



Course and Examination Regulations of Ludwigsburg University of Education for the Master program "International Education Management (INEMA) - (Master of Arts - M.A.)

22th September 2020¹

On the basis of § 8 section 5 in connection with § 34 section 1 of the State of Baden-Württemberg Higher Education Act (LHG) of 1st January 2005 (GBl. p. 1), as currently valid, the Senate of the Ludwigsburg University of Education has approved the following Study and Examination Regulations for the Master in International Educational Management at its session of 23th of July 2020.

The Study and Examination Regulations have been approved by the Rector of the University of Education Ludwigsburg according to § 34 section 1, sentence 3 of the LHG on the 22th of September 2020.

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Preamble

Ludwigsburg University of Education and Helwan University have issued the following Course Regulations and Examination Regulations for the joint Master of Arts program of International Education Management, which are hereby promulgated.

A: Course Regulations

§ 1 General Goals of the Program

The purpose of the Master of Arts program of International Education Management is to aid students in the acquisition of the requisite knowledge, abilities and methods common to international education management that will enable them to contribute to scientific research, critically assess work in the field and act in a responsible manner in the context of the growing international integration of the profession. In view of the international orientation of this program, the training of education managers is tailored to the globalization of markets. The program aims to provide competences for dealing with cross-cultural challenges in education management. It equips participants with equitable ways of leadership-awareness as well as strategies and operational know-how to realize visions and abilities needed to lead teams and staff to specific goals which result from the reform processes. It enables them to take responsibility, to adopt innovative ideas for modern education processes, set up strategies and structures as well as implement quality development. Focusing on cross-cultural and sector-specific learning transfer induces relevance, as a guiding principle of the program. Individual learning-transfer management integrates issues of professional jobs in the learning process in order to meet the challenges and needs of the relevant sector. The transfer of knowledge into practical competences and vice versa is achieved by bringing real-life problems into training discussions which are then led to solutions. The participants import new knowledge into their own fields of educational or management practice. Scientifically founded theories are integrated in this practical approach.

§ 2 Admission to the Program

- (1) The applicants must fulfil the following admission criteria:

¹ Die nachfolgend aufgeführte Änderung ist in die Fassung eingearbeitet:
Erste Änderung vom 12.11.2021 (Amtliche Bekanntmachungen der PH LB Nr. 49/2021, S. 105), in Kraft getreten am 13.11.2021.

- Qualifying university degree (bachelor's or equivalent) with a final grade equivalent of 2.5 or higher at an accredited university provided this degree is recognized as comparable by the Examination Committee,
 - two years of related career experience,
 - English skills at an advanced level.
(For more details see the Admission Regulations)
- (2) During the program the students have to be enrolled at Helwan University and at Ludwigsburg University of Education.

§ 3 Standard Duration of the Program

The total duration of the program will be three academic years. The compulsory modules – including the attendance phases and the corresponding examinations – are concentrated into two academic years.

§ 4 ECTS Credits

- (1) The degree program and examinations are based on the European Credit Transfer and Accumulation System (ECTS). ECTS credits serve as a system to categorize, calculate and confirm the amount of work a student has invested. They are a quantitative indicator of a student's workload. One ECTS credit corresponds to 30 hours of work.
- (2) The students have to gain 120 ECTS credits until the end of the program. (See § 29.)
- (3) Typically, up to 19 ECTS credits are awarded for the semester. This does not include the 30 ECTS credits for practical professional experience pursuant to the recognition process.

§ 5 General Structure of the Program

- (1) The part-time Master of Arts program is structured as a blended learning program. It is conceptualized as an extra-occupational course that allows participants to continue with their profession.
- (2) Two attendance phases per semester are offered: one at Ludwigsburg University, one at Helwan University. The duration of each attendance phase will be nine or ten days. An e-learning platform is used for the preparation of attendance phases, for re-working, for communication amongst students and lecturers, and for study packages.
- (3) All course units of the program are modular. A module comprises a block of thematically organized and sequentially coordinated instructional units (blended learning units, seminars, lectures, practice materials and so on) to which a pre-determined number of ECTS credits are assigned which relate to module workloads. An ECTS number, based upon a conversion formula explained in Annex 1, represents the hours a student can be expected to expend on completing a module. The goals and contents of the instructional units are recorded in writing in the Module Handbook that can be modified at the suggestion of the Examination Committee if the need arises. The ECTS credits themselves do not imply a qualitative evaluation of a student's performance. All graded modules entail continuous assessment examinations, and the grades received in them make up the student's final grade.
- (4) In the Module Handbook (see Annex 1) the constituents of the program are structured in such a way

that the program can be completed within the standard duration.

§ 6 Projects

- (1) Projects will enable students to develop managerial competence and to become acquainted with tools of project management and their application in institutions of education.
- (2) The projects represent independent solutions to tasks or problems by a group usually consisting of more than two students.
- (3) A project must be registered in accordance with the procedure defined in the 'Examination Regulations' (see below §§ 19 and 20). The precise definition of the topic to be treated in the project must be formulated in writing by the students' project adviser.

§ 7 Professional Experience and Internship

- (1) The admission to the Master's program contains a recognition procedure that has accepted the previous professional experience of at least two years as corresponding to the requirements of the Master's program.
- (2) During the Master's program an internship of 120 hours must be completed. The internship is a part of the program.
- (3) The Institutes responsible at both universities advise and support the students in their choice of an appropriate internship to be completed during their studies.
- (4) A previously completed internship relevant for the chosen subject or the documentation of an equivalent activity can, following a detailed written application, be accepted by the Examination Committee as an internship.

§ 8 Coaching

Coaching is a part of the program. It aims to help develop the personality of future executives and as well as their personal goals, abilities, attitudes and perspectives.

§ 9 Contents of the Master's Program

The program contains the following study fields and modules:

Study Field A

Module A1: Educational Management and Leadership
Module A2: Human Resource Management
Module A3: Communication and Teambuilding
Module A4: Strategic Management

Study Field B

Module B1: Cost Management, Budgeting and Controlling
Module B2: Education Marketing
Module B3: Curriculum Development
Module B4: Development Cooperation in Education

Study Field C

Module C1: Management of Technologies in Education
Module C2: Quality Management and Organizational Development
Module C3: Educational Systems and Capacity Building
Module C4: Cross-Cultural Competencies

Study Field D

Module D1: Master's Thesis (see § 26)
Module D2: Oral Examination (see § 26)

Study Field E
Module E1: Coaching
Module E2: Project Management
Module E3: Scientific Writing
Module E4: Internship

(For more details see Annex 1.)

§ 10 Language of Instruction

The language of instruction is English.

§ 11 Recognition of Previous Academic Work (Course Unit Credits and Examination Credits)

- (1) Course unit credits and examination credits gained in other academic programs at Ludwigsburg University of Education or at Helwan University or at other universities within the Federal Republic of Germany or the Republic of Egypt will be recognized if equivalency is established.
- (2) Course unit credits and examination credits acquired at an institution of higher education not covered by § 11 (1) shall be recognized upon application if equivalency is established. Equivalency is established if course unit credits and examination credits fundamentally correspond in content, scope and academic standards to those in the corresponding curriculum of the Master's program. Here a point-for-point comparison should not be undertaken but rather an appraisal and evaluation of the whole program. For the procedure of establishing equivalency of course unit credits and examination credits at institutions of higher education not covered by § 11 (1), the equivalency agreements signed by the Standing Conference of the German Ministers of Education and Cultural Affairs and the German Rectors' Conference are to be observed. Equivalency of course unit credits and examination credits at institutions of higher education not covered by § 11 (1) can normally be established when they have been acquired in the framework of an exchange program in which the responsible Institutes of Ludwigsburg University or Helwan University participate. This is valid for all mobility programs for which agreements for University partnerships exist. In addition, in cases where doubt as to equivalency occurs, the International Offices of both Universities can be consulted.
- (3) Responsibility for recognizing credits as defined in clause (1) above rests with the Examination Committee. Should doubts as to equivalency arise, specialists in the relevant fields must be consulted.
- (4) When course unit credits and examination credits are recognized, the grades, insofar as the grading systems are comparable, are to be accepted and, consequently, the corresponding ETCS credits awarded. These grades are to be averaged into the course unit grade, the module grade, and the final grade. However, when the grading systems are not comparable, the notation 'passed' shall be used. This evaluation shall not be used in calculating the respective module grade nor shall it be averaged into the final grade. The recognition shall be entered into the Certificate as a footnote.

B Examination Regulations

I. General Regulations

§ 12 Master of Arts Examination

- (1) The Master of Arts examination consists of continuous assessment examinations as described in § 18 and the Master's thesis concluding the program as described in § 26.
- (2) A Master of Arts degree is attained when these requirements have been met successfully.

§ 13 Examination Committee

- (1) The Examination Committee consists of eight members, four of whom are members of Ludwigsburg University and four of whom are members of Helwan University. The Chairperson, the Vice-Chairperson and at least two additional members shall belong to the group of professors; the other members will belong to the academic staff. All members will be chosen by the responsible faculties of the two universities. With the exception of the Chairperson and the Vice-Chairperson, substitutes for all members of the Examination Committee will be nominated. The term of office is three years. Re-election is possible. The nomination of the members and their substitutes is designed to ensure parity for both universities.
- (2) The Examination Committee ensures that the provisions of the Examination Regulations are adhered to and is responsible for the proper supervision of examinations. The Examination Committee decides on a student's eligibility to sit examinations and on the recognition of course unit credits and examination credits as defined in § 11. It is especially responsible for adjudicating matters in which appeals are lodged against decisions made in the course of examinations. The Committee has the right to suggest modifications to the Examination Regulations and the programs and publish the breakdown of examination results.
- (3) In all normal cases the Examination Committee can delegate its duties to the Chairperson or the Vice-Chairperson; however, such authority does not apply to the establishment of joint procedural rules and decisions taken on appeals.
- (4) The Chairperson convenes the Examination Committee. She or he must do so when it is demanded by one member of the Examination Committee or by the Dean of one of the responsible faculties.
- (5) The Examination Committee is quorate when four members including the Chairperson or the Vice-Chairperson are present. Resolutions are passed with a simple majority vote. In the case of a tie vote, the final decision is taken by the Chairperson.
- (6) The members of the Examination Committee have the right to be present at examinations.
- (7) The meetings of the Examination Committee are not public. Its members and their substitutes are bound by an oath of confidentiality. If, because of a contractual obligation accruing to the status of civil servants or the like, they are not already bound by such an oath, the Chairperson of the Examination Committee will require them to comply with this obligation.

- (8) The Examination Committee rules on the recognition of internship activities as well as on appeals lodged against such decisions. It is also possible to delegate recognition of internship activities to an Internship Office.
- (9) The Examination Committee shall cooperate with the relevant Examination Office in the respective organization and implementation of examinations in the Master's program.

§ 14 Examiners and Assessors

- (1) Eligibility as an examiner or assessor is restricted to professors, visiting professors, academic staff who have completed their doctorate as well as academic staff who possess at least a Master's degree or an equivalent degree and have taught course units in the subject being tested. The first examiner or assessor must be a member of one of the two universities.
- (2) The Examination Committee appoints the examiners and assessors. It can delegate this function to the Chairperson. Normally, examiners will be members of the teaching staff in conformity with clause (1), sentence 1 above, who have taught in the area comprising the examination subjects. Exemptions must be approved by the Examination Committee if a qualified examiner as defined in sentence 3 is not available. In the case of compulsory core course units taught by visiting professors or other visiting teaching staff, the member of staff who regularly offers these course units shall be appointed examiner for resit examinations.
- (3) Examiners work independently in their function as examiners. They are responsible for the drafting and the implementation of the examinations. They determine and announce the aids that students may use when taking examinations. In organizational matters (the scheduling of dates, places and invigilation of the examinations) the examiners work closely with the Examination Committee and the Examination Office.
- (4) Students may propose the first examiner or adviser for their Master's thesis. These proposals should where possible be taken into consideration. The proposals do not, however, constitute a legal right.

§ 15 Examination Assessments (Grades)

- (1) Grades for the individual course unit assessments are assigned by the appropriate examiners. For this assessment the following ECTS grades will be used:
 - 1 = very good = a superior performance
 - 2 = good = a better than average performance
 - 3 = satisfactory = an average performance
 - 4 = sufficient = a flawed but still acceptable performance
 - 5 = insufficient = a seriously flawed, unacceptable performance
 Lowering or raising individual grades by 0.3 results in a more precise grade in the range between 1.0 and 4.0.
- (2) If a continuous assessment examination is evaluated by more than one examiner, then the examiners agree on a joint grade. If this is not possible, the grades shall be calculated from the arithmetic average of the individual grades. The grades shall be

calculated to the first two decimal places; all additional decimal places shall be disregarded. The grading scale is as follows:

very good = an average of and including 1.5
 good = an average of 1.6 to and including 2.5
 satisfactory = an average of 2.6 to and including 3.5
 sufficient = an average of 3.6 to and including 4.0
 insufficient = an average of 4.1 and below.

- (3) A continuous assessment examination has been passed when it has been awarded the grade of 'sufficient = 4.0' or higher. A continuous assessment examination has been failed if it has been given a grade of 'insufficient = 5.0'. It has definitively been failed if it has been given a grade of 'insufficient = 5.0' and all the possibilities to repeat it as defined in § 21 have been exhausted.
- (4) Examinations which are irrelevant for the final grade are evaluated with either a 'pass' or 'fail'.

§ 16 Absence, Withdrawal, Deception, Statutory Violations

- (1) A test or examination is deemed 'insufficient' (5.0) if a student fails, without previous notification, to appear at a test for which her or his name has been entered or if she or he withdraws with insufficient justification from an examination after it has begun. The same applies to examinations that are not submitted within the designated time.
- (2) Should a student be prevented by illness from sitting an examination and has documented this incapacity by means of a medical certificate, then her or his absence at the examination shall not be deemed a fail. In such a case she or he shall take the examination at the next available opportunity. The medical certificate must be presented to the Examination Committee without delay, at the latest within three working days following the date of the examination. Pursuant to the reasons for the non-participation in examinations or for the non-compliance with other examination deadlines according to (1), a student's illness or that of a child for whose care she or he bears the chief responsibility is deemed equally applicable. In the cases of recurrence or doubt special requirements can be imposed on a candidate.
- (3) Should a student attempt to influence her or his results by deception, including plagiarism, or the use of impermissible auxiliary aids, then the resulting work shall receive the grade of 'insufficient' (5.0). This determination shall be made by the respective examiner or assessor and officially recorded. A student who disturbs the ordinary course of an examination can be excluded from further participation in the examination by the responsible examiner or invigilator; in such a case the resulting work shall receive the grade of 'insufficient' (5.0). In serious cases the Examination Committee can exclude the student from additional examinations.
- (4) The student so implicated can demand, within fourteen days following the examination date, that the decisions taken according to clause (3) be reviewed by the Examination Committee. The decisions made by the Examination Committee affecting the student, the reasons for making them and an explanation of legal remedies must be communicated in writing to the student.

- (5) The Examination Committee can require and administer a student's declaration in lieu of an oath that her or his performance on the examination has been accomplished independently and without the use of inadmissible external help. Whoever willfully a) incorrectly makes a declaration in lieu of an oath in the sense specified in sentence 1 or b) commits or undertakes a deception in the sense specified in clause (4) acts improperly. In the event of several or otherwise serious attempts to deceive, the examinee can be expelled from the University.

§ 17 Students in Special Circumstances

- (1) For disabled students with special examination needs the Examination Committee, upon receipt of a student's application, shall make special and fair examination arrangements that take into consideration the student's individual disabilities.
- (2) For students to whom the protection clauses corresponding to §§ 3, 4, 6 and 8 of the Maternity Protection Act apply or for whom the periods of time of the Federal Law on Child Raising Allowance and Leave are in effect, the Examination Committee, upon receipt of an application, will arrange special examination concessions to the rules stipulated in these Examination Regulations that conform to the individual needs of such students.
- (3) In cases where students nurse or take care of spouses, registered life partners, direct descendants, in-laws of the first degree and when the dependent person is in need of nursing or intensive care, the Examination Committee, upon application of a student so affected, will modify those deadlines stipulated in the Examination Regulations to accommodate the student adversely affected with respect to her or his responsibility for care.

II Continuous Assessment Examinations

§ 18 Continuous Assessment Examinations

- (1) In the continuous assessment examinations concluding each study field of the program, students must demonstrate their ability, during the time provided and using the allowed auxiliary aids and the established scientific methodology, to comprehend, analyze and solve a variety of problems and questions posed within the areas of their studies.
- (2) With the exception of the Master's thesis (see. § 19 below) all examinations are assessed continuously. The subject of each examination is the contents of the respective module: e.g. blended learning units, lectures, exercises, and so on.
- (3) The continuous assessment examination requirements can be satisfied
1. in written form or
 2. in oral form or
 3. as a lecture or
 4. as an oral report or
 5. as a combination of the forms in 1. to 4.
- Examinations can be conducted completely or partially in electronic form. At the beginning of every module students are to be informed of the form and the duration of the examination that will conclude the module. The form and the duration will be determined by the examiner and apply to all candidates uniformly.
- (4) The Examination Committee is responsible for the organization of the examinations.

§ 19 Module Grades

- (1) A module has been completed when all the continuous assessment examinations for course units comprising the module have been passed. When a module has been successfully completed, the requisite ECTS credits will be entered into the student's Credit Account.
- (2) The grades for modules requiring grades are calculated from the arithmetic mean of the continuous assessment examinations for course units making up the module. For this purpose the ECTS credits assigned to a successfully concluded course unit are multiplied by the grade points (1.0 to 4.0) achieved in passing the continuous assessment test, yielding a certain number of credit points. The sum of all the credit points achieved within a module divided by the sum of all the ECTS credits in the module results in the grade point average (GPA) of a module. In this calculation only the first two decimal places are relevant; all other decimal places are to be disregarded.

§ 20 Organization of the Examinations, Registration and Deregistration

- (1) Continuous assessment examinations demonstrate an immediate confirmation of the successful completion of a module and of the acquisition of the knowledge and skills taught therein. These examinations demonstrate a student's understanding of the module material and its interrelationships with other basic concepts.
- (2) Continuing assessment tests are given at the latest in the semester break following the semester in which the course units they assess are taught. The test dates shall be announced in due time.
- (3) For every test required in the program students are required to register during the period of registration and in the form determined by the Examination Committee. It may grant exceptions. The cancellation of the registration for an examination can be done in a manner also determined by the Examination Committee within the period of deregistration, which ends two weeks prior to the date of the examination.
- (4) Continuous assessment tests are normally held in English. Exceptions must be granted by the Examination Committee.
- (5) If a supplementary oral examination accompanies a written examination (in compliance with § 22) the date of the oral examination shall be arranged by the examiner and the students, and the Examination Committee notified. The period of time between the announcement of the grades for a written examination and the date for an oral examination shall normally be at least seven days, but shall not exceed four weeks.
- (6) If a student submits valid medical documentation that convincingly demonstrates his or her lengthy or chronic incapacity to sit an examination in the prescribed manner or in the prescribed scope, the Chairperson of the Examination Committee may grant this student, upon her or his application, the opportunity to present comparable work in another form.

§ 21 Written Examinations

- (1) On the written examinations candidates must demonstrate, within the specified time limitations, that on the basis of a broad knowledge and with the help of auxiliary aids, they can identify a problem from the area being examined and with a sophisticated understanding of the applicable methods of their field apply independent ideas and means to finding a solution. Written examinations are to have a duration of between one and two hours. Exceptions have to be approved by the Examination Committee.
- (2) Every written examination will be evaluated according to the grading scale in § 15. The grades are the result of the arithmetic average of the individual evaluations in accordance with § 15 clause 2. The criteria for the grading should be made clear. Students should have the opportunity to examine their examinations after they have been graded. The Examination Committee shall decide on additional matters.
- (3) The last resit examination should be graded by two examiners according the grading scale in § 15. Only in extreme circumstances and with the permission of the Examination Committee can this regulation be deviated from; the circumstances are to be officially documented.
- (4) The grading process shall normally not exceed four weeks. Deviations from this regulation are permitted only in extreme circumstances, and the reasons are to be documented. The grade assigned to a written examination is to be communicated in writing to the Examination Committee immediately after the grades are determined.

§ 22 Oral Examinations

- (1) During an oral examination, students should demonstrate their ability to recognize interrelationships in the area being examined and to be capable of dealing with particular problems arising in these contexts. Moreover, the oral examination should additionally establish that candidates have mastered the proposed educational goals in the modules.
- (2) Oral examinations normally involve the testing of an individual or a group by two examiners or by one examiner in the presence of an assessor. Prior to the assigning of the grade as defined in § 15, clause 1, the assessor must be consulted. A third examiner might be included if the international aspect is required in the Master's oral examination (see § 26, paragraph 9).
- (3) Oral examinations should last between 15 and 60 minutes. The time devoted to the examination should be commensurate with the number of ECTS credits to be awarded for the module being tested.
- (4) The main points covered in an oral examination and the results are to be recorded in minutes to the oral examination. At the conclusion of the oral examination, a student is to be informed of the grade awarded. The grade for any oral examination must be communicated in writing to the Examination Committee immediately after, but within one week at the latest following, the date of the examination.

- (5) Students who wish to take the equivalent oral examination at a later date are allowed, space permitting, to observe the proceedings prior to their own oral examination, unless the student being examined objects. However, this permission does not extend to the discussion or announcement of the examination results.

§ 23 Homework, Minutes, Lectures, Reports

The regulations governing homework, minutes, lectures and reports as well as other types of examinations are determined by the Examination Committee. For homework and minutes the regulations for the written examination apply correspondingly with the exception that the grading by one examiner is sufficient. Lectures or oral reports are to be given following more precise regulations laid down by the examiner and will be graded only by this person.

§ 24 Resit Examinations

- (1) Continuous assessment examinations that have once been passed may not be repeated. The Examination Committee can make exceptions. Students will be notified about tests that have definitively been failed and provided with information on legal remedies available.
- (2) Continuous assessment examinations that have not been passed or are regarded as not having been passed can be repeated.
- (3) For the resit opportunity of a continuous assessment examination, the student must sit the next available scheduled examination. The Examination Committee must guarantee that each continuous assessment examination must be made available within the following semester. If there are no justifiable grounds for a student's failure to observe the time limitations, she or he shall lose the right to resit the examination.
- (4) If the student achieves a grade of lower than 4.0 on the resit opportunity for a written continuous assessment examination, then the student must be allowed to take a supplementary viva for the same course unit for which the written examination received a failing grade before a failing grade is given.

§ 25 Supplementary Oral Examinations

- (1) A supplementary oral examination in the event of a failed written continuous assessment examination (as mentioned in § 24, clause 4) enables students to demonstrate orally that they have, in fact, mastered the essentials taught in the course unit whose written examination they failed.
- (2) The supplementary oral examination should be taken in the same continuous assessment examination period in which the written examination occurred. At the same time as the results of the written test are made known, prompt scheduling for the registration and conducting of the supplementary oral examination will be published.
- (3) Based on the result of a supplementary oral examination, the continuous assessment examination is graded either as 'sufficient' (4.0) or 'insufficient' (5.0). The student is to be told the result of the oral examination immediately after the examination

III Master's Thesis and Master's Degree

§ 26 Master's Thesis

- (1) The Master's thesis is the part of the examination procedure that concludes the academic education in the program. The purpose of the thesis is to demonstrate, by the student's use of recognized scientific methods, that she or he is capable within a prescribed period of time of dealing independently with a problem of a theoretical or applied nature. An oral examination is also part of the examination.
- (2) Permission to begin work on a Master's thesis shall be extended only to those candidates who have
 1. accumulated at least 54 ECTS credits (excluding credits recognized through the practical professional experience)
 2. satisfied the obligatory conditions, where necessary, set out in § 2.
 The thesis can be commenced only when the continuous assessment examinations of the study fields A and B have been passed (see § 9). Prior to registration the precise formulation of the thesis topic is to be formulated in writing by the adviser.
- (3) The Master's thesis is normally proposed and supervised by a professor, a tenured member of the academic staff, or a member of the academic staff authorized to examine students independently, or a visiting professor or a visiting member of the academic staff who teaches subjects in the program. The student has the right to propose a thesis topic. If the Master's thesis is to be done in another department of the University or at an institution outside of the University, the Examination Committee must approve this undertaking. In response to an application by a student, the Chairperson of the Examination Committee is responsible for ensuring that she or he be provided in reasonable time with a topic for the Master's thesis. The date of the issue of the topic for the Master's thesis is to be officially recorded by the Chairman of the Examination Committee issuing the topic.
- (4) The time normally devoted to the Master's thesis is five months. In exceptional cases and in response to a written application to the Chairperson of the Examination Committee by the student at least two weeks before the expiration of the deadline, this period can be extended by up to six weeks. The topic and the purpose statement of the thesis have to be of such a nature that the prescribed deadline for the project can be met. The topic can be changed only once and only within the first month following the date of issue of the topic.
- (5) The Master's thesis can in adequately substantiated cases be completed as a group project when the test performance under examination for each student is so clearly demarcated by means of the identification of sections or pages or other objective criteria that the evaluation of the individual contributions can be made and the requirements in clause (1) fulfilled.
- (6) The Master's thesis, normally of 40 to 60 pages, must be drafted in English and submitted to the Examination Committee in triplicate, printed and bound in A4 or Letter format, on or before the dead-

line. Significant detailed results can, where applicable, be summarized in an annex. When submitting the Master's thesis, students must guarantee in writing that they alone wrote the dissertation or, in the case of a joint project, their own part of the dissertation, and used no other sources or auxiliary aids than those acknowledged and no quotations other than those cited. The date of submission should be registered officially. Should the Master's thesis not be submitted on time, it shall be graded as 'Insufficient' (5.0).

- (7) The Master's thesis is normally to be graded, and the grade justified, by two examiners; the first examiner (adviser) should be the member of staff who proposed the topic of the dissertation. Exceptions to this rule must be approved by the Examination Committee. The Examination Committee appoints the second examiner. At least one of the examiners has to be a member of one of the responsible faculties. The individual grading is to be carried out in conformity with the grading scale in § 15, clause 1. The grade on the Master's thesis is an arithmetic average of the two examiners' grades as long as the difference is not more than 2.0. When, however, any difference is greater than 2.0, the Examination Committee shall appoint a third examiner to grade the Master's thesis. In this case the grade shall be computed by averaging the two best grades. However, the Master's thesis can be graded as 'sufficient' (4.0) or better only when at least two grades are 'sufficient' (4.0) or better.
- (8) The time spent grading the dissertation normally is not to exceed six weeks. Only in extreme circumstances are deviations from this regulation acceptable; the reasons must be documented. The grade on the Master's thesis must be communicated in writing to the Examination Committee directly after the grade has been determined.
- (9) The oral Master's examination can be extended to other topics than that of the Master's thesis. The candidate has the possibility to propose a plan of further research and/or two topics from the contents of the program (see § 8). The oral Master's examination is organized in line with § 22.

§ 27 Resubmission of the Master's thesis

- (1) A Master's thesis receiving a grade of '4.0' or better may not be resubmitted. The Examination Committee shall determine any exceptions.
- (2) A Master's thesis that has not been passed can be resubmitted once with the issuing of a new topic.

§ 28 Final Grades for the Master of Arts Degree

- (1) The final grade for the Master of Arts degree is calculated and expressed as a grade point average (GPA). In the calculation of this final grade point average only the first two decimal places are relevant; all other decimal places are to be disregarded.
- (2) The grades of the successfully completed continuous assessment examinations correspond to 72 % of the final grade point average. The grade of each study field A, B, C and E corresponds to 18 % of the final grade point average.
- (3) The grade of the Master's thesis corresponds to 28 % of the final grade point average. The grade of the

thesis itself corresponds to 18 %, that of the oral Master's examination to 10 %.

- (4) If the GPA for the Master's degree is 1.4 or better, the notation 'Passed with Distinction' ('cum laude') will be entered on the Certificate and/or Diploma Supplement.

§ 29 Qualification and Non-Qualification for a Master of Arts Degree

- (1) A Master of Arts degree has been attained when
 1. all the continuous assessment examinations in accordance with § 18 and the existing conditions governing the chosen subject as enumerated in the annexes to these Examination Regulations and
 2. the Master's thesis including the oral Master's examination as described in § 26 have been successfully completed and 120 ECTS credits accumulated.
- (2) A Master of Arts degree has definitively not been attained when one of the requisite examination requirements specified in clause (1), nos. 1 and 2, has not been met and a repetition of the requirement is not possible.
- (3) When a Master of Arts degree has definitively not been attained, the Examination Committee, upon receipt of an application from the student so affected and of the appropriate documentation, as well as of the certificate notifying exmatriculation from the university, shall certify the failure to qualify for a Master's degree and specify the tests passed, their grades and the ECTS credits accumulated.

§ 30 Master's Certificate and Diploma Supplement

- (1) When the student has passed all the requirements leading to the Master of Arts degree, she or he shall receive a Certificate that contains the following information:
 - name of the Universities and designation of the faculties
 - surname, first name, date and place of birth of the student
 - designation of the program and details of the standard duration of study
 - designations of and grades earned for passed modules with the ECTS credits acquired and the prescribed ECTS grades
 - designations and grades of the passed continuous assessment examinations with the ECTS credits earned
 - the topic of and the grade received for the Master's thesis, the ECTS credits earned and the prescribed ECTS grade
 - the final grade for the degree, the total ECTS credits earned and the prescribed ECTS grade
 - the amount of time required to complete the degree
 - upon application of the student the results, where applicable, of the examinations taken in the additional disciplines
 - the date on which the last continuous assessment examination was passed
 - the signatures of the Chairperson of the responsible Examination Committee and the relevant Deans of the respective Faculties or the Vice Presidents for Postgraduate Studies and Research and
 - the seals of both Universities.

The Certificate bears the date on which the last continuous assessment examination in the program was passed.

- (2) Together with the Certificate the graduate also receives a Diploma Supplement from the Universities. Besides personal data and general information about the degree, the name and location of the Universities granting the degree, the degree program, the Supplement also includes detailed information about modules and examination credits, as well as the corresponding grades and the ECTS credits earned. The Diploma Supplement shall bear the same date as that of the Certificate.
- (3) The Certificate in accordance with clause 1 and the Diploma Supplement in accordance with clause 2 shall be issued in English.

§ 31 Master of Arts Diploma

- (1) Upon receiving the Certificate and the Diploma Supplement, the graduate shall receive a Diploma bearing the same date as that of the Certificate. The Diploma shall certify the awarding of a Master of Arts degree. The Diploma shall bear the signatures of the Chairperson of the Examination Committee and the Rectors of both Universities and the seal of the Universities.

IV. Final and Transitional Regulations

§ 32 Invalid Master's Degree; Nullification of the Master's Degree

- (1) Should a student have been guilty of practicing deception on a continuous assessment examination and should this information become known only after the issuance of the Master's Certificate, the Examination Committee can retroactively amend the grades for the examination results achieved by means of deception and declare the examination totally or partially failed.
- (2) If the conditions for the eligibility for an examination have not been fulfilled and—assuming that the student is innocent of deception—should this circumstance become known only after the issuance of the Master's Certificate, this deficit can be remedied by the student's passing the examination. If the eligibility was intentionally and unjustly obtained, the Examination Committee shall decide upon the legal consequences.
- (3) Before any decision is made the student in question must be heard.
- (4) All incorrect continuous assessment examination documents are to be collected and if necessary re-issued. A decision pursuant to clauses (1) and (2), sentence 2, is not possible once five years following the issuance of the examination documents have elapsed.
- (5) If the examination in its entirety has been declared as not passed, then the granted degree is to be invalidated and the issued Diploma confiscated.

§ 33 Access to Examination Records

- (1) After completion of individual continuous assessment examinations, students shall upon application be granted access to their written examination results.

- (2) The continuous assessment examination records consist of
- a) a card that contains at least the following entries:
 - surname, first name, matriculation number, place and date of birth
 - Master's program
 - commencement of studies (date)
 - examination papers
 - examination qualifications
 - dates of registration
 - Diploma Supplement
 - title of Master's thesis
 - date of completion of degree
 - date of the Certificate and the Diploma
 - b) copy of the Certificate and Master of Arts Diploma
 - c) written examinations/minutes of oral examinations
- The examination records can be maintained electronically.

§ 34 Enactment and Publication

These Examination Regulations shall come into force on the day after their publication by Ludwigsburg University and Helwan University.

Notes on entry into force:

First amendment of November 12, 2021 (Official Announcement of the PH LB No. 49/2021, page 105), entered into force on November 13, 2021.

Ludwigsburg, 22th September 2020

Prof. Dr. Martin Fix (Rector)

Master of Arts in International Education Management

Module Handbook

Updated 28th July 2021

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Study Schedule, ECTS-Points and Assessment

| Module | | CP | Sem. 1 | Sem. 2 | Sem. 3 | Sem. 4 | Sem. 5 | Sem. 6 |
|---------------------------|---|---------------------------|--------------------------|--------------------------|--------------------------|-----------|--------------------------|--------------------------|
| Study Field A | | | | | | | | |
| A1 | Educational Management and Leadership | 4 | 4 | | | | | |
| A2 | Human Resource Management | 4 | 4 | | | | | |
| A3 | Communication and Teambuilding | 4 | 4 | | | | | |
| A4 | Strategic Management | 4 | 4 | | | | | |
| AA | Assessment A: Scientific Paper (15 pages)* | | AA | | | | | |
| Study Field B | | | | | | | | |
| B1 | Cost Management, Budgeting and Controlling | 4 | | 4 | | | | |
| B2 | Education Marketing | 4 | | 4 | | | | |
| B3 | Curriculum Development | 4 | | 4 | | | | |
| B4 | Development Cooperation in Education | 4 | | 4 | | | | |
| BA | Assessment B: Written Test (2 hours)* | | | BA | | | | |
| Study Field C | | | | | | | | |
| C1 | Management of Technologies in Education | 4 | | | 4 | | | |
| C2 | Quality Management and Organizational Development | 4 | | | 4 | | | |
| C3 | Educational Systems and Capacity Building | 4 | | | 4 | | | |
| C4 | Cross-Cultural Competencies | 4 | | | 4 | | | |
| CA | Assessment C: Scientific Paper (15 pages) taken out of the topics of B and C* | | | | CA | | | |
| D1 | Master's Thesis | 22 | | | | 3 | 11 | 8 |
| D2 | Oral Examination | 3 | | | | | | 3 |
| Study Field E | | | | | | | | |
| E1 | Coaching | 4 | 1** | 1** | 1** | 1** | | |
| E2 | Project Management | 4 | 1** | 1** | 1** | 1** | | |
| E3 | Scientific Writing | 4 | 1** | 1** | 1** | 1** | | |
| E4 | Reflection of Professional Practice*** and Internship | (30) 5 | (6) | (6) | (6) | (6) 5 | (6) | (6) |
| EA | Assessment E: Project Documentation* | | | | | | | EA |
| Sum of ECTS Points | | 90 (120) | 19 (25) | 19 (25) | 19 (25) | 13 | 11 (16) | 11 (16) |

* The assessments AA, BA, CA, and EA can be replaced by other types of continuous examination defined in CER § 18 (3).

** Cross-sectional modules integrated into the curriculum of the first four semesters, recognition of all CP of the respective module after successful completion of the module at the end of the fourth semester.

*** 30 CP in the Reflection of Professional Practice may be credited in the first semester of the degree program.

General Information and preliminary remarks

International Education Management (INEMA) is a joint venture of the Department for Educational Leadership at Ludwigsburg University of Education, Germany, and Helwan University, Cairo, Egypt. The program is aimed at developing and providing managerial and modern leadership skills as well as competencies for cross-cultural challenges in education management and for international reform processes. Graduates receive a joint degree. In view of the international orientation of this program, the training of education managers is tailored to the globalization of markets and the needs of the participating students.

The program aims to provide competencies for dealing with cross-cultural challenges in the field of international education management. It provides participants with equitable ways of leadership-awareness as well as strategies and operational know-how to realize visions and abilities needed to lead teams and staff to specific goals which result from the reform processes. It enables them to take responsibility, to adopt innovative ideas for modern education processes, set up strategies and structures as well as implement quality development. Focusing on cross-cultural and sector-specific learning transfer induces relevance as a guiding principle of the program.

The following module charts show the modules in the study field order. They are listed in regard to the module abbreviation. All modules are compulsory for students.

Disclaimer.

While every effort has been made to ensure that the information in this handbook is correct and complete, errors may occur. Please address any comments to the respective Program directors.

Module Specifications

The Module Specifications contain the following information:

- **Title of Module, Study field, Module ID / Abbreviation**
- **Credit Points:** Received CPs/ECTS-Points for this module
- **Study semester:** Semester specification of the module
- **Attendance phase:** Details in which attendance phase the course takes place
- **Frequency of the course and Duration in semesters**
- **Enrollment Restriction**
- **Overall Student Workload:** total learning time associated with the module in hours. INEMA calculates 30 working hours/ECTS. As INEMA is a blended learning program we differentiate between an attendance phase and an online phase
- **Online phase (Preparation and Follow up) & Self-study:** Difference between overall workload and attendance phase
- **Group Size: Information on class numbers**
- **Language:** Teaching language
- **Learning outcomes:** (according to competency concepts) are further elaborated and differentiated into the following levels:
 - **Knowledge and Understanding:** Students are enabled to demonstrate a systematic understanding of the generic competencies and mastery of the skills and methods of research associated with that field.
 - **Conceptual and Procedural Skills and Competencies:** With higher demands for abstract and meta-level learning the students have to cover abilities to analyze processes and information. They have to be able to evaluate data and create and combine both thoughts and facts.
 - **Metacognition and Transfer** focuses the meta-level of learning and transfer to adjacent and cross-context contents and applications. Within academic and professional contexts, the students should be enabled to contribute to scientific, social and professional advancements.
- **Contents / Outline Syllabus:** An overview of themes/topics covered
- **Modes of Teaching and Learning / Teaching Methods:** An overview of methods used
- **Assessment(s):** Form of assessment within the module and study field. The study field assessments contribute to the final degree.
- **Criteria for award of credits**

- ***Heads of Module & Lecturers:*** Every module has “Heads” who are part of the core-staff. They are the main lecturers and they organize and are responsible for the correct implementation of the module descriptions. They can conduct the lectures or invite in- and external lecturers
- ***Additional Information:*** *Information that is important with regard to the module*

Title of Module:

Educational Management and Leadership

| | |
|---------------------------|--|
| Study field: | A |
| Module ID / Abbreviation: | A1 |
| Credit Points: | 4 |
| Study semester: | 1 |
| Attendance phase: | No 1 |
| Frequency of the course: | Annual |
| Duration: | 1 semester |
| 1 | Overall Student Workload: 120 h |
| | Enrollment Restriction: Only for enrolled INEMA-Students |
| | Attendance phase: The course is taught in a four-day seminar with 32 contact hour |
| | Online phase (Preparation and Follow up), Self-study, Application & Transfer: 88 h |
| | Group Size: 25 students |
| | Language: English |
| 2 | <p>Learning outcomes, knowledge and understanding:</p> <p>The students will be able to</p> <ul style="list-style-type: none"> • identify different theoretical concepts of educational management and educational leadership • describe generic management models • critically analyse theoretical models and empirical studies in the fields of leadership behavior, leadership dimensions and leadership styles <p>Learning outcomes, intellectual skills:</p> <p>The students will be able to</p> <ul style="list-style-type: none"> • analyze different forces affecting leadership situations • analyze cross-cultural leadership configurations |

Learning outcomes, general and transferable skills:

The students will be able to

- evaluate the applicability of management models in educational settings
 - characterize their own leadership behavior
 - develop their own leadership skills
 - develop and articulate their own stance regarding ethical questions of leadership decisions
 - evaluate leadership patterns and implications of empirical studies in regards to the conditions and demands in different educational contexts
-

3 Content:

- Management models
 - Management and leadership concepts
 - Leadership studies and management models in educational contexts
 - Leadership in cross-cultural settings
-

4 Modes of Teaching and Learning / Teaching Methods:

- Presentations
 - Case studies
 - Group work and reflecting group coaching
-

5 Assessment(s):

- Tasks module A1
 - One academic paper in studyfield A
-

6 Criteria for Award of Credits:

- Submission of all tasks
 - Active participation in the course (on- and off-line)
-

7 Heads of Module: Prof. Dr. Susan Harris-Huemmert, Dr. Nagla Diaa
Lecturers: N.N.

8 Additional Information:

- Part-time blended learning master program with blocked attendance phases.
- Literature is provided in the online learning platform

Title of Module:

Human Resources Management

| | |
|---------------------------|--|
| Study field: | A |
| Module ID / Abbreviation: | A2 |
| Credit Points: | 4 |
| Study semester: | 1 |
| Attendance phase: | No 1 |
| Frequency of the course: | Annual |
| Duration: | 1 semester |
| 1 | Overall Student Workload: 120 h |
| | Enrollment Restriction: Only for enrolled INEMA-Students |
| | Attendance phase: The course is taught in a three-day seminar with 24 contact hours |
| | Online phase (Preparation and Follow up), Self-study, Application & Transfer: 96 h |
| | Group Size: 25 students |
| | Language: English |
| 2 | <p>Learning outcomes, knowledge and understanding:</p> <p>The students will be able to</p> <ul style="list-style-type: none"> • identify different theoretical concepts of human resource management (HRM) and human resource development (HRD) • describe theoretical models in different human resource policy areas • describe the differences between human capital, intellectual capital and social capital and the role of HR concepts in building them • articulate the essence of competencies and the role of HRM in building and fostering competencies • explain different methods of selection and recruitment • outline the role and function of HRM in organizational change and in intercultural workforces |

Learning outcomes, intellectual skills:

The students will be able to

- analyze the applicability of generic HRM models and its functions in educational institutions
- compare qualifications, competencies, learning and development
- analyze influences of intercultural differences in respect of HRM
- contrast formal, non-formal and informal learning as an approach to HRD in educational institutions
- apply the principles of change management to human resource management

Learning outcomes, general and transferable skills:

The students will be able to

- devise plans for organizational changes for lifelong learning based on HRM
- develop and organize effective personnel development..
- assess current human resource policies in their organizational contexts
- devise new human resource policies which are appropriate for handling organizational changes.

3 Content:

- HRM models (e.g. Harvard Model, Michigan Model)
- HRM and leadership concepts and tools
- Competence management in educational institutions
- International human resource management

4 Modes of Teaching and Learning / Teaching Methods:

- Role plays
- Case studies
- Group work and reflecting group coaching
- Best practice examples

5 Assessment(s):

- Tasks module A2
- One academic paper in studyfield field A

6 Criteria for Award of Credits:

- Submission of all tasks
- Active participation in the course (on- and off-line)

7 Heads of Module: Dr. Hanan Morsy, Marvin Roller, M.A.

Lecturers: Prof. Dr. Lubna Shehab

8 Additional Information:

- Part-time blended learning master program with blocked attendance phases.
- Literature is provided in the online learning platform

Title of Module:

Communication and Team Building

| | |
|---------------------------|---|
| Study field: | A |
| Module ID / Abbreviation: | A3 |
| Credit Points: | 4 |
| Study semester: | 1 |
| Attendance phase: | No 2 |
| Frequency of the course: | Annual |
| Duration: | 1 semester |
| 1 | Overall Student Workload: 120 h |
| | Enrollment Restriction: Only for enrolled INEMA-Students |
| | Attendance phase: The course is taught in a three-day seminar with 24 contact hours |
| | Online phase (Preparation and Follow up), Self-study, Application & Transfer: 96 h |
| | Group Size: 20 students |
| | Language: English |
| 2 | <p>Learning outcomes, knowledge and understanding:</p> <p>The students will be able to</p> <ul style="list-style-type: none"> • identify and paraphrase different theories of communication • describe different scientifically-based team-building concepts • outline different models of conflict management <p>Learning outcomes, intellectual skills:</p> <p>The students will be able to</p> <ul style="list-style-type: none"> • compare and apply different models of communication • compare and apply different team-building concepts • distinguish various forms of questionnaires and other scientific tools • use different models of conflict management in various contexts • use questionnaires and other scientific tools • contrast and use different communication skills in various contexts including contexts with cross-cultural challenges |

Learning outcomes, general and transferable skills:

The students will be able to

- assess the impact of models in social sciences
 - support and lead team-building processes in various contexts including situations marked by diversity
 - navigate and manage conflicts in workplace situations including team conflicts
 - adapt tools of the social sciences for their own case studies
-

3 Content:

- Models and theories of communication
 - Verbal and non-verbal communication skills
 - Team roles, team building and team development (including cross-cultural teams)
 - Conflict management (including cross-cultural conflict)
-

4 Modes of Teaching and Learning / Teaching Methods:

- Lecturer input
 - Group discussions (case studies etc.)
 - Practice sessions
 - Group work
-

5 Assessment(s):

- Tasks module A3
 - One scientific paper for study field A
-

6 Criteria for Award of Credits:

- Submission of tasks
 - Active participation in the course (on- and off-line)
-

7 Heads of Module: Ass.-Prof. Dr. Nagla Daa, Prof. Dr. Hartmut Melenk

Lecturers: Dr. Michael Krueger

8 Additional Information:

- Part time blended learning master program with blocked attendance phases.
- Literature is provided on the online learning platform.

Title of Module:

Strategic Management

| | |
|---------------------------|---|
| Study field: | A |
| Module ID / Abbreviation: | A4 |
| Credit Points: | 4 |
| Study semester: | 1 |
| Attendance phase: | No 2 |
| Frequency of the course: | Annual |
| Duration: | 1 semester |
| 1 | Overall Student Workload: 120 h |
| | Enrollment Restriction: Only for enrolled INEMA-Students |
| | Attendance phase: The course is taught in a two-day seminar with 16 contact hours |
| | Online phase (Preparation and Follow up), Self-study, Application & Transfer: 104 h |
| | Group Size: 25 students |
| | Language: English |
| 2 | <p>Learning outcomes, knowledge and understanding:</p> <p>The students will be able to</p> <ul style="list-style-type: none"> • identify different theoretical concepts of strategic management • describe generic models of strategic management • outline and paraphrase theoretical models and empirical studies in the fields of strategic management • explain the core areas of strategic management and how they are linked to one another • explain the difference between national and international strategic management • outline the extent to which strategic management differs in public and non-profit organizations • outline methodologies in strategic management research <p>Learning outcomes, intellectual skills:</p> <p>The students will be able to</p> <ul style="list-style-type: none"> • apply tools of strategic management • analyze the main environmental influences on the organization and relate the degree of change to prescriptive and emergent strategic approaches • analyze the relationship between the organization and its customers |

Learning outcomes, general and transferable skills:

The students will be able to

- evaluate the applicability of generic management models in the context of the education sector
 - create a competitor profile and assess the competitor's advantages
 - develop a motivation to recompose and widen their own leadership skills within strategic management situations.
 - develop and articulate their own stance regarding ethical questions of strategic decisions
-

3 Content:

- Strategic Management as part of general management models (e.g. New St. Gallen Management Model)
 - Concepts and tools of strategic management
 - Strategic planning visualization by a Balanced Score Card
 - Design and findings of strategic management studies (e.g. R. Walker on Miles & Snow Framework)
-

4 Modes of Teaching and Learning / Teaching Methods:

- Role plays
 - Case studies
 - Group work and reflecting group coaching
-

5 Assessment(s):

- Tasks module A4
 - One scientific paper for study field A
-

6 Criteria for Award of Credits:

- Submission of all tasks
 - Active participation in the course (on- and off-line)
-

7 Heads of Module: Dr. Reem Derbala, Marvin Roller, M. A.

Lecturers: Prof. Dr. Gerd Schweizer

8 Additional Information:

- Part time blended learning master program with blocked attendance phases.
- Literature is provided in the online learning platform.

Title of Module:

Cost Management, Budgeting and Controlling

| | |
|---------------------------|--|
| Study field: | B |
| Module ID / Abbreviation: | B1 |
| Credit Points: | 4 |
| Study semester: | 2 |
| Attendance phase: | No 5 |
| Frequency of the course: | Annual |
| Duration: | 1 semester |
| 1 | Overall Student Workload: 120 h |
| | Enrollment Restriction: Only for enrolled INEMA-Students |
| | Attendance phase: The course is taught in a four-day seminar with 32 contact hours |
| | Online phase (Preparation and Follow up), Self-study, Application & Transfer: 88 h |
| | Group Size: 25 students |
| | Language: English |
| 2 | <p>Learning outcomes, knowledge and understanding:</p> <p>The students will be able to</p> <ul style="list-style-type: none"> • name the different functions and theoretical backgrounds of cost type accounting, cost center accounting and job order cost accounting • describe and allocate the most important cost types within educational organizations • identify the cost centers of an organization in order to implement cost center accounting • explain the function and the structure of the cost distribution sheet • describe the function of preliminary costing within the theoretical framework of job order cost accounting • explain the different benefits and objectives of budgeting, cost management and management of financial resources • express the fundamental interconnections between balance sheet, profit and loss statement, financial report |

Learning outcomes, intellectual skills:

The students will be able to

- work out a product-costing system in an educational organization
- calculate profit and contribution margin using different theoretical approaches
- work with the fundamental procedures of various budgeting designs
- use methods of controlling to visualize the success of management performance
- analyze the consequences of management decisions in the field of cost management and controlling
- apply cost theory and controlling as tools for decision making in a strategic leadership context

Learning outcomes, general and transferable skills:

The students will be able to

- generate and visualize trends of development of key performance indicators, the balance sheet, the profit and loss statement and the financial report
- collaborate within a complex business game with complex decision making in uncertain situations
- communicate effectively through visualization in teams

3 Content:

- Cost type accounting, cost center accounting, job order cost accounting
- Direct costs, indirect costs, variable costs, fixed costs, margin costs
- Balance sheet, profit and loss statement, financial costing
- Cost distribution sheet, preliminary costing
- Full cost accounting, contribution cost accounting, target costing, hourly rate costing
- Operative and strategic controlling, controlling of intangible costs
- Budgeting

4 Modes of Teaching and Learning / Teaching Methods:

- Business game: Computer-based simulation of important processes of an organization within a holistic approach
- Case studies
- Group work and reflecting group decision marketing processes
- Parallel instructions to small groups
- Coaching and visualization

5 Assessment(s):

- Tasks module B1
- Two-hour written test (this tests covers modules B1, B2, B3 and B4)

6 Criteria for Award of Credits:

- Submission of all tasks
 - Active participation in the course (on- and off-line)
-

7 **Heads of Module:** Dr. Nancy Riad, Marvin Roller, M.A.
 Lecturers: Prof. Dr. Gerd Schweizer

- 8 **Additional Information:**
- Part time blended learning master program with blocked attendance phases.
 - Literature is provided in the online learning platform.

Title of Module:

Education Marketing

| | |
|---------------------------|--|
| Study field: | B |
| Module ID / Abbreviation: | B2 |
| Credit Points: | 4 |
| Study semester: | 2 |
| Attendance phase: | No 3 |
| Frequency of the course: | Annual |
| Duration: | 1 semester |
| 1 | Overall Student Workload: 120 h |
| | Enrollment Restriction: Only for enrolled INEMA-Students |
| | Attendance phase: The course is taught in a two-day seminar with 16 contact hours |
| | Online phase (Preparation and Follow up), Self-study, Application & Transfer: 104 h |
| | Group Size: 25 students |
| | Language: English |
| 2 | <p>Learning outcomes, knowledge and understanding:</p> <p>The students will be able to</p> <ul style="list-style-type: none"> • identify the characteristics and needs of target customers and how to define marketing communication objectives • describe education as a service to stakeholders and society • list the characteristics of service marketing <p>Learning outcomes, intellectual skills:</p> <p>The students will be able to</p> <ul style="list-style-type: none"> • categorize and apply the specific characteristics of service marketing to educational institutions • apply the findings of relationship marketing |

Learning outcomes, general and transferable skills:

The students will be able to

- create a sustainable relationship to the customer
 - develop a marketing concept to support education reforms
 - develop team working skills through completion of group work
 - select appropriate communication channels to reach marketing goals
 - implement marketing communications and the process used to carry out an advertising message
-

3 Content:

- Complex theory models of service marketing
 - Stakeholder analysis
 - Steps of marketing management
 - Marketing research
-

4 Modes of Teaching and Learning / Teaching Methods:

- Keynotes
 - Group work
 - Presentations, feedback, discussion
-

5 Assessment(s):

- Tasks module B2
 - Two-hour written test (this tests covers modules B1, B2, B3 and B4)
-

6 Criteria for Award of Credits:

- Submission of all tasks
 - Active participation in the course (on- and off-line)
-

7 Heads of Module: Dr. Nagla Daa, Dr. Michael Krueger
Lecturers: -

8 Additional Information:

- Part time blended learning master program with blocked attendance phases.
- Literature is provided in the online learning platform.

Title of Module:

Curriculum Development

| | |
|---------------------------|---|
| Study field: | B |
| Module ID / Abbreviation: | B3 |
| Credit Points: | 4 |
| Study semester: | 2 |
| Attendance phase: | No 3 |
| Frequency of the course: | Annual |
| Duration: | 1 semester |
| 1 | Overall Student Workload: 120 h |
| | Enrollment Restriction: Only for enrolled INEMA-Students |
| | Attendance phase: The course is taught in three-day seminars with 24 contact hours |
| | Online phase (Preparation and Follow up), Self-study, Application & Transfer: 96 h |
| | Group Size: 25 students |
| | Language: English |
| 2 | <p>Learning outcomes, knowledge and understanding:</p> <p>The students will be able to</p> <ul style="list-style-type: none"> • define effective and efficient learning opportunities • understand the sequential steps of the processes for planning programs and curriculums • understand the importance of a learning environment <p>Learning outcomes, intellectual skills:</p> <p>The students will be able to</p> <ul style="list-style-type: none"> • use a SWOT analysis to describe a needs analysis |

Learning outcomes, general and transferable skills:

The students will be able to

- measure if input produces the desired outcome
 - verify and control new learning and teaching approaches through curriculum revision/review
 - support a new culture of learning and teaching for the 21st century
 - promote and implement new ideas of learning and teaching in educational organizations
 - design and evaluate concepts of curricula and training programs
-

3 Content:

- Models for planning programs and curriculum development
 - Module descriptions
 - Needs analysis
 - Product and process of curriculum development
 - Learning environments and learning activities
 - Assessment, performance measurement, evaluation and transfer of learning
-

4 Modes of Teaching and Learning / Teaching Methods:

- Project work
 - Presentations
 - Case studies
 - Discussions
 - Group work
-

5 Assessment(s):

- Tasks module B3
 - Two-hour written test (this tests covers modules B1, B2, B3 and B4)
-

6 Criteria for Award of Credits:

- Submission of all tasks
 - Active participation in the course (on- and off-line)
-

7 Heads of Module: Prof. Dr. Ulrich Müller, Ass.-Prof. Dr. Lubna Shehab
Lecturers: Dr. Hanan Morsy

8 Additional Information:

- Part time blended learning master program with blocked attendance phases.
- Literature is provided in the online learning platform.

Title of Module:

Development Cooperation in Education

| | |
|---------------------------|---|
| Study field: | B |
| Module ID / Abbreviation: | B4 |
| Credit Points: | 4 |
| Study semester: | 2 |
| Attendance phase: | No 3 |
| Frequency of the course: | Annual |
| Duration: | 1 semester |
| 1 | Overall Student Workload: 120 h |
| | Enrollment Restriction: Only for enrolled INEMA-Students |
| | Attendance phase: The course is taught in a two-day seminar with 16 contact hours |
| | Online phase (Preparation and Follow up), Self-study, Application & Transfer: 104 h |
| | Group Size: 25 students |
| | Language: English |
| 2 | <p>Learning outcomes, knowledge and understanding:</p> <p>The students will be able to</p> <ul style="list-style-type: none"> • identify and explain the different theoretical concepts of international development cooperation • explain concepts of bi- and multilateral approaches in the education sector <p>Learning outcomes, intellectual skills:</p> <p>The students will be able to</p> <ul style="list-style-type: none"> • analyze the role and impact of stake holders in international development cooperations • analyze the impact of development cooperation in the education sector on macro-, meso- and micro-level <p>Learning outcomes, general and transferable skills:</p> <p>The students will be able to</p> <ul style="list-style-type: none"> • develop personal strategies to deal with cultural differences within the donor-receiver-relation • assess their own conduct in multi-national cooperation projects • |

3 Content:

- Key institutions of development cooperation
- Cooperation strategies
- Studies in the field of development cooperation
- Studies and models in the field of educational development

4 Modes of Teaching and Learning / Teaching Methods:

- Expert talks
- Case studies
- Group work
- Best Practice reporting

5 Assessment(s):

- Tasks module B4
- Two-hour written test (this tests covers modules B1, B2, B3 and B4)

6 Criteria for Award of Credits:

- Submission of all tasks
- Active participation in the course (on- and off-line)
-

7 Heads of Module: Dr. Marwa El Sherif, Marvin Roller, M.A.

Lecturers: external experts

8 Additional Information:

- Part time blended learning master program with blocked attendance phases.
- Literature is provided in the online learning platform.

Title of Module:

Management of Technologies in Education

| | |
|---|---|
| Study field: | C |
| Module ID / Abbreviation: | C1 |
| Credit Points: | 4 |
| Study semester: | 3 |
| Attendance phase: | No 6 |
| Frequency of the course: | Annual |
| Duration: | 1 semester |
| 1 Overall Student Workload: | 120 h |
| Enrollment Restriction: | Only for enrolled INEMA-Students |
| Attendance phase: | The course is taught in a two-day seminar with 16 contact hours |
| Online phase (Preparation and Follow up), Self-study, Application & Transfer: | 104 h |
| Group Size: | 25 students |
| Language: | English |
| 2 Learning outcomes, knowledge and understanding: | |
| The students will be able to | |
| <ul style="list-style-type: none"> • explain the terms digitization, digitalization, disruptive technology, and digital disruption • explain effects of digitalization and digital disruption on educational and business environments • explain the difference between data, information, and knowledge and between implicit and explicit knowledge • describe the differences between online and offline learning environments • describe ICT competencies and ICT competency frameworks | |

Learning outcomes, intellectual skills:

The students will be able to

- analyze the influence of digitalization on different educational sectors
- conduct a knowledge needs analysis and analyze its results
- use knowledge cycles to analyze the flow of knowledge in an organization
- analyze the impact of learning theories on the design of online learning
- analyze the resource and competency requirements to successfully implement online and blended learning
- analyze the current resources and competencies for e-learning in an organization
-

Learning outcomes, general and transferable skills:

The students will be able to

- modify business strategies to consider the influence of digitalization
- develop a strategy to address the knowledge needs of an organization and improve the flow of knowledge
- select appropriate software tools to support the knowledge flow of an organization
- evaluate technology's role in the learning process
- discuss current trends, challenges, developments in educational technology
- create an e-learning strategy in alignment with the business strategy

3 Content:

- Theories of knowledge and knowledge management
- Knowledge management models, needs analysis, tools
- Learning and media theories
- Concepts of educational technology (including e-learning design strategies, ICT competency models, trends, challenges, developments)

4 Modes of Teaching and Learning / Teaching Methods:

- Lectures and presentations
- Presentations
- Case studies
- Discussions
- Project and group work

5 Assessment(s):

- Tasks module C1
- One academic paper in studyfield field C

6 Criteria for Award of Credits:

- Submission of all tasks
 - Active participation in the course (on- and off-line)
-

7 **Heads of Module:** Dr. Ahmed ElSaadawy, Marvin Roller, M.A.
 Lecturers: N.N.

8 **Additional Information:**

- Part time blended learning master program with blocked attendance phases.
- Literature is provided in the online learning platform.

Title of Module:

Quality Management and Organizational Development

| | |
|---------------------------|--|
| Study field: | C |
| Module ID / Abbreviation: | C2 |
| Credit Points: | 4 |
| Study semester: | 3 |
| Attendance phase: | No 6 |
| Frequency of the course: | Annual |
| Duration: | 1 semester |
| 1 | Overall Student Workload: 120 h |
| | Enrollment Restriction: Only for enrolled INEMA-Students |
| | Attendance phase: The course is taught in a three-day seminar with 24 contact hours |
| | Online phase (Preparation and Follow up), Self-study, Application & Transfer: 96 h |
| | Group Size: 25 students |
| | Language: English |
| 2 | <p>Learning outcomes, knowledge and understanding:</p> <p>The students will be able to</p> <ul style="list-style-type: none"> • identify different theoretical concepts of quality management, evaluation principles and change management • describe generic QM models and evaluation conceptions • outline theoretical models and empirical studies in the fields of change management, change-relevant psychological models, development dimensions and leadership needs in change situations • paraphrase theoretical models and empirical studies in the fields of change management <p>Learning outcomes, intellectual skills:</p> <p>The students will be able to</p> <ul style="list-style-type: none"> • diagram business processes • analyze different forces affecting evaluation purposes • analyze different forces affecting change processes |

Learning outcomes, general and transferable skills:

The students will be able to

- evaluate the applicability of quality and evaluation models in the context of the education sector
 - reflect forces and key elements of leading in change situations within relevant organizational settings
 - develop a motivation to recompose their own skills
 - develop and articulate their own stance regarding ethical questions of change decisions
 - evaluate and transfer relevant conceptual elements of quality management, evaluation and organizational change to the conditions and demands in different educational contexts and settings
-

3 Content:

- Quality management models, change management models, change processes, concepts for monitoring and evaluation
 - Studies and models in the field of quality and change management
 - Concepts focusing cross-cultural issues
 - Methods of intervention for the change management process
-

4 Modes of Teaching and Learning / Teaching Methods:

- Active process simulation
 - Business simulation
 - Swim-lanes identification and improvement practice of processes
 - Group work and reflecting group coaching
-

5 Assessment(s):

- Tasks module C2
 - One academic paper in studyfield field C
-

6 Criteria for Award of Credits:

- Submission of all tasks
 - Active participation in the course (on- and off-line)
-

7 Heads of Module: Prof. Dr. Susan Harris-Huermann, Dr. Marwa El Sherif
Lecturers: Dr. Michael Krueger

8 Additional Information:

- Part time blended learning master program with blocked attendance phases.
- Literature is provided in the online learning platform.

Title of Module:

Education Systems and Capacity Building

| | |
|---------------------------|---|
| Study field: | C |
| Module ID / Abbreviation: | C3 |
| Credit Points: | 4 |
| Study semester: | 3 |
| Attendance phase: | No 4 & No. 6 |
| Frequency of the course: | Annual |
| Duration: | 1 semester |
| 1 | Overall Student Workload: 120 h |
| | Enrollment Restriction: Only for enrolled INEMA-Students |
| | Attendance phase: The course is taught in two two-day seminars with 32 contact hours |
| | Online phase (Preparation and Follow up), Self-study, Application & Transfer: 88 h |
| | Group Size: 25 students |
| | Language: English |
| 2 | Learning outcomes, knowledge and understanding: The students will be able to <ul style="list-style-type: none"> • describe capacity development assessment tools on the personal, organizational and political level • paraphrase key debates in the field including ownership, gender, inclusion • explain methodologies in educational research, capacity development projects and educational policies and pedagogical approaches, educational achievement • name challenges faced by governmental and non-governmental agencies in providing quality in education respectively education for all • identify influencing and success factors of capacity development projects • identify major traditions of education with an emphasis on secondary and tertiary education |

Learning outcomes, intellectual skills:

The students will be able to

- analyze differences in education systems in terms of their institutional structures, curricula and modes of regulation and governance
- apply educational concepts to an education system
- conduct a policy analysis

Learning outcomes, general and transferable skills:

The students will be able to

- relate readings and theoretical ideas to personal experience in educational systems
- critically assess empirical findings about international education systems
- relate education systems to their political, cultural and economical context
- assess education systems and the role of institutions in addressing the important policy dilemmas that face education
- assess their own role as an education manager in the field of capacity development

3 Content:

- Models for education, education systems and for educational system analysis
- Education economics
- Historical development of capacity development
- Global, national and sub-national trends in education policy
- General education studies
- Comparison of global, national and sub-national education systems

4 Modes of Teaching and Learning / Teaching Methods:

- Case studies
- Group work
- Presentations

5 Assessment(s):

- Tasks module C3
- One academic paper in studyfield field C

6 Criteria for Award of Credits:

- Submission of all tasks
- Active participation in the course (on- and off-line)

7 Heads of Module: Dr. Reem Derbala, Marvin Roller, M.A.

Lecturers: Stefan Fahrner M.A., Dr. Niko von der Luehe

8 Additional Information:

- Part time blended learning master program with blocked attendance phases.
- Literature is provided in the online learning platform.

Title of Module:

Cross-Cultural Competencies

| | |
|---------------------------|--|
| Study field: | C |
| Module ID / Abbreviation: | C4 |
| Credit Points: | 4 |
| Study semester: | 3 |
| Attendance phase: | No 5 |
| Frequency of the course: | Annual |
| Duration: | 1 semester |
| 1 | Overall Student Workload: 120 h |
| | Enrollment Restriction: Only for enrolled INEMA-Students |
| | Attendance phase: The course is taught in a three-day seminar with 24 contact hours |
| | Online phase (Preparation and Follow up), Self-study, Application & Transfer: 96 h |
| | Group Size: 25 students |
| | Language: English |
| 2 | <p>Learning outcomes, knowledge and understanding:</p> <p>The students will be able to</p> <ul style="list-style-type: none"> • articulate cultural differences using a research-based perspective • describe models of cross-cultural communication • comprehend empirical studies concerning cultural differences, especially dimensions of national cultures <p>Learning outcomes, intellectual skills:</p> <p>The students will be able to</p> <ul style="list-style-type: none"> • compare cultural differences in various societal domains • analyze empirical studies concerning cultural differences • analyze publications that make use of statistical methods |

Learning outcomes, general and transferable skills:

The students will be able to

- lead and collaborate effectively in situations characterized by cultural diversity
 - plan and carry out an empirical study in the field of intercultural education
 - scrutinize the impact of statistics in social sciences
 - facilitate communication skill acquisition across cultures by using their knowledge and experience
-

3 Content:

- Theories of culture and cultural change
 - Development of intercultural sensitivity
 - Cross-cultural activities in the field of education
 - Empirical studies of the dimensions of national/societal cultures
 - Basic statistics and empirical research methods
-

4 Modes of Teaching and Learning / Teaching Methods:

- Lecturer input
 - Group discussions (Case studies etc.)
 - Practice sessions
 - Exercises (reading statistics, working with questionnaires)
-

5 Assessment(s):

- Tasks module C4
 - One academic paper in studyfield field C
-

6 Criteria for Award of Credits:

- Submission of all tasks
 - Active participation in the course (on- and off-line)
-

7 Heads of Module: Prof. Dr. Areeg Ibrahim, Prof. Dr. Hartmut Melenk
Lecturers: Marvin Roller, M.A.

8 Additional Information:

- Part time blended learning master program with blocked attendance phases.
- Literature is provided in the online learning platform.

Title of Module:

Coaching

| | |
|---------------------------|--|
| Study field: | E |
| Module ID / Abbreviation: | E1 |
| Credit Points: | 4 |
| Study semester: | 1 - 4 |
| Attendance phase: | No 2 - 6 |
| Frequency of the course: | Annual |
| Duration: | 3 semesters |
| 1 | Overall Student Workload: 120 h |
| | Enrollment Restriction: Only for enrolled INEMA-Students |
| | Attendance phase: The course is taught continuously during the whole study program in five half-day seminars with 4 contact hours |
| | Online phase (Preparation and Follow up), Self-study, Application & Transfer: 100 h |
| | Group Size: 25 students |
| | Language: English |
| 2 | <p>Learning outcomes, knowledge and understanding:</p> <p>The students will be able to</p> <ul style="list-style-type: none"> • describe conceptual frameworks of coaching • explain the dynamics between the system and personalities • identify their professional / personal goal <p>Learning outcomes, intellectual skills:</p> <p>The students will be able to</p> <ul style="list-style-type: none"> • use existing resources to support personal success and development (e.g. study skills, time management, self awareness) • analyze their own mental models and patterns in regard to actions resulting from these |

Learning outcomes, general and transferable skills:

The students will be able to

- integrate professional practice or personal development matters into their future management and leadership activities
 - relate their coaching experiences to further personal learning and professional development
 - relate their professional / personal goals to the academic /educational goals
 - develop an individually consistent professional profile and self-image as an educational manager
-

3 Content:

- Basics of coaching
 - Different coaching approaches and related models
 - Personality development
 - Ambiguity tolerance as a critical success factor for leaders
 - Methods for effective intervention
 - Communication training
 - Conflict management
-

4 Modes of Teaching and Learning / Teaching Methods:

- Case studies
 - Practical sessions in consultation situations
 - Reflection on skills and qualifications acquired in all areas of the Master's program
-

5 Assessment(s):

- Tasks module E1
 - Internship documentation
-

6 Criteria for Award of Credits:

- Submission of all tasks
 - Active participation in the course (on- and off-line)
-

7 Heads of Module: Dr. Michael Krueger

Lecturers: Dr. Niko von der Luehe

8 Additional Information:

- Part time blended learning master program with blocked attendance phases.
- Literature is provided in the online learning platform.

Title of Module:

Project Management

| | |
|---------------------------|---|
| Study field: | E |
| Module ID / Abbreviation: | E2 |
| Credit Points: | 4 |
| Study semester: | 1 - 4 |
| Attendance phase: | No 2 - 5 |
| Frequency of the course: | Annual |
| Duration: | 3 semesters |
| 1 | Overall Student Workload: 120 h |
| | Enrollment Restriction: Only for enrolled INEMA-Students |
| | Attendance phase: The course is taught continuously during the whole study program in four half-day seminars with 4 contact hours |
| | Online phase (Preparation and Follow up), Self-study, Application & Transfer: 104 h |
| | Group Size: 25 students |
| | Language: English |
| 2 | <p>Learning outcomes, knowledge and understanding:</p> <p>The students will be able to</p> <ul style="list-style-type: none"> • define basic project management terms • describe different models of a project's life cycle • outline different project management frameworks & standards • explain fundamental project management processes • identify common project risks <p>Learning outcomes, intellectual skills:</p> <p>The students will be able to</p> <ul style="list-style-type: none"> • use project management tools • diagram a project's timeline |

Learning outcomes, general and transferable skills:

The students will be able to

- select appropriate project management tools to support project management processes
 - design a project management plan
 - manage projects in their work context
 - develop risk response strategies
 - develop success criteria for projects and evaluate a projects success based upon them
 - defend and justify their project management decisions by relating them to best practice standards
-

3 Content:

- Project business case
 - Project Life Cycle
 - Integration Management
 - Scope Management
 - Risk Management
-

4 Modes of Teaching and Learning / Teaching Methods:

- Lecturer input
 - Group discussions (Case studies etc.)
 - Peer Coaching
 - Practice sessions
 -
-

5 Assessment(s):

- Tasks module E2
 - Project-coaching sessions
 - Project reflection report
-

6 Criteria for Award of Credits:

- Submission of all tasks
 - Active participation in the course (on- and off-line)
-

7 Heads of Module: Prof. Dr. Yasser Sakr, Marvin Roller, M.A.

Lecturers: Prof. Dr. Susan-Harris-Huermann, Dr. Michael Krueger

8 Additional Information:

- Part time blended learning master program with blocked attendance phases.
- Literature is provided in the online learning platform.

Title of Module:

Scientific Writing

| | |
|---------------------------|--|
| Study field: | E |
| Module ID / Abbreviation: | E3 |
| Credit Points: | 4 |
| Study semester: | 1 - 4 |
| Attendance phase: | No. 2, 3, 5 |
| Frequency of the course: | Annual |
| Duration: | 3 semesters |
| 1 | Overall Student Workload: 120 h |
| | Enrollment Restriction: Only for enrolled INEMA-Students |
| | Attendance phase: The course is is taught in three one-day seminars with 24 contact hours |
| | Online phase (Preparation and Follow up), Self-study, Application & Transfer: 96 h |
| | Group Size: 25 students |
| | Language: English |
| 2 | Learning outcomes, knowledge and understanding: The students will be able to <ul style="list-style-type: none"> • identify and apply the objectives of scientific work • describe scientific concepts, principles, approaches and methods • apply specified empirical methods (qualitative/quantitative) • apply citation standards correctly |
| | Learning outcomes, intellectual skills: The students will be able to <ul style="list-style-type: none"> • apply scientific concepts, principles, approaches and methods • apply selected theories, statistics, research findings and methods associated with educational / management research • apply citation standards |

Learning outcomes, general and transferable skills:

The students will be able to

- formulate a research question
 - select a methodological approach and plan a research design
 - select appropriate scientific resources
 - write independent scientific work
 - evaluate and defend a scientific paper
 - critically debate a domain specific problem within given time
-

3 Content:

- Scientific and empirical theories
 - Theoretical and methodological approaches of research
 - Gathering, analyzing, and interpreting data
 - Research design of the master thesis
-

4 Modes of Teaching and Learning / Teaching Methods:

- Online course scientific writing
 - Writing labs
 - Group work
 - Tutoring
-

5 Assessment(s):

- Tasks module E3
-

6 Criteria for Award of Credits:

- Submission of all tasks
 - Active participation in the course (on- and off-line)
-

7 Heads of Module: Prof. Dr. Susan Harris-Huermann, Prof. Dr. Mahmoud El Tayeb
Lecturers: Dr. Marwa El Sherif

8 Additional Information:

- Part time blended learning master program with blocked attendance phases.
- Literature is provided in the online learning platform.

Title of Module:

Reflection of Professional Practice and Internship

| | |
|---|---|
| Study field: | E |
| Module ID / Abbreviation: | E4 |
| Credit Points: | 35 |
| Study semester: | 1 - 4 |
| Attendance phase: | No. 1, 3, 5 |
| Frequency of the course: | Annual |
| Duration: | 4 semesters |
| 1 Overall Student Workload: | 1050 h |
| Enrollment Restriction: | Only for enrolled INEMA-Students |
| Attendance phase: | The course is is taught in four one-day seminars with 30 contact hours |
| Online phase (Preparation and Follow up), Self-study, Application & Transfer: | Professional practice of 900 hours (approx. 22,5 weeks) and internship of 120 hours (approx. 3 weeks) including reflection |
| Group Size: | 25 students |
| Language: | English |
| Module components | <ol style="list-style-type: none"> 1. Reflection of Professional Practice (30 CP) 2. Internship (5 CP) |
| Component specification | <ul style="list-style-type: none"> • Component 1 serves to acquire and reflect upon professional generic key-competences. • Component 2 serves to acquire and reflect upon practical competences in a leadership and/ or management position in an educational context outside of the students usual working context. |

Component 1: Reflection of Professional Practice

Learning outcomes, knowledge and understanding:

The students will be able to

- describe the structure, strategy and culture of their current organization.
- distinguish between official and unspoken rules of their organization.
- understand organizational means of action coordination (such as role descriptions, structures of reporting and decision-making).

-
- apply professional knowledge within given organizational structures and procedures (= a strategy-oriented professional field of activity).
 - develop knowledge that is relevant to the organization by using suitable means.
 - reflect on their own role within their organization.
 - reflect upon factors that may influence the success of teamwork, including their role within the team.
 - reflect personal development opportunities within an organization.
-

Learning outcomes, intellectual skills:

The students will be able to

- reflect upon alternative solutions to problems even if the given information is incomplete;
 - develop, apply and evaluate new ideas or processes by taking different assessment criteria into account;
 - promote the professional development of others;
 - conduct area-specific and/or cross-departmental discussions;
 - define goals for teams while reflecting on the possible social, economic and cultural effects.
-

Learning outcomes, general and transferable skills:

The students will be able to

- deal with new, complex tasks and problems;
 - apply specialized technical or conceptual skills for solving strategic problems in an organization;
 - take over responsibility for the success of groups within the scope of complex tasks;
 - introduce and accept suggestions for improving the cooperative processing of tasks;
 - keep to schedules and get tasks done;
 - assess their own self-efficacy;
 - represent their work results in a clear and suitable manner.
-

Content:

- Regular exchange of practice experience in group activities
 - Competency log
 - Poster presentation of work-based competency experience
 - Poster presentation of lessons learned
-

Modes of Teaching and Learning / Teaching Methods:

- Online course scientific writing
 - Writing labs
 - Group work
 - Tutoring
-

Assessment(s):

- Poster presentation
-

Criteria for Award of Credits:

- Submission of all tasks
- Active Participation in the course (on- and off-line)
- Confirmation of employer, professional practice blog

Component 2: Internship

Learning outcomes, knowledge and understanding:

The students will be able to

- compare the characteristics of different fields of action
- understand concepts of knowledge transfer, transfer stickiness, benchmarking, best practice, learning organization and critical reflecting practitioner

Learning outcomes, intellectual skills:

The students will be able to

- Develop and refine a catalogue of criteria to assess a given practice case
- Integrate into new and unfamiliar organizational and cultural settings
- Perceive, verbalize and evaluate differences in practical problem solving

Learning outcomes, general and transferable skills:

The students will be able to

- critically reflect own practice and own mental models
- interrelate empirical findings and reported experience
- develop personal skills to establish a learning organization

Content:

- Theoretical controversy on concepts of transfer
- Development framework of assessment
- Experience of practice examples in the field of education and development cooperation
- Refinement of framework, transfer of lessons learned

Modes of Teaching and Learning / Teaching Methods:

- Keynotes
- Prepared and reflected »best practice« trips
- »Best practice« Presentations, criteria-led discussion with and without »presenting expert«
- Reflected self-experience within internship (learning from differences)

Assessment(s):

- Reflection report

Criteria for Award of Credits:

-
- Submission of all tasks
 - Active Participation in the course (on- and off-line)
 - Internship confirmation, internship blog, internship report
-

3 **Heads of Module:** Prof. Dr. Reem Derbala, Marvin Roller M.A.
Lecturers: All staff members

- 4 **Additional Information:**
- Part time blended learning master program with blocked attendance phases.
 - Literature is provided in the online learning platform.