

## Decision of the Accreditation Commission of AQAS

1. The master's programme "**International Education Management**"(**INEMA**) (**Master of Arts, joint degree**) provided by the Ludwigsburg University of Education and the Helwan University Cairo is accredited in consideration of the "Rules of the accreditation council for the accreditation of study programmes and system accreditation" („Regeln des Akkreditierungsrates für die Akkreditierung von Studiengängen und für die Systemakkreditierung“) dated 20 February 2013; provided that the conditions stated below will be met by the university. The study programme generally complies with the requirements; the accreditation commission is convinced that the deficiencies that were stated by the experts in the report can be rectified within 9 months.
2. The study programme is an applied master's programme.
3. The accreditation is valid for five years. The accreditation is valid until **30 September 2020**.
4. The conditions have to be fulfilled and their fulfillment proven to AQAS by written documentation until **30 November 2015**.

### **Conditions:**

1. The issue of developing generic and meta professional competencies by means of the objectives, contents and methods of the courses described in the module handbook is handled implicitly and must be made more explicit.
2. The profile of the study programme must be made more detailed and it should be expressed to what extent theory is included in the content.
3. It is necessary to rework and update the module handbook. In particular the study schedule aimed at compliance with the module manual must be respected.
4. The recognition of externally acquired credits has to be implemented and has to match with the principles of the Lisbon convention to its fullest extent. It must be made transparent for the students.
5. Admission criteria must be formulated more clearly. Care should be taken that published and actually applied criteria agree.
6. An evaluation of student workload must take place.

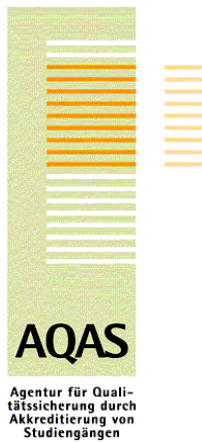
### **Recommendations:**

1. The statistical competences of the students should be extended.
2. The focus of the cross cultural learning should be widened in such a way that students get enabled to view beyond Germany, i.e. to Europe or the European Union.
3. It should be made transparent which educational subsystems are subjects of the study courses and where the main institutional competences of the teaching staff lie.
4. Indicators for the success of the graduates on the labour market should be developed and data should be shown in the reaccreditation.

# Accreditation Report

International Education Management (INEMA), M.A. (joint degree)

at Ludwigsburg University of Education in cooperation with Helwan University Cairo



Site visit on 16 and 17 October 2014

## Expert Panel:

<b>Roland Humer</b>	Learning Events (representative of professional practice)
<b>Prof. Dr. Walter Jungmann</b>	Karlsruher Institute for Technology (KIT), Institute for Vocational Training and Pedagogy
<b>Matthias Schlosser</b>	University of Freiburg, (student expert)
<b>Prof. Dr. Dieter Timmermann</b>	University of Bielefeld, Faculty of Pedagogy

## Coordinator:

Doris Herrmann, MA	AQAS Head Office, Cologne
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## **Preamble**

The accreditation procedure applies to bachelor's and master's programmes at state or state-recognised higher education institutions. The accreditation of bachelor's and master's programmes is bindingly prescribed in the Common Structural Guidelines of the Länder („Ländergemeinsamen Strukturvorgaben der Kultusministerkonferenz“). The study programmes were evaluated in accordance with the Rules of the Accreditation Council for the Accreditation of Study Programmes and for System Accreditation („Regeln des Akkreditierungsrates für die Akkreditierung von Studiengängen und für die Systemakkreditierung“) in the version of 20 February 2013.

## **A. The Accreditation Procedure**

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The accreditation procedure was initiated on 26/27 August 2013 by the Accreditation Commission (AC) of AQAS. A provisional accreditation was granted until 30 August 2014. Because a common procedure with the Egyptian Accreditation Agency could not be realized, the site visit had to be postponed. On 16/17 October 2014, the inspection was carried out by the aforementioned panel of experts at the university location in Ludwigsburg. This included discussions with the university management, lecturers and students from both universities (Ludwigsburg and Helwan). Also a video conference was held with representatives of the joint degree study programme in Egypt, who were not able to participate in the site visit in Germany.

This is the first accreditation.

This report by the expert panel is based on the university's written application documents and the results of the site visit. The descriptive sections of the report relate in particular to the submitted application.

## **B. The evaluation of the programme**

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### **1. Goals and profile of the study programme**

The study programme „International Education Management“ provides further education and requires qualified practical professional experience of two years. It is a part-time programme which is offered to students who continue to pursue their professional careers during their studies. This translates into the total amount of 120 CP, which is acquired over the course of the three years of the studies.

The study programme focuses on current and prospective education managers developing and implementing ideas for a future-oriented education. The guiding principle is to focus on developing managerial skills and cross-cultural cooperation. The expected educational benefits should enable the participants to organise their educational institutions and structure them efficiently and functionally; to develop innovative and creative approaches dealing with modern educational concepts, strategies and processes of quality development and assurance; to handle cross-cultural challenges and diversity in a proper and correct way. The course follows an interdisciplinary and holistic approach, aiming at conveying general skills and knowledge in education planning and education management with an enhanced application orientation.

Training and reflection of cross-cultural competences of students and lecturers is a guiding principle of this programme. The focus is on the basic cultural needs and conditions of the participants, placing them at the centre of a cross-cultural planning, teaching, and learning context.

In order to apply for the study programme, students have to fulfil three criteria: at first a qualifying university degree (bachelor's or equivalent) with a final grade of 2.5 or better at an accredited university provided this degree is recognized as comparable by the examination committee. Furthermore, two years or related career experience and English skills on an advanced level (see Admission Regulations, 7 July 2011).

An admission committee consisting of four members of Ludwigsburg University of Education and Helwan University coordinates the process. The application period starts once each year.

Gender aspects require special attention within the programme. In order to fulfil the demands of equality between male and female employees, the Ludwigsburg University has the following institutions: an equal opportunity commissioner, the commission of equal opportunity, and the equal opportunity plan. The equal opportunity commissioner participates for instance in the professorial employing commissions as well as the senate meetings.

### **Expert's Evaluation**

The panel of experts is convinced that the two collaborating universities, i.e. the University of Ludwigsburg and Helwan University of Cairo have presented a very interesting and valuable cross-cultural study programme conception which has three basic characteristics: it is i) a further training and developing, ii) a practice oriented and iii) a job escorting course of studies. As to the support structure for students, facilities, language courses, and in particular consultation, seem to be well developed.

The main focus of the study programme lies on the management and leadership perspective. A glance into the module handbook confirms this perspective, as the outcome as well as the content descriptions and the literature related to the single modules centre their focus on these two perspectives. The study programme defines its learning objectives in terms of competencies in each module. While the application report promises that the programme will pursue professional, technical, specialist as well as social, communicative and personality developing competencies, the panel of experts has the impression that the main focus lies on the professional, technical and specialist management and leadership outcomes and on the competency to act in cross-cultural contexts. The latter may be likely to include the development of social and personal competencies; however, the issue of developing generic and meta professional competencies by means of the objectives, contents and methods of the courses described in the module handbook is handled implicitly and must be made more explicit (**finding 1**). With respect to personal and personality development results, the panel of experts misses explicit and concrete outcome indicators in the module descriptions with the exception of module E 3 (Coaching). So one question which is left unanswered is how the "raising of awareness" can be measured and quantified. With respect to the issue of cultural diversity, the objective of cross cultural competency is well designed in module D3. With respect to the development of cognitive and practical skills, the focus seems to lie much more on practical skills (also supported by the course evaluations of the students). And even as to the development of cognitive skills, there seems to be a preference for relying on practically-oriented learning contents rather than on rigorous scientific reasoning.

The latter aspect leads to the question of the scientific and research base of the study programme and of the courses. This base seems to be a little bit too narrow, and the panel of experts was wondering what reference was behind the statement in the application for accreditation that the study courses rely on "state-of-the-art scientific findings". The overall impression was that the programme has an imbalance between theory orientation and practical orientation, i.e. a bias towards practice orientation at cost of theoretical orientation. The profile of the study programme has to be defined in more detail (e.g. core competencies) and accompanying this process it is necessary for the quality of the programme to express explicitly (including work load information) to what extent theory is taught or learned (**finding 2**). In this context, a particular issue is the

amount and level of knowledge of statistics. It was the impression of the panel of experts, and the panel of experts did not receive evidence to the contrary, that the knowledge of statistical methods transferred by the course of studies is restricted to descriptive statistics. The panel of experts recommended to the managers of the study programme to take into consideration an extension and deepening of the statistical competences of the students (**finding 3**). This would not mean that the students should be able to carry out their own multivariate estimations of impacts, but that they should be capable to read and understand publications which have applied such methods in order to achieve their results.

Another aspect which got the attention of the panel of experts is the range and scope of the study programme with respect to two dimensions of observation objects. One dimension refers to the institutional knowledge which is conveyed to the students, the second dimension is the range of regions or countries which are object of the studies as to the educational institutions in respective countries as well as to the educational policy and politics in those countries. It was the impression of the panel of experts that the range of the regional or country focus may be too narrow, and therefore, also cross-cultural learning may be confined to Germany and Egypt or to MENA countries at best. This impression is to some extent supported by the titles of the master theses which have been shown to the panel of experts. And students valued the programme in their feedback forms for being a German programme. Views beyond Germany, i.e. to Europe or the European Union or to countries in other continents might be helpful to widen the cross-cultural learning and to enrich the cross-cultural competencies of the students (**finding 4**). Similarly, educational systems as well as educational policy and politics and educational financing differ considerably between countries. Surprisingly, educational financing is not a course subject within the programme, and the educational systems comprising of many different subsystems like early childhood education, schooling, vocational and technical education, higher education and adult education seem to be looked at as a uniform system in the countries. So it remains an open question as to which of the educational subsystems are subjects of the study courses and where the main institutional competencies of the teaching staff lie. From the application report and the portraits of the staff, the panel of experts concluded that at Ludwigsburg University the main institutional competencies are with schooling and vocational education while the Helwan staff is very competent with respect to higher education. However, this question should be phrased more clearly (**finding 5**).

The INEMA programme has an intake of students which is dominated by female students. It did not become clear from either the report or from the visit, whether the programme is mainly tailored to the needs of women or whether the gender structure of the student body is a result of an application bias in favour of women, i.e. of self-selection. While the application report names the official admission criteria and the selection process, the panel of experts learned during the visit that some other criteria also become effective during the process. Admission criteria remained quite vague. Hence, all their facets should be clarified and updated accordingly (**finding 6**). With respect to transparency of the admission results, it would be helpful for the cooperating universities to know the relation between the number (and sex, age, origin as to country, professional position and educational subsystem) of the applicants on the one hand and of the students accepted on the other.

## **2. Quality of Curriculum**

The course is structured as an extra-occupational programme based on a blended learning concept. There are two attendance phases per semester: one in Germany and one in Egypt. The duration of each attendance phase is nine or ten days, including two weekends. The phase of individual learning which occurs between each session includes the topic of the previous session and helps to prepare the topics of the following attendance phase and is implemented in the form of blended learning. The online portal INEMA Moodle provides tools for sharing and discussing

information inside online groups. The organization of the learning platform contains discussion forums as well as feedback tools and different aspects of knowledge storage. A self-learning aspect is part of every module.

There are five study fields consisting of three different modules respectively. A preparatory module deals with the basics of the Arab and German languages and cultures and is taught in a compulsory summer school prior to the first attendance phase. Additionally it introduces Moodle to the students.

Study field A ("general competencies") covers the major part of semesters 1 and 2 and includes the modules "Educational Management and Leadership", "Human Resource Management", and "Communication and Teambuilding". It is concluded by an essay at the end of semester 2. Study field B ("Organizational Processes and Controlling") is concentrated in semester 3 and is concluded by a written test, which covers the modules "Cost Management, Budgeting and Controlling", "Strategic Management", and "Quality Management and Organizational Development". Study field C ("Management of Educational Planning and Administration") is subdivided into "Education Marketing", "Management of Technologies in Education", and "Curriculum Development and Learning Process Management". Study field D ("International Affairs and Intercultural Competencies") comprises "Development Cooperation in the Fields of Education", "Educational Systems and Capacity Building", and "Cross-cultural Competencies". These two fields will be conducted in the semesters 1-4 with special emphasis on semester 4. Each of these is concluded with an essay. Study field E ("Research and Practical Work") includes the modules "Best Practice and Internship", "Project Management", and "Coaching". The master's thesis (24 CP) is written in semesters 5 and 6 and must be drafted in English. The time devoted to the Master's Thesis should be five months.

### **Expert's Evaluation**

The curriculum of the application-oriented master programme is characterised by two objectives: Firstly, to become familiar with modern and innovative pedagogical concepts as well as the applicability at diverse educational institutions and secondly to handle cross-cultural challenges and diversity in a proper and correct way throughout the acquaintance of competencies phase. The thematic focus of the five study fields has some peculiarities. 1) The understanding of international or intercultural issues is significantly affected by the literature of the English-speaking cultural regions and often refers to the comparison of Germany and the countries of the Arabian region. 2) The programme does not detail explicitly the sectors of the educational system that are treated in a differentiated way (e.g. pre-school, vocational and academic area). This might lead to a one-sided and limited perception if they are depending only on the working contexts and fields of experiences of the students. 3) Knowledge of methods on empirical research and of international comparison are essential preconditions in order to be able to write a master's thesis but are not explicitly mentioned in the course programme. 4) Contents are strongly related to topics like management and leadership whereas topics like education management and financing of education tend to be neglected. 5) Generic or key competences are considered and are expressed in particular in the guide perspective "learning from differences" which is widely shared.

The curriculum is – related to the European Qualification Framework - absolutely adequate for the level of qualification of a master's programme. The qualification objectives of the study programme can be achieved. Nevertheless the content of some of the modules could be extended or a shift of the focus of the content could be useful.

Selected teaching and learning methods are suitable to promote cross-cultural competencies. From an organisational perspective it is feasible and innovative that cross-cultural student as well as teaching teams work together. A cross-cultural team also takes over responsibility for the

module. A learning platform exists and is used frequented by the cross-cultural teams as well as by the age (intake) groups.

Each module (study field) is concluded by a continuous assessment examination. The tests of learning success of three modules focus on a portfolio consisting of two parts. The first part includes all partial performances students perform with the respective module and is evaluated with either a “pass” or “fail”. The second part consists of an essay with a topic corresponding to the contents of a module. The topic has to be discussed and agreed with the responsible persons for the module. One module (study field) gets reviewed by a written exam (two hour duration) and a further module gets reviewed by a project report. Students are obliged to write a project report during the obligatory internship.

The portfolio concept and the project report are suitable for supporting the implementation of the objectives of the study programme. The evaluation of partial performance makes sense and is appropriate to realise the objectives of the study programme. Two university lecturers or the responsible persons for the modules as the case may be, evaluate the partial performance. Portfolio work ensures that students get to know different types of examinations (e.g. oral examination, written exams, essay/ thesis).

The descriptions in the module handbook aren't structured in a comparable manner and the handbook is incomplete. Information on the content is missing for some of the descriptions. No information is given concerning the work load. This lack affects information on individual study fields in general as well as the modular components and the temporal organisation of attendance period, online learning and homework. The preparatory module isn't accorded to the contents of the module manual. It is accorded to study field A within the self-report and once again it is mentioned extra-curricular. There exist no clear indications on the importance for the curriculum and the appropriate work load. It is necessary to rework and update the module handbook. In particular the study schedule aimed at compliance with the module manual must be adhered to (**finding 7**). The module manual is available on the learning platform and can be accessed by the students.

The study programme concept makes provisions that in each semester a time unit of nine to ten days will be spent at the respective partner university. These stays abroad are a constructive element of the internationally oriented study programme and are anchored in the curriculum. Furthermore, the programme also stipulates internships. These may be completed abroad.

### **3. Study Organisation**

INEMA students are already assigned at the beginning of the study programme to a specific "learning-buddy" in a learning tandem. In general, the "learning-buddy" belongs to the other culture group and these learning tandems form the basis of another didactical principle: the collaborative learning.

In Moodle, a self-learning part is available to every module; space to store documents is provided as well as exchange forums. In addition, contact in between attendance phases is maintained by the continuous moderation methods and given tasks that are prepared together by the “Head of Modules”. The Heads of Modules are responsible for the adjustment of the goals of the respective modules; the selection and support of lecturers, and the choice of methods and media.

The methods are lecturer input, group discussions and group work, practice sessions, role play, case studies, reflections, simulations, and expert talks.

The students prove their competencies in written examinations, portfolios (including one essay) and a written documentation of the project work. These should be evaluated by two examiners, each of whom agrees on a common grade taken from the grading scale. If this is not possible, grades shall be calculated from the arithmetic average of individual grades.

## Expert's Evaluation

Responsibilities are clearly regulated at all levels of the study programme. Teachings are well-matched from both the organisational and the curricular point of view. Thus, the entire organisation of the study programme at both sites leaves behind a very convincing impression.

Support of new students as well as consultancy and mentoring are excellent in general. The student representatives who were interviewed by the panel of experts at Ludwigsburg were extremely satisfied with both universities' staff. Issues affecting disabled students or students experiencing difficulties in life are appropriately taken into consideration. Both universities provide remarkably good conditions for bringing family, job and studies in line.

Awarding of credits is generally comprehensible and matches the workload. Nevertheless, the recognition of credits according to the Lisbon convention does not yet work satisfaction ally in practice. The universities of Helwan and Ludwigsburg have to make sure that the recognition of externally acquired credits is organisationally implemented, fully transparent and matches the principles of the Lisbon convention to the fullest extent (**finding 8**).

Methods of examination are diversified, adequate and take the students' workload appropriately into account. Examination regulations match established legal requirements. Examination regulations and requirements, ideal-typical progress of studies and arrangements for disabled and other disadvantaged students are publicly accessible, e.g. on the internet. Thus, the organisation of the study programme meets all requirements of the accreditation process.

## 4. Employability

The Master's programme in the field of further education was established in 2003 as an extra-occupational blended-learning programme oriented towards three different target groups: school teachers who are interested in a leadership position, persons working in an adult education institution, and persons who are working in a company and are responsible for the education of apprentices or for a department of further education.

The expected learning outcomes should enable the participants to: organise their educational institutions and structure them efficiently and functionally; to develop innovative and creative approaches dealing with modern educational concepts, strategies and processes of quality development and assurance; to handle cross-cultural challenges and diversity in a proper and correct way. The course follows an interdisciplinary and holistic approach, aiming at fostering general skills and knowledge in education planning and education management with an enhanced application orientation. The programme equips participants with leadership skills, as well as strategic and operational knowledge to lead teams to specific goals.

After completing this programme, participants should be able to take over responsibility, adopt innovative ideas for modern educational processes, set up strategies and structures, as well as implement quality management.

## Expert's Evaluation

The INEMA programme provides theoretical input and ample possibility to exchange experience and best practice. This method makes it easy for students to transfer the skills and knowledge from the class-room to their work-place.

Various stakeholders have explained plausibly that both the German and the Arab alumni have excellent opportunities to use their newly gained skills and knowledge on the labour market.

The German students and alumni have a high probability of being employed by one of the German development organisations, e.g. GIZ, DAAD, German schools abroad, or Goethe Institut.



Even more job opportunities are expected for experts in education management after the Arab spring, once the situation calms down. Those students who work in German schools can also apply their management and intercultural skills, particularly now that the migrational flows from the Arab world are very high.

The Arab students work in an environment where the professionalisation of education management is still in an early stage. They can be regarded as pioneers, and their expertise is – and will be increasingly – sought after. The importance of education management will further increase in the region as many Arab states have young and growing populations and students leave schools at a later stage.

The high employability of INEMA students and graduates is also underlined by the fact that many of them step onto the job ladder even before graduation. In summary, the programme fully fulfils what it claims to provide.

## **5. Resources**

The programme is directed by a small group of core staff members that consists of five to eight persons at each university. The core staff members are responsible for project coordination, financial issues, scientific coordination, network and marketing management and the management of blended learning design. On behalf of Ludwigsburg University of Education there are two professors and three scientific assistants who are each teaching four semester hours per week. There are four additional scientific assistants who partly took over teaching load and other obligations. When the start-up financing ends and the competences are built up at both universities, only a part of the core staff will remain, the rest of them will carry out their tasks as part time lecturers.

There are also coaches, trainers and professional experts that are not part of the faculty. According to the Ludwigsburg University of Education the total amount of teaching hours is 47.

On behalf of Helwan Universities there are two professors and three PhD's who are teaching in INEMA.

### **Expert's Evaluation**

At present, the INEMA study programme is solidly equipped with financial, human and material resources, due to the fact that at both places (Cairo and Ludwigsburg) a sufficient number of staff members are engaged in the programme as teachers and managers. Moreover, a sufficient number of rooms for teaching and organization of the programme as well as a solid equipment of the rooms with modern media is available and in use. According to the application report, the programme has two different needs for resources. One need is the need of a normal full-time master's programme, the second need for additional resources comes from the characteristic of INEMA as an extra-occupational part-time master's programme which creates additional costs. The panel of experts was not completely convinced that these additional costs only come up in part-time blended-learning formats. Full-time programmes can also be organised as a blended learning format, and then most of the additional costs mentioned in the application for accreditation will also show up there. Nevertheless, the format chosen by means of INEMA result in costs, and they have been covered and will be covered until the end of the funding period by GIZ, BMZ and DAAD in 2017. The potential to sustain the programme beyond 2017 is there, but it depends on the continuation of the DAAD support, and KfW is said to be willing to also fund the programme at that time. What is missing in the report is a transparent calculation of the total annual costs of the programme after 2017, broken down to the costs for teaching staff, for organisational staff, for rooms and offices, for material and for (re)investments. On the other hand, it would be necessary

to weigh up the income streams from the tuition fees which are already taken in today (€1,600 per semester, €1,000 for high achievers) times the number of students which shall be taken in, the funding sums by the funding agencies and may be other donations against the costs. While it seems feasible to keep a necessary minimum number of staff (and rooms) in the INEMA programme and to replace professor Schweizer after his retirement with someone who will also be involved in the programme, it is less clear what resources will be available for the programme at Helwan University after 2017. So there is a strong need but also seemingly a good chance of attracting funds beyond 2017 from German public organisations. In addition to that perspective - at least at Ludwigsburg University - there could be the perspective to merge INEMA with or into the leadership study programme which has already been offer for many years.

## **6. Quality Assurance**

The evaluation of the INEMA programme is embedded in the quality assurance programme of the Ludwigsburg University of Education. Actions and processes of this quality assurance programme are coordinated since 2008 by the Committee for Quality Management.

After each session of the attendance phase, students evaluate the module on Moodle. Module heads have to react on the back of that feedback by explaining in writing any necessary consequences or changes for future development.

Important challenges are discussed annually in special workshops together with all members of the core staff. The short-term evaluations are expanded by long-term evaluation three years after the students have completed their studies to check if the programme brings out the results for participants and institutions they work for.

## **Expert's Evaluation**

The universities and study programme management have not only established a full set of evaluations, students have plausibly reported that the ideas of continuous improvement are realised. Students regularly fill in questionnaires and they get feedback from their professors.

In regular plenary meetings, all staff members discuss area where the programme can be improved. The teacher tandems facilitate peer-learning among teaching staff.

Due to the young age of the programme (the first graduates only left the university 4 months ago); graduate surveys have not been possible. But relevant action is planned for the future. Indicators for the success of the graduates on the labour market should be developed and data should be shown in the reaccreditation (**finding 9**).

The use of ECTS – as point of reference for student workload – has been adapted only recently. The allocation of ECTS to students' tasks has not always been illustrated in the module handbook. Therefore an evaluation of student workload has to be implemented (**finding 10**). This action could be embedded in a larger, strategic measure to fully apply the guidelines and standards regarding ECTS.

## **7. Findings**

1. The issue of developing generic and meta professional competencies by means of the objectives, contents and methods of the courses described in the module handbook is handled implicitly and must be made more explicit.
2. The profile of the study programme must be made more detailed and it should be expressed to what extent theory is included in the content.

3. The statistical competences of the students should be extended.
4. The focus of the cross cultural learning should be widened in such a way that students get enabled to view beyond Germany, i.e. to Europe or the European Union.
5. It should be made transparent which educational subsystems are subjects of the study courses and where the main institutional competences of the teaching staff lie.
6. Admission criteria remained quite vague. Hence, all their facets should be clarified and updated accordingly.
7. It is necessary to rework and update the module handbook. In particular the study schedule aimed at compliance with the module manual must be respected.
8. The recognition of externally acquired credits has to be implemented and has to match with the principles of the Lisbon convention to its fullest extent. It must be made transparent for the students.
9. Indicators for the success of the graduates on the labour market should be developed and data should be shown in the reaccreditation
10. An evaluation of student workload must take place.

## C. Recommendation of the experts

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### Criterion 2.1: Qualification objectives of the study-programme concept

*The study-programme concept is geared towards qualification objectives. These include specialist and interdisciplinary aspects and relate in particular to the following areas:*

- *scientific or artistic ability,*
- *ability to take up qualified employment,*
- *ability to engage with society,*
- *personal development.*

Based on the above assessment, the criterion is considered to have been met.

### Criterion 2.2: Conceptual classification of the study programme within the academic system

*The study programme meets the following:*

- (1) the requirements of the Qualification Framework for German Degrees ("Qualifikationsrahmen für deutsche Hochschulabschlüsse") of 21 April 2005, as amended;*
- (2) the requirements of the Common Structural Guidelines of the Länder for the Accreditation of Bachelor's and Master's Programmes ("Ländergemeinsamen Strukturvorgaben für die Akkreditierung von Bachelor- und Masterstudiengängen") of 10 October 2003, as amended;*
- (3) region-specific structural guidelines for the accreditation of bachelor's and master's programmes;*
- (4) the binding interpretation and summary of (1) to (3) by the Accreditation Council.*

Based on the above assessment, the criterion is considered to have been met with restrictions (see changes below)

### Criterion 2.3: Study-programme concept

*The study-programme concept involves the imparting of specialist and interdisciplinary knowledge, as well as technical, methodological and generic competences.*

*In the combination of the individual modules, it is structured consistently with regard to formulated qualification objectives and provides appropriate forms of teaching and learning. Practical components, where stipulated, are structured so that credit points (ECTS) can be acquired.*

*It defines the entrance requirements and, where applicable, an appropriate selection procedure, as well as accreditation rules for achievements at other universities in accordance with the Lisbon Recognition Convention and achievements outside of universities. At the same time, rules are put in place for the compensation of disadvantages for students with a disability. Mobility windows, where provided for, are integrated into the curriculum.*

*The study organisation ensures the implementation of the study-programme concept.*

Based on the above assessment, the criterion is considered to have been met with restrictions.

The expert panel concludes that the following changes are required:

- The profile of the study programme must be made more detailed and it should be expressed to what extent theory is included in the content.
- The issue of developing generic and meta professional competencies by means of the objectives, contents and methods of the courses described in the module handbook is handled implicitly and must be made more explicit.
- Admission criteria remained quite vague. Hence, all their facets must be clarified and updated accordingly.
- The recognition of externally acquired credits has to be implemented and has to match with the principles of the Lisbon convention to its fullest extent. It must be made transparent for the students.

#### **Criterion 2.4: Academic feasibility**

*The academic feasibility of the study programme is ensured by:*

- *taking account of the expected entrance qualifications;*
- *designing a suitable curriculum;*
- *checking the plausibility of the stated student workload (or, in the case of initial accreditation, estimating it based on experience);*
- *establishing an adequate and workload-appropriate examination frequency and organisation;*
- *providing corresponding guidance services;*
- *specialist and interdisciplinary academic consultation.*

*The concerns of students with a disability are taken into account.*

Based on the above assessment, the criterion is considered to have been met.

#### **Criterion 2.5: Examination system**

*The examinations are used to determine whether the formulated qualification objectives have been met. They are module-specific and knowledge- and competence-oriented. Each module usually concludes with an examination that incorporates the entire module. Compensation for disadvantages is ensured for disabled students with regard to time-related and formal guidelines in the courses of study, as well as in all final performance tests and those during the studies. The examination regulations have been subjected to a legal review.*

Based on the above assessment, the criterion is considered to have been met.

#### **Criterion 2.6: Study programme-specific cooperation**

*If the university involves or engages other organisations to carry out parts of the study programme, it ensures the implementation and the quality of the study-programme concept. The extent and type of any existing cooperation with other universities, businesses and other establishments are described and the agreements on which cooperation is based are documented.*

Based on the above assessment, the criterion is considered to have been met.

#### **Criterion 2.7: Resources**

*The adequate implementation of the study programme is ensured with regard to the qualitative and quantitative human and material resources and premises. At the same time, combinations with other study programmes are considered. Measures are available for human resources development and training.*

Based on the above assessment, the criterion is considered to have been met.

#### **Criterion 2.8: Transparency and documentation**

*The study programme, course of study, examination requirements and entrance requirements, including the regulations for compensation of disadvantages for students with a disability, are documented and published.*

Based on the above assessment, the criterion is considered to have been met with restrictions.

The expert panel concludes that the following changes are required:

- It is necessary to rework and update the module handbook. In particular, the study schedule aimed at compliance with the module manual must be adhered with. The module handbook has to be reviewed:
  - a. content and methods have to be transparent
  - b. it should be specified to which fields of competence the content belongs
  - c. workload has to be included.

#### **Criterion 2.9: Quality assurance and further development**

*Results of the university's internal quality management are taken into account when further developing the study programme. At the same time, the university takes account of evaluation results and investigations into student workload, student success and the further career development of graduates.*

Based on the above assessment, the criterion is considered to have been met with restrictions.

The expert panel concludes that the following changes are required:

- An evaluation of student workload has to take place.

#### **Criterion 2.11: Gender equality and equality of opportunity**

*The university's concepts for gender equality and for the promotion of equality of opportunity for students in difficult life situations, such as students with health problems, students with children, foreign students, students from a migrant background and/or students from social backgrounds in which education is not fostered, are implemented at the level of the study programme.*

Based on the above assessment, the criterion is considered to have been met.

#### **The expert panel formulated the following recommendations for the further development of the study programmes:**

1. The statistical competencies of the students should be extended.
2. The focus of the cross cultural learning should be widened in such a way that students are enabled to look beyond Germany, i.e. to Europe or the European Union.
3. It should be made transparent which educational subsystems are subjects of the study courses and where the main institutional competencies of the teaching staff lie.
4. Indicators for the success of the graduates on the labour market should be developed and data should be shown in the reaccreditation.

The expert panel recommends that the accreditation commission of AQAS accredits, subject to conditions, the joint-degree study programme "International Education Management", leading to the degree of "Master of Arts", at PH Ludwigsburg in cooperation with the Helwan University in Cairo.