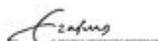
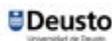


# UNIC kick-off Conference 2023

Lodz/December 04-05



Co-funded by the  
Erasmus+ Programme  
of the European Union



# *Bringing TL's educational offers and UNIC joint programmes RePIC and SEOS together: opportunities and lessons learnt*

## **Agenda**

- ✓ Short Introduction
- ✓ Learning Outcomes and Content of RePIC
- ✓ Learning Outcomes and Content of RePIC
- ✓ Lessons Learnt and Recommendations of the 3 Working Groups RePIC, SEOS and Structural Issues
- ✓ Discussion about:
  - ? What support do the TLs want/wish for?
  - ? What are the general requirements of the TLs for the development of educational offers?



# Requirements for the development of the two Joint8\* of UNIC

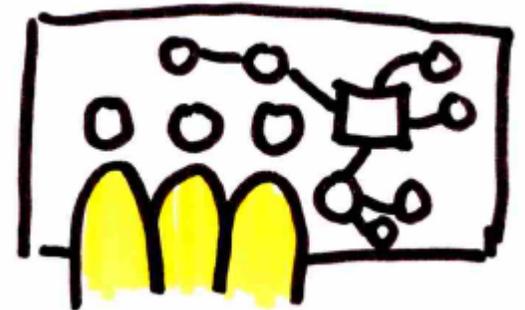
- ✓ All partners are degree awarding universities.
- ✓ All partners have an equal share of the teaching load in the programme.
- ✓ The graduates get one diploma signed by all 8 partners.
- ✓ All local legal requirements had to be taken into account.
- ✓ A joint financial plan had to be developed and agreed to ensure adequate funding for the two degree programs after at least two years after the first intake.
- ✓ One agreed admission procedure and criteria for all



\*Redesigning the Post-Industrial City (RePIC): <https://www.unic.eu/en/repic#all>  
Superdiversity in Education, Organisations and Society (SEOS)

# Two Joint8 in UNIC: Challenges

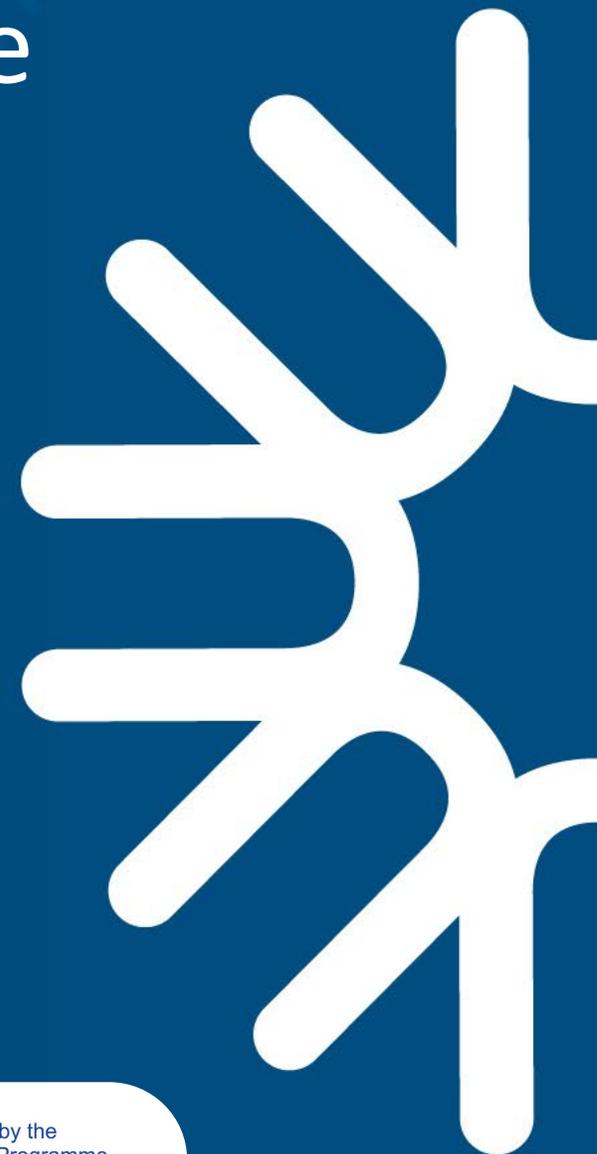
- ? Lack of knowledge in the legal and organisational frameworks at the partners
- ? 8 different higher education laws with different degrees of flexibility
- ? Different financing models for degree programmes
- ? Different university cultures in organizational matters
- ? Different discussion cultures and approaches to the development of degree programmes
- ? Different levels of knowledge and previous experience
- ? Agreement on every detail of the curriculum necessary
- ? New joint procedures and regulations necessary





# A Journey through the RePIC Curriculum

## MSc Redesigning the Post-Industrial City (RePIC)



Co-funded by the  
Erasmus+ Programme  
of the European Union



**Modules**

	1st semester Fundamentals	2nd semester Specialisations	3rd semester In-Depth Studies	4th semester Master Thesis
	<p><b>City Lab I</b> Urban Analysis, Digital Design Strategies &amp; Design Visualisations (offered in Cork by UCC) <i>10 ECTS</i></p>	<p><b>Track 1</b> Urban Transformations and Resilience <i>Cork &amp; Liège 30 ECTS</i></p>	<p><b>City Lab II (Field Salon)</b> organised by UCC and run jointly with RePIC Partners, at alternating locations in Europe <i>10 ECTS</i></p>	<p><b>Master Thesis</b>  (incl. Research Lab Work and Online Colloquium)</p> <p>3 Options: - Monography, - Research Manuscript, - Practical Project</p> <p>Joint Supervision of two RePIC Universities  <i>30 ECTS</i></p>
	<p><b>RePIC Core Theory</b> The Post-Industrial City - Society, Space and Environment <i>10 ECTS</i></p>	<p><b>Track 2</b> Inequality, Diversity and Social Justice <i>Rotterdam &amp; Koc 30 ECTS</i></p>	<p><b>Either:</b></p> <p><b>Structured Learning (in Liège)</b> - Urban Mobility - Urban Planning - Urban Economics <i>15 ECTS</i></p>	
	<p><b>RePIC Urban Transformations</b> Research Forum <i>5 ECTS</i></p>	<p><b>Track 3</b> Urban Analysis: Smart, Sustainable and Resilient Cities <i>Bochum &amp; Oulu 30 ECTS</i></p>	<p><b>Or:</b></p> <p><b>Structured Learning (in Cork)</b> - Engaged Research Placement <i>15 ECTS</i></p>	
	<p><b>Research Methods I</b> <i>5 ECTS</i></p>	<p><b>Track 4</b> Governance of Post-Industrial Cities <i>Zagreb &amp; Deusto 30 ECTS</i></p>	<p><b>Research Methods III</b> (online) <i>5 ECTS</i></p>	
<b>Study Location</b>	Bochum	Cork, Istanbul, Bochum or Zagreb	Either Liège or Cork	All RePIC universities

# Schedule for the first three RePIC semesters:



- Lectures in Bochum (10.10.-21.12.2023)
- City Lab I in Cork (8.-13.01.2024)



Lectures in Cork  
(15.1.-1.5.2024)



Lectures in  
Istanbul  
(12.2.-27.06.2024)



Lectures in  
Bochum  
(15.1.-12.7.2024)



Lectures in Zagreb  
(27.2.-7.6.2024)



- City Lab II in Malmö (2.9.-8.9.2024)
- Lectures in Liège (16.9.-20.12.2024)
- Lectures in Cork (16.9.-20.12.2024)

# First semester

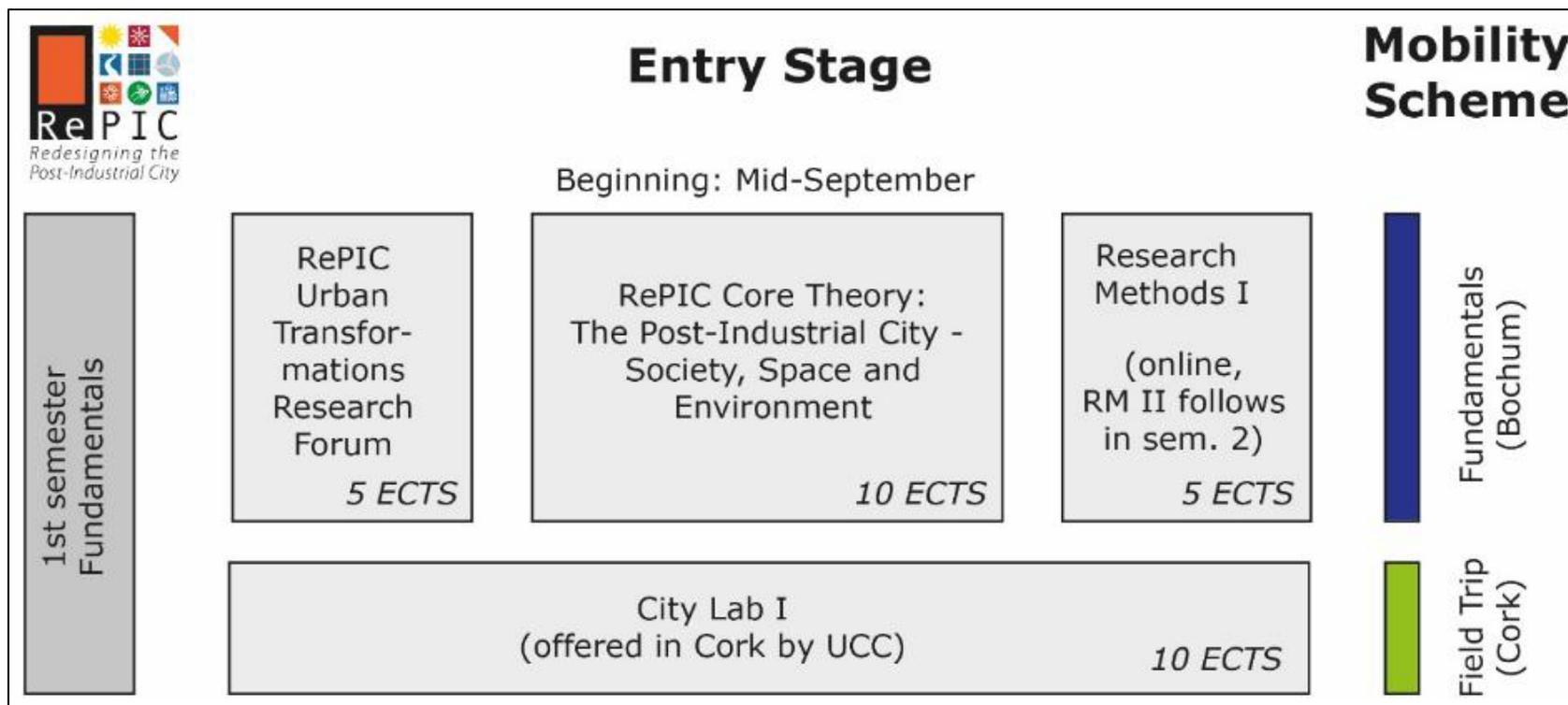
Ruhr- Universität Bochum/Germany



CityLab University College Cork/Ireland



## : RePIC programme entry stage (1<sup>st</sup> semester)



# Second semester

Track: Urban Transformations and Resilience  
University College Cork/Ireland



12.12.2023



# Track 1: Urban Transformations and Resilience

University College Cork & University of Liège

2nd semester  
Specialisations

Conceptualising  
Society, Space  
and the City  
  
*10 ECTS*

Research Design Studio:  
Salvaging & Transformations  
of the Post-Industrial City  
  
*15 ECTS*

Research  
Methods II  
  
(e.g. Digital  
Storytelling  
& Immersive  
Fictions)  
  
*5 ECTS*



Lectures take place in Cork

# Second semester

Track: Diversity and Social Justice  
Koç University/Turkey





## Track 2: Inequality, Diversity and Social Justice

Koç University Istanbul & Erasmus University Rotterdam

2nd semester  
Specialisations

The City in  
Visual  
Cultures

6 ECTS

The Pro-  
duction  
of Social  
(In)Justice  
in the  
(Post-  
Industrial)  
City

6 ECTS

Social  
Design  
Studio:  
Justice and  
Diversity

6 ECTS

Design for  
Health and  
Wellbeing

6 ECTS

Research  
Methods II  
  
(e.g. Tools  
for Under-  
standing  
Urban  
Inequalities)

6 ECTS

Lectures take place in Istanbul

# Second semester

Track: Urban Analysis:  
Smart, Sustainable and Resilient Cities  
Ruhr- Universität Bochum/Germany



12.12.2023



## Track 3: Urban Analysis - Smart, Sustainable and Resilient Cities Ruhr-University Bochum & Oulu University

2nd semester  
Specialisations

Integrative  
Urban De-  
velopment  
in Post-  
Industrial  
Cities

5 ECTS

Environ-  
mental  
Urban  
Planning

7 ECTS

Urban Re-  
mote Sen-  
sing and  
Smart Data:  
Modelling  
the Post-  
Industrial  
City

7 ECTS

Urban  
Climatology

6 ECTS

Research  
Methods II  
  
(e.g. Carto-  
graphy and  
GIS)

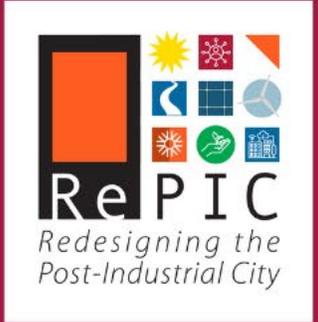
5 ECTS

Lectures take place in Bochum

# Second semester

Track: Governance of Post-Industrial Cities

University of Zagreb/Croatia





## Track 4: Governance of Post-Industrial Cities

University of Zagreb and University of Deusto

2nd semester  
Specialisations

Sustainable  
Urban  
Development  
Governance

*10 ECTS*

Governance of  
Post-Industrial Cities

*15 ECTS*

Research  
Methods II

(e.g. Learning-  
Research-  
Action)

*5 ECTS*

Lectures take place in Zagreb

# Third semester

University College Cork/Ireland  
or  
University of Liège/Belgium

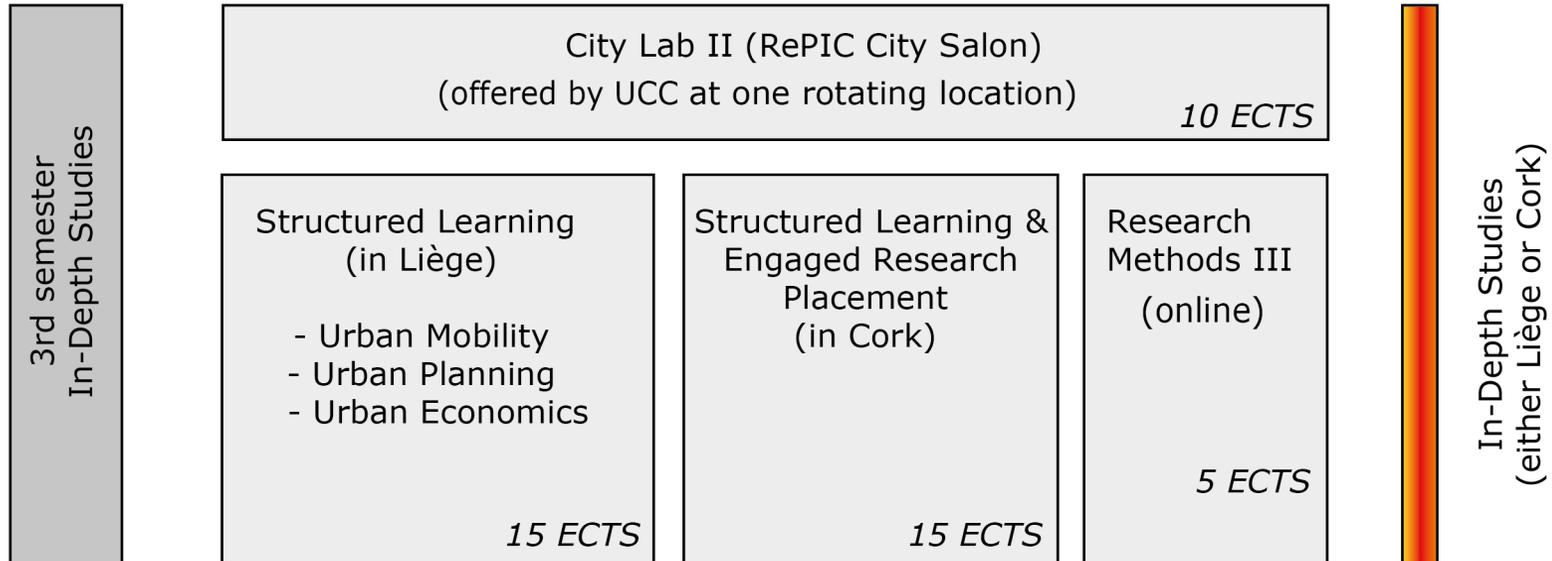


CityLab University College Cork/Ireland



## In-Depth Studies

## Mobility Scheme



# Fourth semester

Dissertation





## Final Semester

4th semester  
Master Thesis

Master Thesis

3 Options: Monography, Research Manuscript, Practical Project  
with Joint Supervision of 2 UNIC Universities

(incl. Research Lab Work and Online Colloquium)

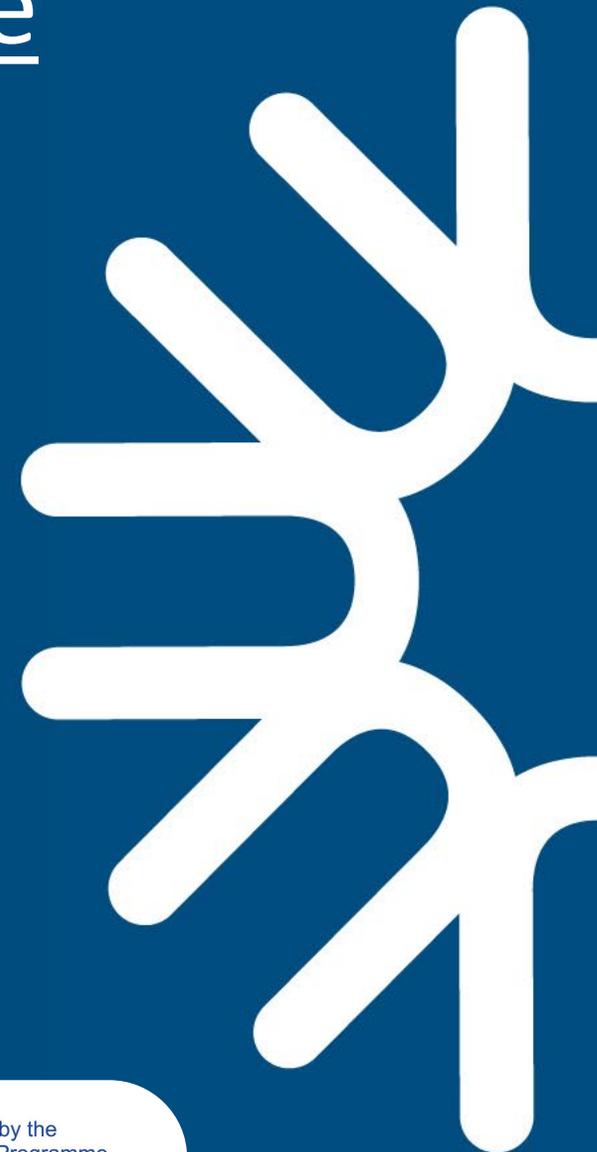
30 ECTS

Supervision & Co-Supervision  
are offered by all  
UNIC universities



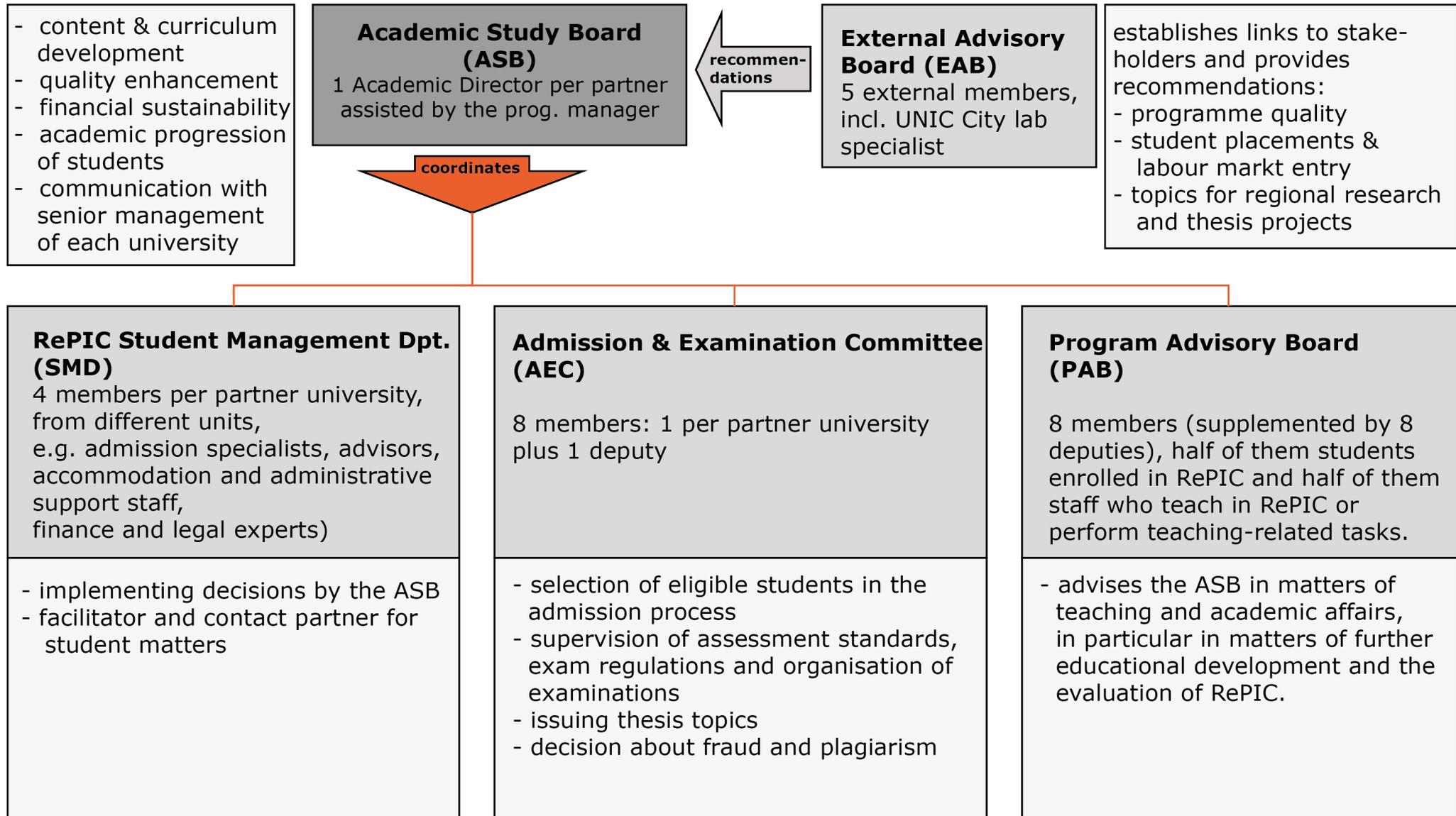
# Governance Structure

## MSc Redesigning the Post-Industrial City (RePIC)



Co-funded by the Erasmus+ Programme of the European Union

# RePIC Governance Structure



RePIC Contact:  
[RePIC@ruhr-uni-bochum.de](mailto:RePIC@ruhr-uni-bochum.de)





# MA Superdiversity in Education, Organisations and Society (SEOS)

# About the SEOS Master's

SEOS is an **interdisciplinary 2-year joint Master's programme (120 ECTS) fully delivered in English**. It is offered by 8 world-class European universities within the scope of UNIC, pooling their complementary and internationally renowned expertise in **engaged research and teaching on superdiversity and inclusion**.

**FIRST COHORT TO START IN  
MID-SEPTEMBER 2024 !**



# Background: Why a Master's programme on superdiversity?

- Europe is characterized by **complex processes of diversification and transformations** in education, organisations and the wider society.
- There is a need to **analyse the impact** superdiversity has in these domains and to **develop co-creative capacities** to shape the transition towards an inclusive European future.
- A **superdiversity lens** captures the growing social complexity of diversity, which challenges simplified ways of thinking about diversity (e.g. in groupist terms).

# What is unique about SEOS?

- **Interdisciplinary approach:** bringing educational sciences, social sciences and organization and management studies together while also enabling students to specialise in one of these disciplines
- **Intersectional approach:** moving beyond and “in between” single dimensions of diversity
- **Co-creative approach:** collaborating with local stakeholders of the eight involved post-industrial cities to shape inclusive practices (e.g. through a Practice Module/UNIC CityLabs)
- **Hybrid approach:** permitting students to chose between virtual and physical mobility options

# The main aims of SEOS

- to introduce students to **interdisciplinary approaches to the social complexity of superdiversity** and its impact on different sectors of societies.
- to enable students to develop new ways of intercultural understanding and productive collaboration through **innovative pedagogical and participatory practices**.
- to contribute innovatively to the creation of new knowledge and the development and application of theories of superdiversity, through relevant teaching and learning approaches and by answering research questions that have **societal as well as academic relevance**.

Semester	Curriculum			Physical Location
1 Fundamentals	A1: Basic Module Superdiversity   RUB, 15 ECTS	A2: Diversity- Sensitive Research, Teaching and Learning Methods   RUB, 10 ECTS	A3: Mobility and Exchange   RUB, 5 ECTS	Bochum
2 Multidisciplinary perspectives	B1: Superdiversity, Intersectionality and Social Inclusion: Social Scientific Perspectives   UCC, 15 ECTS	B2: Superdiversity, Organisational Culture and Management   KU, 15 ECTS	B3: Educational Concepts. Superdiversity as a Part of Education   RUB, 15 ECTS	Bochum or Cork or Istanbul
3 In-Depth Studies	C1: Intersectionality and Decolonial Perspectives in a Mobile Society   UOulu, 15 ECTS	C2: Managing Superdiversity in the Organisational Context   EUR, 15 ECTS	C3: Pedagogy, Competence and Literacy in the Super-Diverse Classroom   UniZG, 15 ECTS	Bochum or Cork or Oulu or Rotterdam or Zagreb
	D: Practice Module   ULiège, 15 ECTS			
4 Master Thesis	E: Master Thesis   UDeusto, 30 ECTS			Any SEOS University

# Possible thematic specialisations

- **Path 1: Educational perspectives**
- **Path 2: Specialisation in organisational perspectives (Option A and B)**
- **Path 3: Specialisation in social scientific perspectives**

Example for a specialisation in organisational perspectives (Path2, with a high physical mobility) →

Semester	Curriculum			Physical Location
1 Fundamentals	A1: Basic Module Superdiversity  RUB, 15 ECTS	A2: Diversity-Sensitive Research, Teaching and Learning Methods  RUB, 10 ECTS	A3: Mobility and Exchange  RUB, 5 ECTS	Bochum
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	D: Practice Modul  ULiège, 15 ECTS			
4 Master Thesis	E: Master Thesis  UDeusto, 30 ECTS			Any SEOS University

# Possible thematic specialisations

- **Path 1: Educational perspectives**
- **Path 2: Specialisation in organisational perspectives (Option A and B)**
- **Path 3: Specialisation in social scientific perspectives**

Example for a specialisation in social scientific perspectives (Path 3, with a high virtual mobility) →

Semester	Curriculum			Physical Location
1 Fundamentals	A1: Basic Module Superdiversity  RUB, 15 ECTS	A2: Diversity-Sensitive Research, Teaching and Learning Methods  RUB, 10 ECTS	A3: Mobility and Exchange  RUB, 5 ECTS	Bochum
2 Multidisciplinary perspectives	B1: Superdiversity, Intersectionality and Social Inclusion: Social Scientific Perspectives  UCC, 15 ECTS	B2: Superdiversity, Organisational Culture and Management  KU, 15 ECTS	B3: Educational Concepts. Superdiversity as a Part of Education  RUB, 15 ECTS	Bochum or Cork
3 In-Depth Studies	C1: Intersectionality and Decolonial Perspectives in a Mobile Society  UOulu, 15 ECTS	C2: Managing Superdiversity in the Organisational Context  EUR, 15 ECTS	C3: Pedagogy, Competence and Literacy in the Super-Diverse Classroom  UniZG, 15 ECTS	Bochum or Cork or Oulu
	D: Practice Modul  ULiège, 15 ECTS			
4 Master Thesis	E: Master Thesis  UDeusto, 30 ECTS			Any SEOS University

# SEOS graduates...

- have achieved an advanced knowledge of the concept of superdiversity (and related concepts) as well as a **fundamental understanding** of the ways in which superdiversity plays out in different societal contexts and how it can be taken into account to everyone's advantage.
- an in-depth knowledge of **theoretical approaches** to superdiversity and can compare sociological, educational, and economic perspectives on superdiversity, intersectionality, and specific dimensions of discrimination.
- are able to apply different approaches to research and intervention in different domains and combine **interdisciplinary and participatory methodological skills**.
- have developed **professional strategies** for appraising superdiversity as a general characteristic of learner groups and organisations, so they can **co-create inclusive spaces** in superdiverse formal and informal working and learning settings.

**We are looking forward to your  
suggestions and to stay in touch!**

Please contact [seos@rub.de](mailto:seos@rub.de)



# Lessons Learnt



## Lessons Learnt: Citations from the questionnaire

<https://ruhrunibochem.padlet.org/susannelippold/lessons-learned-x7xcngk1vwareavl>

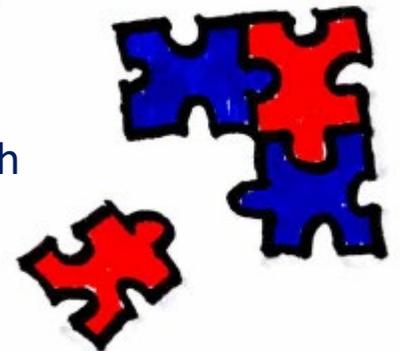
### What was the biggest challenge in developing and implementing the two Joint8

#### a) at your university

- administrative rules (local, beyond university)
- budget issues
- possible "competition" with similar programmes already existing
- Teamwork is needed.

#### b) in cooperation with the UNIC partners

- Shared values, trust-building, continuous dialogue
- Everyone should understand and accept that a joint degree cannot be a product which satisfies every requirement for our universities' national degrees.
- National ways of doing should be left aside, except legislation for international and inter university degrees...
- The consortium should devise a decision-making system to make it clear which decisions need to be made unanimously and which ones would require a majority vote.



## Lessons Learnt: Citations from the questionnaire

<https://ruhrunibochem.padlet.org/susannelippold/lessons-learned-x7xcngk1vwareavl>

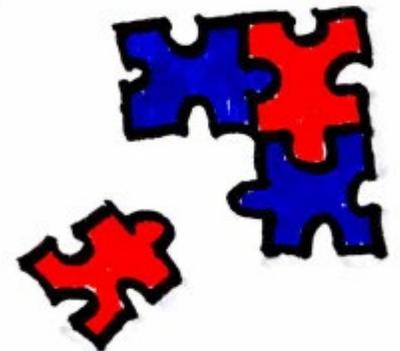
### Looking back

#### a) What do you recommend to the TLs for the development of educational offers?

- If possible, do not try to create new courses or new curricula at all costs... Instead, look for complementarities with existing courses and open up existing courses to new programmes.
- Keep it simple...
- Relay on the partners' specific expertise...

#### b) What should TLs pay special attention to when developing educational offers?

- Each university must be sure about their possibilities and interest to work on those offers from the beginning.
- possible thematic overlaps
- accessibility
- involvement of local stakeholders
- pedagogical coherence



## Lessons Learnt: Citations from the questionnaire

<https://ruhrunibochum.padlet.org/susannelippold/lessons-learned-x7xcngk1vwareavl>

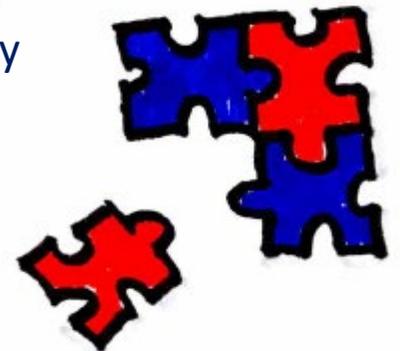
**Based on your experience of working together over the last 2.5 years, what are the necessary preconditions or framework conditions for the development of joint educational offers?**

### **a) within your university**

- consider possible internal "competition dynamics" with other masters
- face bureaucratic/administrative complexities (which can demotivate academics, too)
- budget issues
- Make sure that the product is aligned with the university's and the faculty's strategic plan.

### **b) in cooperation with the UNIC partners**

- To establish from the beginning which is the unavoidable legislation in each country and university, as well as university regulations, in order to have a clear idea about which are the red lines in each country.

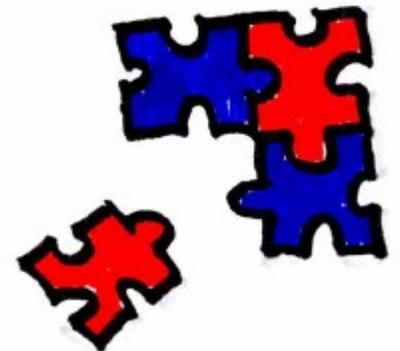


## Two Joint8 in UNIC: Lessons Learnt Summary

- ✓ It is simply not enough to bring academics together in a working group to develop a degree programme. Other relevant stakeholders from all partners must be involved at the same time.
- ✓ Before the development process can begin, the legal framework requirements in the partner countries must be known to all those involved.
- ✓ Joint procedures and processes need to be visualized clearly and agreed with the relevant parts of the administration.
- ✓ There need to be clear responsibilities for the development process and the timetable.
- ✓ There need to be an openness in the discussion to deviate from the usual processes at one's own university, to look for a solution together and to seek and use legal and organizational leeway.



**Trust in the partners**



## Discussion about:

- ? What support do the TLs want/wish for?
- ? What are the general requirements of the TLs for the development of educational offers?

<https://ruhrunibochum.padlet.org/susannelippold/tls-3i6xv648cniIn3fm>