, blant annet innenfor rammen av Erasmus Mundus-programmet. Samarbeid om fellesgrader er den mest integrerte formen for internasjonalt utdannings samarbeid, og innebærer internasjonalisering på flere nivåer. Samarbeidet favner både studieplaner, lærere, studenter og administrasjon på en helhetlig måte.


Det er samtidig på det rene at slikt samarbeid er krevende. Etablering av en genuin fellesgrad som eies av flere institusjoner i fellesskap må ta høyde for flere lands akademiske tradisjoner, juridiske kontekst og tekniske systemer. Jo flere samarbeidspartnere, jo større vil utfordringen være med tanke på å finne løsninger som er akseptable og gjennomførbare for alle parter. Dette forutsetter fleksibilitet og vilje til å inngå nødvendige kompromisser.


UiO forholder seg til både nasjonalt og lokalt regelverk når fellesgradssamarbeid skal framforhandles. UiO ser imidlertid at en bokstavtro fortolkning av norsk regelverk på feltet kan legge hindre i veien for vår deltakelse i fellesgradsprogrammer. I forbindelse med pågående forhandlinger, har UiO blant annet møtt motstand fra øvrige partnere vedrørende vårt nasjonale krav om at masteroppgaven skal ha et omfang på minst 30 studiepoeng.

UiO ber med dette om departementets synspunkt på vår anledning til å fravike nevnte krav. Vi mener at norske institusjoner må kunne være pragmatiske i slike forhandlings situasjoner, så lenge UiO er trygg på at studieprogrammet samlet har en tilstrekkelig kvalitet.

Vi håper på rask tilbakemelding i saken med tanke på framdriften i pågående forhandlinger.

Med hilsen


Monica Bakken
studiedirektør


Torbjørn Grønner
seksjonssjef



DET KONGELIGE
KUNNSKAPSDEPARTEMENT

MOTTATT

25 JUNI 2010

Universitetet i Oslo
Arkiv SA

Universitetet i Oslo
Postboks 1072 Blindern
0316 OSLO

Deres ref

Vår ref
201003329-/GGA

Dato
23.06.2010

Etablering av fellesgrader og forholdet til norsk regelverk

Vi viser til brev av 16. juni 2010 der Universitetet i Oslo ber om departementets synspunkt på om UiO har anledning til å fravike fra kravet om at det i mastergraden skal inngå et selvstendig arbeid av et omfang på minimum 30 studiepoeng.

Forskrift om krav til mastergrad har ingen dispensasjonshjemmel fra kravet om at selvstendig arbeid av et omfang på minimum 30 studiepoeng skal være del av graden.

Universitetet anfører at det er et nasjonalt krav om at masteroppgaven skal ha et omfang på minst 30 studiepoeng, og at dette vanskeliggjør fellesgradssamarbeid. Dette er litt unøyaktig – forskriften krever et "selvstendig arbeid av et omfang på minimum 30 studiepoeng", men sier ikke noe om at dette må være en skriftlig oppgave. Hva som vil være et slik selvstendig arbeid som forskriften krever, er en faglig vurdering UiO selv står nærmest til å vurdere. Altså bør det innenfor dagens regelverk være mulig for UiO å kunne være pragmatisk i forhandlingssituasjonene, så lenge UiO er trygg på at kravet til "selvstendig arbeid" er oppfylt og studieprogrammet samlet har en tilstrekkelig kvalitet.

Med hilsen

Fredrik Dalen Tennøe (e.f.)
avdelingsdirektør

Grete Gåra Alvern
seniorrådgiver