

Projektbeispiel EMJM 2024
SPOT Socialpsychology of Transformation

Internationale Psychoanalytische Universität Berlin (IPU)
www.ipu-berlin.de

Präsentation für das Antragstellerseminar des DAAD 10.12.2024

Carmen Scher

Leitung des International Office IPU Berlin

Internationale Psychoanalytische Universität (IPU)

- Gegründet 2009, staatlich anerkannte private Universität, Stifterin Prof. Dr. Christa Rohde-Dachser
- Standort Berlin Moabit
- 2014 vom Wissenschaftsrat akkreditiert, 2020 für fünf weitere Jahre reakkreditiert
- Psychotherapeutische Hochschulambulanz anerkannt von der gesetzlichen Krankenkasse seit 2011
- Finanziert zu 94% aus Studiengebühren
- Beginn der Arbeit des International Office Juli 2012
- 797 Studierende, davon 226 internationale Studierende (28%), Stand 31.07.2024
- Promotionsrecht beantragt – Ergebnis voraussichtlich Frühjahr 2025
- 8 Studiengänge:
 - BSc Psychologie Plus
 - MA Psychologie – Klinische Psychologie und Psychotherapie
 - MA Psychology (English track)
 - MA Psychology focusing on Organisation (English)
 - MA Leadership und Beratung
 - MA Interdisziplinäre Psychosentherapie
 - MA Kulturwissenschaften
 - EMJM Social Psychology of Transformation (English)

Antrag EMJM: Basis, Motivation, Historie (1)

- Zahlreiche internationale professorale Netzwerke
- Internationales Forschungsnetzwerk STICS (Social Trauma in Changing Societies)
 - Seit 10 Jahren existierende akademische Kooperation von Universitäten in Bosnien-Herzegowina, Serbien, Bulgarien, der Türkei und Deutschland
 - Verbindet Studenten und Professoren aus teilnehmenden Ländern in Form von gemeinsamen Publikationen, Sommerschulen, Erasmus+ KA171 Austausch und der Etablierung des gemeinsamen Wahlpflichtfaches „Social Trauma“, das an allen beteiligten STICS Universitäten angeboten wird
 - Ziel ist die Festigung transregionaler akademischer Kooperation bezüglich Themen wie Migration, soziales Trauma, soziale Dynamiken und psychologisches Trauma



Basis für den Wunsch, die Netzwerke auszubauen & weiter zu internationalisieren

Antrag EMJM: Basis, Motivation, Historie (2)

- **Motivation:**



- Schaffen eines wirklich internationalen Campus
- Lehrende sind überzeugt von der Bedeutsamkeit der Thematik
- Absicht, Synergieeffekte zwischen verschiedenen Psychologiestudiengängen der IPU herzustellen
- Akademische Themenbereiche an die IPU holen, zu denen vor Ort nicht genug Expertise existiert, z.B Umweltpsychologie
- Bestehende internationale Netzwerke institutionalisieren und erweitern

- **Historie:**

- EMDM mit **96/100 Punkten** akzeptiert, Titel **TranSoPsy**
- Antrag EMJM über threshold **76/100 Punkte**, Titel **PIAS**, zu viele andere Antragsteller waren besser, Antrag abgelehnt
- Antrag EMJM, **erfolgreicher Antrag 85/100 Punkte**, Titel **SPOT**

Antrag EMJM: Basis, Motivation, Historie (3)

Herausforderungen:

- Aufstellen eines inhaltlich, geographisch und die Zielvorstellung betreffend passendes Konsortium
- Bei der Partnerwahl zu beachten:
 - Alleinstellungsmerkmale pro Partner hervorheben
 - Möglicherweise abspringende Partner einplanen
 - Die international/national extrem unterschiedlichen Gesetzesgrundlagen für Masterstudiengänge beachten
 - Motivation der Partner frühzeitig abfragen
- Partizipativ bei der Gestaltung des Curriculums sein 
- Absprachen zu Finanzen, Aufgabenverteilung und Verantwortungsbereiche 
- Regelmäßige Zusammenkünfte in Präsenz an den verschiedenen Universitäten organisieren, klar und vorausschauend mit Partnern kommunizieren, regelmäßig Aufgaben und Deadlines verdeutlichen
- Hartnäckiges und zielbewusstes Motivieren der Stakeholder der eigenen Universität:
 - Verwaltung und Akademia parallel und gleichzeitig ins Boot holen

EMJM Social Psychology of Transformation (SPOT)



Co-funded by
the European Union

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APPLY

SPOT offers you the unique opportunity to become pioneers of social change

Why Choose SPOT



UNIVERSITÀ
DEGLI STUDI
DI PADOVA

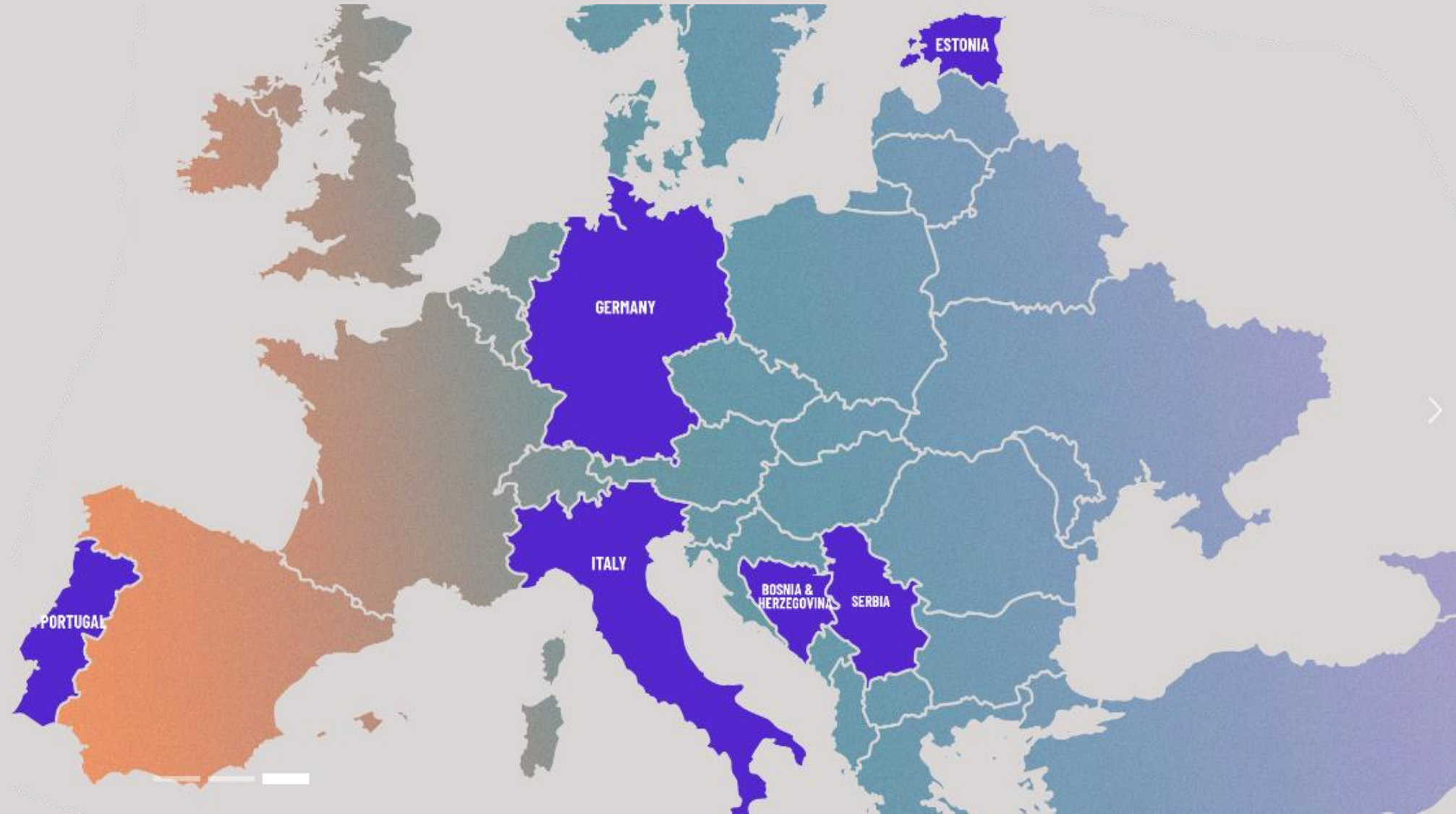


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Erasmus Mundus Joint Master: Social Psychology of Transformation – Understanding and Mastering Social Change

EMJM SPOT

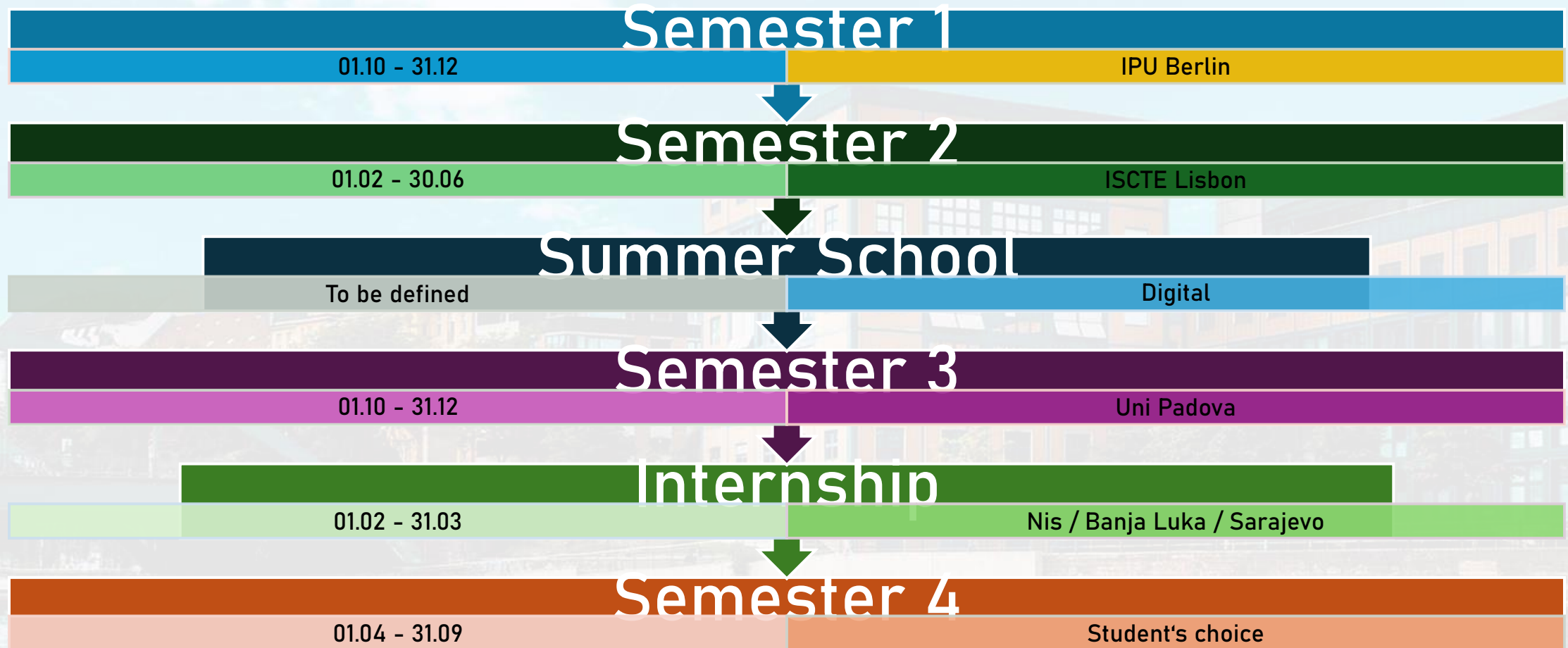
Geographische Verteilung der Partner



EMJM SPOT: Basics

- 120 ECTS
- Studienzeit: 2 Jahre
- Verpflichtende Mobilitäten an der IPU Berlin, ISCTE Lisbon, University of Padua
- Verpflichtendes Praktikum für 20 ECTS, vorzugsweise in Serbien oder Bosnien-Herzegowina
- Von Studierenden selbst organisierte Sommerschule
- Beginn 1. Oktober 2025
- Semester Struktur: Herbstsemester 1.10-31.12 ; Frühlingssemester 1.02-30.06
- Inhaltliche Schwerpunkt: Sozialpsychologie mit drei Foci
 - Transformative Leadership:
changing work relationships from an organisational and psychosocial perspective.
 - Conflict and Cooperation:
psychodynamic approaches to understanding and navigating the unconscious dynamics of conflict.
 - Environment and Sustainability:
social psychology theories/methods fostering socially and environmentally sustainable relationships.

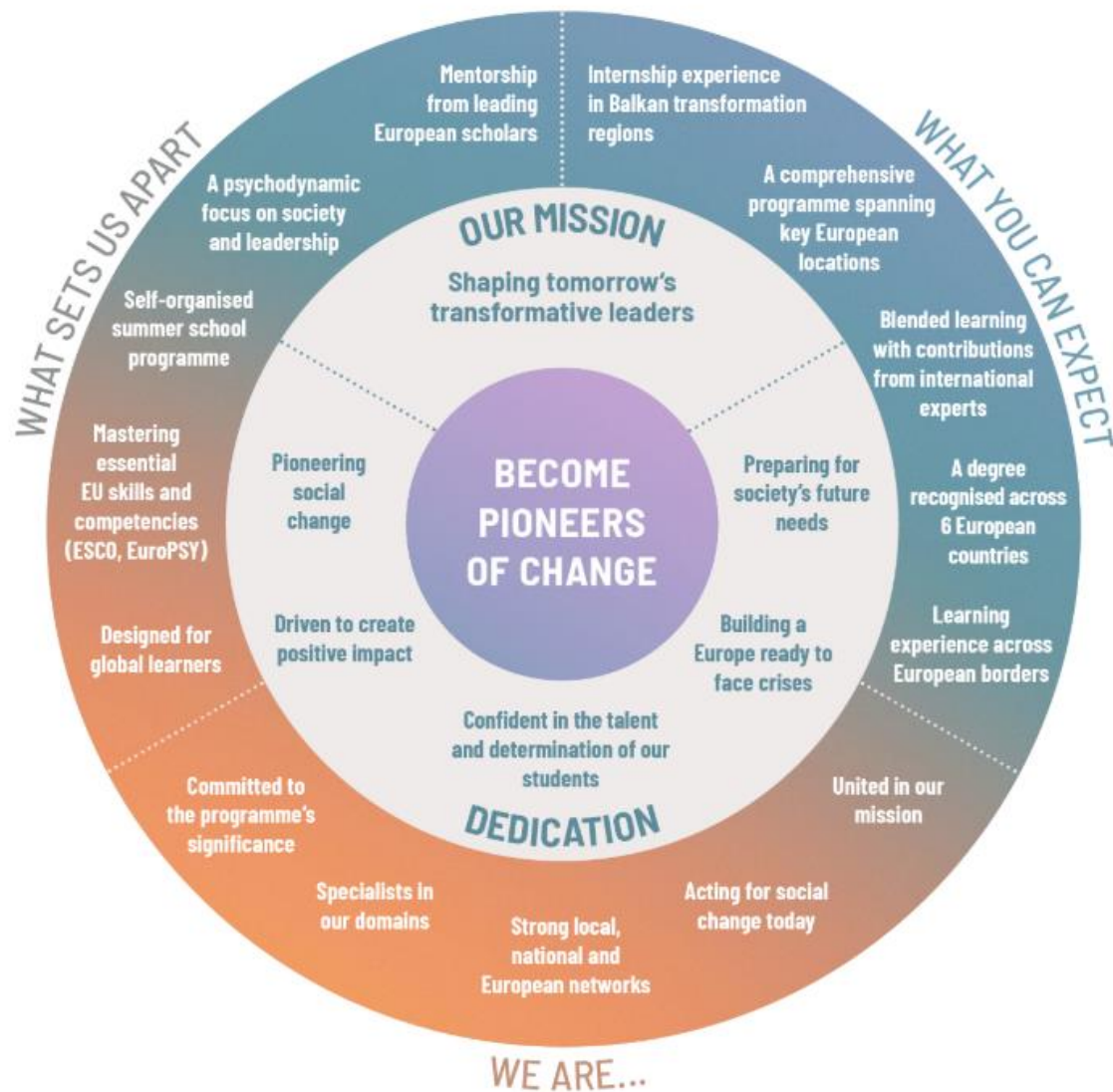
SPOT Student Journey



SPOT-Curriculum

	Transformative Leadership 22 ECTS	Conflict & Cooperation 19 ECTS	Environment & Sustainability 17 ECTS	Advanced Research Methods 12 ECTS	Self-Learning & Summer School	Workplace Internship 20 ECTS	M.A. Thesis 30 ECTS
Semester 1 Berlin 30 ECTS	Module 1: "Transformative Leadership I: Fundamentals" Transformation of societies and challenges for leadership (2 ECTS) Ethical-moral dilemmas (2 ECTS) Leadership as a sustainable management (2 ECTS)	Module 2: "Conflict and Cooperation I: Fundamentals" Psychoanalytic Perspectives on conflict dynamics (3 ECTS) Or Epistemology and Subject Theory Implications (3 ECTS) Social Psychology of violence and reconciliation (3 ECTS) Or Social Influence (3 ECTS) In presence in Berlin Action-oriented interventions (1 ECTS)	Module 3: Environment and Sustainability I: Fundamentals Environmental Psychology (3 ECTS) Digitalization and sustainability (2 ECTS)	Module 4: Advanced Research Methods Research and Project Workshop (3 ECTS) Developing qualitative research design (3 ECTS) Cross-Cultural Research Methods (6 ECTS)* Or Multivariate Statistics (6 ECTS)*	Self-directed lectures and workshops*		
Semester 2 Lisbon 30 ECTS	Module 5: "Transformative Leadership II: Relational Leadership and Transformation" Community Psychology (6 ECTS) Project Conception & Evaluation (6 ECTS)	Module 6: "Conflict and Cooperation II: Applied Perspectives" Social Trauma in changing societies (5 ECTS)* Or Intergroup Conflicts (6 ECTS)* Action-oriented interventions II (1 ECTS)*	Module 7: "Environment and Sustainability II: Social Justice and Transformation" Environment, Justice and Health (6 ECTS) Social Psychology of Environment (6 ECTS)		Summer School Digitalization and Sustainability*		
Semester 3 Padua 30 ECTS	Module 8: "Cultural Diversity in Organizational Psychology" Cross-cultural issues in personnel psychology (4 ECTS)	Human Rights (6 ECTS) Or Psychology of inclusion and social sustainability (6 ECTS)				Module 9 "Internship" Workplace Internship (5 ECTS)	Module 10 "Master's Thesis" Thesis – Colloquium (15 ECTS)
Semester 4 30 ECTS						Workplace Internship (15 ECTS)	Thesis Writing (15 ECTS)

SPOT Selbstverständnis & Claim



Evaluation des ersten Antrags: Pluspunkte

Criterion 1 - Relevance

- General objectives in the context of current social development and need for psychological knowledge are convincingly presented
- Preliminary need analysis is structured and illustrates well the gaps that exist in each partner countries as well as partner institutions
- Sufficiently clear how the project will address academic, societal and labour market needs
- Strategy to foster excellence and innovation is adequate in relation to partner institutions
- Strategy to increase attractiveness, integration and internationalisation is properly addressed and well connected to EC policies and priorities



SPOT KPI Matrix

Primary Objective (PO): Implementing a fully integrated international psychology curriculum

PO1: Establish joint/multiple degree policy and accredit the programme

- Indicator (a): Joint/multiple degree policy established / Base Line: no / Target Value: yes
- Indicator (b): Programme successfully accredited / Base Line: no / Target Value: yes
- Measurement Methods: Consortial agreement; accreditation certificate(s)

PO2: Improve access to high quality education for students with fewer opportunities

- Indicator: Percentage of students with fewer opportunities / Base Line: Percentage of students with fewer opportunities in the first cohort of the SPOT programme / Target Value: An increase of 5% of students with fewer opportunities have been enrolled in the second cohort
- Measurement Methods (in accordance with EU definition for fewer opportunities): First semester survey; other surveys or indicator reports

General Objective 1 (GO 1): Attracting excellent students to fill a gap in the labour market

GO 1.1: Enrolled students meet the admission criteria of excellence increasingly

- Indicator: Percentage of excellent students enrolled (= undergraduate GPA of ECTS-Grade A): 30% / Base Line: First cohort target value 20% / Target Value: Second cohort 25%
- Measurement Methods: Enrolment statistics

EU Policy Objectives Indicators

Priority 1 (EU P1): A European Green Deal

EU P1.1: Environmental and sustainability issues from a psychological point of view are learning contents

- Indicator: Assessment by students, planned contents / Base Line: Results of assessment of the first cohort, number of lectures/ seminars for the first cohort / Target Value: More positive assessments in the following cohorts: Number of lectures/ seminars with relevant content increased by 5% for the second graduate cohort
- Measurement Methods: Teaching survey, semester schedules of lectures

Evaluation des ersten Antrags: Pluspunkte

Criterion 2.1 - Quality Project Design and Implementation

- Elements of innovation reflect EC recommendations (e.g. transformative leadership)
- Application and selection processes, scholarship allocation and enrollment are adequately presented
- Measures facilitating equal and inclusive access are plausibly presented
- Appropriate joint internal and external quality assurance (QA) are in place, positive involvement of students in the process – sufficient evidence of conformity with SQAJP in the EHEA
- Financial management and arrangements are consistent with the regulations and well presented
- Risks are adequately identified with appropriate plans to mitigate them

Criterion 2.2 - Quality Partnership and Cooperation Arrangements

- Complementarity of the partner institutions is sufficiently addressed in different aspects of psychology
- Consortium composition is innovative (geographical and cultural diversity, expertise in Erasmus Mundus, size etc.)
- Management structure is properly presented with specified governing bodies and clear responsibilities
- Decision-making, communication channels and conflict mitigation are adequately addressed
- Draft of Partnership Agreement represents a valid document

Evaluation des ersten Antrags: Pluspunkte

Criterion 3 - Impact

- Impact at institutional level is sufficiently addressed
- Measures to ensure county balance via quotas sufficiently addressed
- Strategic approach to marketing measures is credibly presented and target groups for promotional activities are properly identified
- Dissemination in connection to student and alumni participation is properly addressed with appropriate dissemination activities
- Regarding sustainability there is some evidence for securing national funding and some EU-funded programmes, including value-added synergies with existing EU funding opportunities

Evaluation des ersten Antrags: Kritik & Optimierung

Criterion 1 - Relevance

- Concrete ways the proposal fits the internationalisation and modernisation strategies of partner institutions are not presented (not connected to part 2.2 and 3)
- Excellence and innovation strategy does not properly address pedagogical or organisational aspects
- Uniqueness of the project is partially demonstrated: unclear methodology and only indication of few similar programmes in Europe (not connected to part 3) and International benchmarking for the program is not presented. Facts, figures and verifiable sources are not integrated on required level
- Target groups and stakeholders are not identified as clearly as expected



Institutional Objectives by Partner improving their internationalization and modernization strategy

Indicators (I), Base Lines (B) and Target Values (TV)

Measurement Methods

UNIPD

- I: Contributing to increase the number of enrolled international students: UNIPD B: 10,8%; TV: >=15% after 4 years
- I: Increasing the average number of professors involved in international projects by 30% (Department FISPPA / B: 31.6%; / TV: 39.79%)
- I: Increasing the number of interdisciplinary publications at the departmental level by 30% (Department FISPPA / B: 23.87%; TV: 33.41%)

- Enrolment statistics
- Internal employment statistics
- Number of publications
- Mobility statistics
- Erasmus+ partnership Agreements

	EMM SPOT	Work and Organizational Psychology, Linnaeus University & Vytautas Magnus University	
Geographical structure	Germany, Portugal, Estonia, Bosnia & Herzegovina, Serbia, Italy	Sweden, Lithuania	
Single, multiple or joint	multiple	double	
Type of Degree	MAMSc	MSc	
Program Description	Training experts in transformational processes in the field of work, society and environment from a psychological, interdisciplinary and transcultural perspective	Examine how psychological factors on individual, group and organizational levels affect the ability of organizations to reach their goals	per ri de t hu ar
Interdisciplinary	yes	no	
Mandatory internship	yes, company placements	no	
Mandatory Study Abroad	yes, integrated curriculum	yes, integrated curriculum	yes
Psychodynamic approaches	yes	no	
Transformative Leadership	yes	leadership theories	
Conflict & Cooperation	yes	no	
Environmental & Social Sustainability	yes	no	
Intercultural Perspective	yes	organizations in a global world	
Qualitative Methods	yes	yes	
Quantitative Methods	yes	no	
Student Self-Directed curriculum component	Summer School, thesis	thesis	

Evaluation des ersten Antrags: Kritik & Optimierung

Criterion 2.2 Quality

Partnership and Cooperation Arrangements

- Not clear how project partners will derive specific benefits from their involvement
- Involvement of non-academic actors is too generally described without clearly defining their value-added impact
- Operational and organisational roles of the partners are not sufficiently analysed
- It is not clear that the tasks are fairly distributed across all partners
- The roles of the partners are not sufficiently differentiated and well-planned in respect to their competencies

ISCTE in Portugal was founded in 1972 as one of Portugal's first modern universities, with the central aim of studying labour and social dynamics in a rapidly changing world. It is nationally renowned and has contributed to the recognition of the department as the best department of Psychology in Portugal, according to the Times Higher Education World University Rankings: 2022. The primary goal of ISCTE is to train highly skilled professionals for the sustainable and inclusive development of societies. ISCTE has only recently started to collaborate with IPU Berlin but has already visited IPU's facilities and hosted colleagues and staff from IPU at ISCTE throughout the last two years.

Added value to the consortium: ISCTE and IPU have common research and teaching interests in developing a critical approach to psychology, specifically for people-environment relations and issues as well as developing and using qualitative research methods. There is no doubt that as part of the EMJM programme ISCTE will contribute especially to the areas of transformative leadership and environment and sustainability.

Benefit for the partner university: With its 450 international partnerships and extensive experience with several Erasmus Mundus projects as a full partner as well as coordinator, ISCTE has been one of the most instrumental partners in programme design. By adding SPOT to its portfolio, ISCTE will in turn strengthen the international and integrative dimension of its offering in social psychology and organisations. This EMJM will promote innovation in research and pedagogical methods at ISCTE, to respond more directly to current global challenges, namely through fostering collaboration between ISCTE and IPU Berlin on a critical psychosocial approach to work, health, and environmental issues and by, through collaboration with UNIPD and UNBL, further strengthening ISCTE's already internationally recognised expertise in the

Evaluation des ersten Antrags: Kritik & Optimierung

Criterion 3 Impact

- Impact at the system level is presented without proper indicators or suitable baseline (not connected to part 1)
- Qualitative and quantitative measures of the impact of promotional activities are not adequately specified
- No sufficient indicators for dissemination activities are integrated
- No quantifiable and qualitative metrics to measure the project impact
- No well-defined dissemination tools-events-resources are presented to reach out to target audiences and stakeholders
- Target groups for dissemination activities are not adequately identified



3.1.2 Impact on an institutional level

At the institutional level, participating universities will experience an enriched academic environment, a high degree of internationalisation and modernisation, increased research capacity and expanded networks, including civil society, which will strengthen their position in the global academic landscape.

Short- and medium-term impact (from 2027), inside the academia

- a) A critical review of the programmes offered by all partner universities was essential for the creation of a common curriculum. First, the relevant modules and courses offered by partners from other countries were analysed in terms of content and didactics and assessed for their usability within the SPOT programme. As a result of this process, all universities improved the quality of their own programmes and selected the highest quality courses to combine in a new common curriculum. By introducing new teaching methods, preparing for excellent mentoring of future students and, of course, evaluating their own course content, all partner universities have already contributed to the development of innovative educational strategies at an institutional level. The participating universities have shifted their focus from a more national to a more international orientation, not only in academic teaching but also in the administrative units involved, such as IT services, communication departments, study offices and finance departments. The perspective has shifted from an internal, university mindset to a more 'international' mindset. For the new curriculum to be accredited, the administrative processes

Target groups for marketing and recruitment campaigns have already been identified as follows:

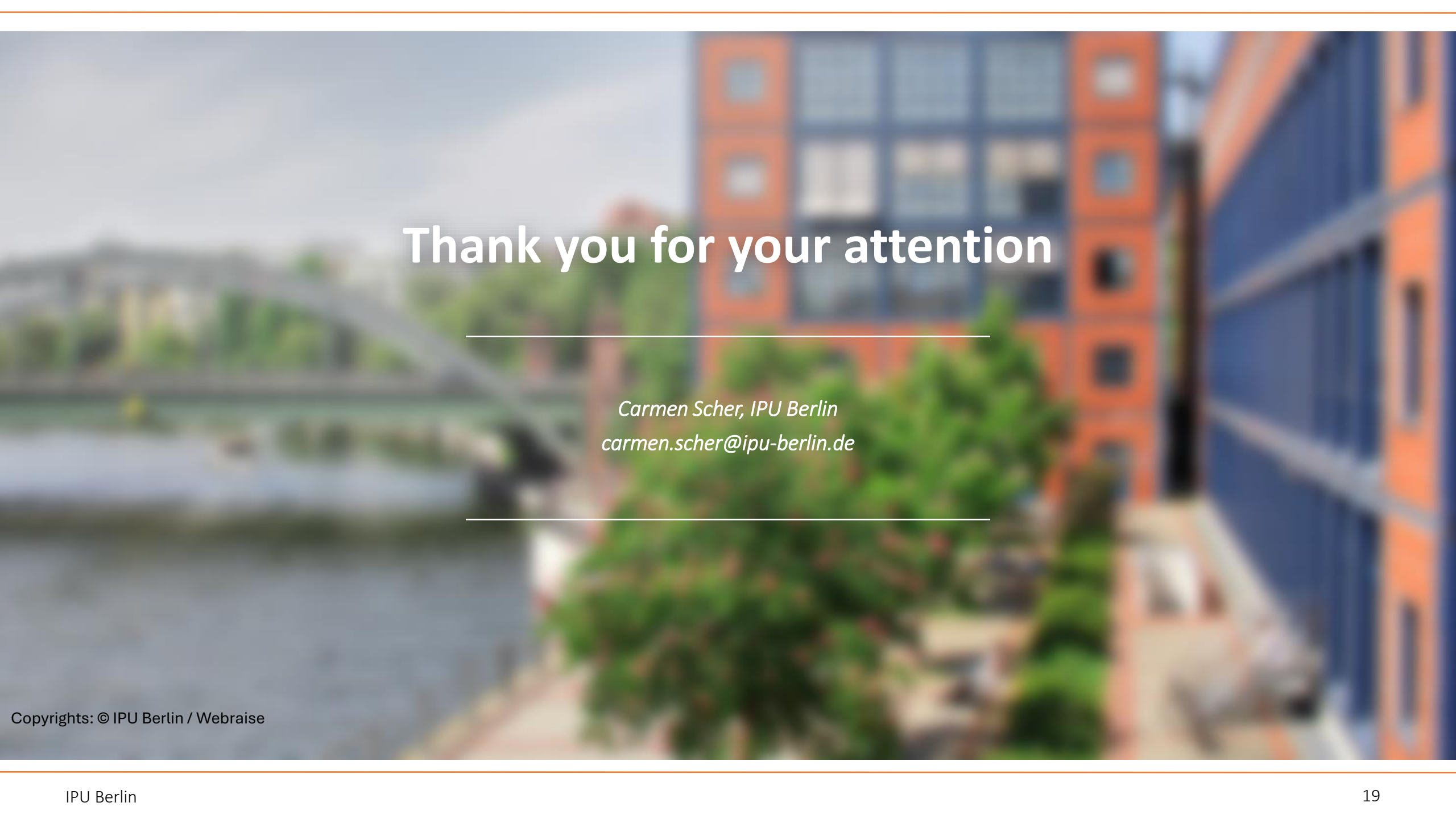
1. Outstanding students from all over the world who have either an excellent undergraduate degree or a master's degree in psychology and who wish to further their qualifications or specialise through the EMJM. In terms of geographical targets, the programme aims particularly at: a) EU applicants, for those 30 EMJM scholarships have been requested, b) 30 non-EU applicants, particularly coming from IPA and NDICI countries, for those 2 and 18 targeted scholarships have been requested respectively, c) EU and USA applicants as self-funded students.
2. Non-academic stakeholders such as NGOs or GOs who are potential employers of our graduates.
3. Academic institutions offering Bachelor programmes in psychology for recruiting excellent students.



SPOT Antragstellung: Lessons learned

- Sehr deutliche und übersichtliche Gliederung pro Kapitel erstellen: gute Mischung aus beschreibendem Text und Übersichtstabellen anbieten
- In allen Kapiteln auf andere Kapitel verweisen (z.B. siehe ausführlicher in Kap. 2.2.)
- Kapitel 1 „Relevance“ und 3 „Impact“ stark aufeinander beziehen
- Den Mehrwert für die EU an mehreren Stellen sehr deutlich darstellen, möglichst aktuelle Zitate aus beispielsweise *Policy Papers des Internationalen Hochschulbereiches und der EU* einfügen
- So konkret wie möglich über den Beitrag, Benefit, die Voraussetzungen und Ziele der Partnerunis und der nicht-akademischen Partner schreiben, statt allgemein über „das Konsortium“; insbesondere zu deren Unique Selling Points, Aufgaben für den Joint Master und ihre Verantwortung
- Eine gut gegliederte Bedarfsanalyse für das General Objective und die Specific Objectives für den akademischen und nicht-akademischen Bereich erstellen
- Partizipation von Studierenden und nicht-akademischer Partner bereits im Vorfeld der Antragstellung ermöglichen
- Für alle Punkte: Indikatoren, Indikatoren, Indikatoren konkret messbar darstellen

... und niemals aufgeben!!!



Thank you for your attention

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