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**Examination regulations for the part-time postgraduate master's training programme
International Master of Applied Scientific Dental Education and Research (iMasder)
at the Christian-Albrechts-Universität zu Kiel/Faculty of Medicine**

Dated xx.xx.xxxx

Date of publication xx.xx.xxxx (NBl. MWV. Schl.-H. S. 96)

According to § 52 subparagraph 1 clause 1 of the Universities and Colleges Act (HSG) in the version of its promulgation on (xx.xx.xxxx GVOBl. Schl.-H. 2007 S. 184), the following regulations are issued by the convention of the Faculty of Medicine on xx.xx.xxxxx:

General examination regulations

§ 1

Scope of application

These examination regulations regulate, in conjunction with the regulations for the examinations of bachelor's- and master's degree programmes, the degree course "International Master of Applied Scientific Dental Education and Research" at the Christian-Albrechts-Universität zu Kiel, Faculty of Medicine.

§ 2

Objective of the degree programme

This degree programme will make a contribution to excellence in teaching and research in the field of dentistry at an international level. The degree programme has at aim to impart the latest available knowledge about research and teaching in the area of dental medicine, to apply this knowledge to known and new problems in the context activities and work of university lecturers, and to contribute to the independent development of new knowledge in the field upon completion of the degree programme.

The course content and types of learning tasks are in line with this objective, in addition to imparting professional and scientific knowledge of the various scientific schools of thought, practice related problems are also identified and solved. The degree programme furthermore has at aim to strengthen key interdisciplinary qualifications in order to create new stimuli for quality development in higher education and specifically in the area of dentistry. Competencies and skills in communication, personnel management, project management and moderation are enhanced in order for graduates to further develop their leadership and innovation skills.

§ 3

Structure of the degree programme, scope and standard period of study

This master degree programme is application-oriented and aims to strengthen the competencies and skills of university lecturers in practical research, curriculum design, teaching methods, quality development and personal leadership in the field of dentistry.

The focus area is, on the one hand, on the teaching of subject specific competencies. These include:

- Course-specific knowledge combined with a theoretical knowledge base that enables the further acquisition and classification of scientific knowledge in professional practice;
- Methodological and analytical skills, together with synthetic competencies for the context specific application of methods and knowledge;
- Analytical and empirical competencies including in-depth knowledge of research methodology and methods as well as statistics;
- Career-specific skills, in particular the ability to collaborate with partners from other disciplines and to meet external requirements and challenges from outside the field.
- Competencies for curriculum development and teaching methods, to promote topical teaching and excellence in teaching, to ensure that the teaching content keeps up with changing times, and to provide for content that is based on a systemic and cross-curricular network that promotes teaching that activates cognitive processes.

The focus area is, however, also on the development of key skills. These include:

- Skills necessary to impart knowledge: Teaching methods is a theme that cuts across all the modules and especially modules 4 and 5.
- Critical thinking: Experiences, findings and concepts are critically discussed in the modules in terms of their usefulness, their limits and practical application. Own ideas, theories and behaviour with regard to collegial collaboration and reflection are also dealt with in the exercises and discussions.
- Communication skills: Communication is a special theme in the seventh module. Communication skills are also promoted in all the other modules through presentations, discourses, training on moderation, discussions, and forms of collegial supervision.
- Teamwork and cross-cultural collaboration: The ability to work in a team is conveyed through the special organisational form of the programme, in particular in the contact sessions (where a high regard is placed on teamwork) and through e-learning where work is placed on a learning platform (which provides for a forum for opinions and the exchange of personal experiences). Through the specific composition of the student body to represent different countries, cultural differences are highlighted and used productively in the learning context.
- Management skills: This skills process is based on the careful evaluation of the ability to plan, control and analyse effectively, to lead teams efficiently, to implement projects, and to manage projects. This is the theme of module 6, but, it is also a common thread - via the learning platform – in the overall work of this degree programme.
- Self- and IT-competence: The main idea and concept of this degree programme is self-active learning. The blended-learning-approach promotes and enables students to organise themselves in terms of their degree studies and particularly by means of the new possibilities created by the internet.

Structure of the degree programme

This part-time degree programme comprises four semesters with a total workload of 60 credits. An average of 15 credits per semester should be acquired in order for this degree programme to be followed in conjunction with a professional career at a University. The 15 credit master thesis should, as a general rule, be completed in the fourth semester. To limit the workload in the fourth semester, students should begin with preparatory work for the master's thesis early. Synchronous e-meetings are therefore held in the first semester to advice students with regard to the master's thesis.

The primary course content is divided over seven modules. Each of these modules provides the basis for the respective themes and enables application-based, in-depth learning with regard to the specific competencies and experiences of the students. The seven modules are therefore carefully planned and assigned. Priorities are furthermore set in terms of the framework of each of the respective modules and in terms of the primary assignments, the practical work and especially in terms of the master's thesis.

Stage	Element	Credits	Total credits
1. Semester	Module	6	12
	Module	6	
2. Semester	Module	6	12
	Module	6	
3. Semester	Module	6	12
	Module	6	
4. Semester	Module	6	21
	Master's thesis*	15	
1. - 4. Semester	Practical work	3	3
Total			60

* Students can start with the master's thesis in the third semester.

Modules

1. Fundamentals of academic teaching and research
2. Scientific research methods and procedures
3. Basic research, clinical research, health services research
4. Excellence in teaching and teaching methods I
5. Excellence in teaching and teaching methods II
6. Personnel management and quality management
7. Communication, presentation, rhetoric

All seven modules (see the Module Guide) are designed as compulsory modules, since essential specialised and interdisciplinary skills for university lecturers in the context of dentistry and in terms of the goal to attain excellence must be developed further. The concept of the compulsory modules is closely linked to the objective; to have a constant student body from different countries from all over the world in every year of study, and to use the cultural and academic differences from the student body to create a network of transnational research- and teaching activities. At the same time, the content and structure of the individual modules are designed to focus on and provide for individual priorities and requirements for the students, for example written work, presentations, case studies or colloquia.

The modules are clearly delineated in terms of one another, and modules four and five (Excellence in teaching and teaching methods I and II) have consecutive goals and content that build successively upon each other. All the modules are offered, in terms of the blended-learning approach, over a three month period. In situations where impediments exist and this is not possible, alternative solutions are sought in the rescheduling of service provisions to ensure that academic feasibility and the opportunity to learn are realised even in difficult personal circumstances.

In the work sessions with the module coordinators, the objectives and content of the seven modules are aligned and adapted. With the help of evaluations and the regular exchange of experiences, the implementation is tested and the concept is further developed. In the regular work sessions all the lecturers are included in addition to the module coordinators.

Module structure

Every module is structured in terms of the following elements:

- Self-study
- Contact sessions
- E-learning
- Submitted assignments
- Module assessments (Graded)

All of the above elements are based on study material that is made available to students on the learning platform and are therefore available on the internet. The study material consists of:

- Lecture manuscripts and/or presentations by the lecturers
- Module specific work- and training exercises
- Selected subject literature
- References to literature

Through self-study, the students work through the study material and prepare assignments for submission (see below) and therefore also prepare for the module assessment.

During the contact session (one contact session per module), the lecturers present detailed lectures, moderate application based exercises and training, and provide the students with feedback. In the contact sessions a number of methodological teaching methods (lecture, plenary discussions, individual and teamwork, individual and group presentations) are used. In the contact sessions the following synchronous seminars are furthermore offered and module assessments are prepared and included in the various elements of the blended-learning approach.

In the context of the contact sessions, the synchronous e-learning seminars complement the content of the modules and deal with it in more detail. The subject-matter of these seminars include exemplary solutions for work- and training exercises, presentations by students, additional inputs by lecturers and preparation for the module assessment.

Asynchronous forums on the learning platform offer students the opportunity to exchange their opinions about the study material, the work- and training exercises, as well as their own study experiences.

In the submitted assignments students revise the work- and training exercises provided by the lecturers or – after consultation with the lecturers – work on independently formulated

themes. The submitted assignments are marked with a “pass” or a “fail”. In the event of a fail, the student receives guidelines from the lecturer on how to improve the assignment in order to submit the assignment again. The setting and feedback on the submitted assignments are made available on the learning platform. The nature and scope of the submitted assignments are made known by the lecturers at the beginning of the module (Guideline: Three submitted assignments per module see the Module Guide).

In the modules, the learning- and assessment tasks are aimed, on the one hand, at increasing competence and on the other hand, to promote optimal preparation for the performance review. The assessment of the achievements in the module takes place in terms of competence-oriented module tests in the form of written work by students, presentations, colloquia or examination papers. The assessment method is made known by the lecturer at the beginning of the module (see Module Guide). When a student pass a module assessment, the student acquires the assigned number of module credits.

§ 4

Admission to the master programme

(1) Admission to this postgraduate programme requires a university degree, of at least 240 credit points, in medicine, dentistry or the natural sciences, as well as current or previous work related experience with regard to dentistry at a university. A prerequisite is also a secure command of the written and spoken English language

(2) In principle, there will be no restrictions on the number of students admitted.

§ 5

Academic year

Enrolments will initially be accepted for the winter semester of the academic year; and where necessary also for the summer semester.

§ 6

Examination Committee

(1) The examinations committee consists of three lecturers that also participate in this programme.

(2) The chairperson of the committee is a member of the group of the examination boards.

§ 7

Objective of the examination

The master’s thesis reviews the ability of students to write a research paper on a theme of the degree programme, and particularly with regard to excellence in teaching, research and management in dentistry. The master’s thesis is based on the criteria set out below. In addition, a discussion of selected themes from the modules should also take place. For the evaluation of the master’s thesis the following considerations are decisive. It represents the mandatory assessment orientation framework.

§ 8

Module assessments and grades

(1) An assessment can include one or more of the following types: Test, written home work, submitted assignments, oral examinations, presentations, internship report.

(2) As a general rule, the module assessment usually takes place at the conclusion of the module and in the form of a written module examination. The type and number of assessments to achieve the module examination credits is set out in the attachment. In exceptional cases the examination committee may, after consulting with the relevant examiner or examiners, provide for another type of assessment than that provided for in the examination regulations. Students are informed of this determination at the beginning of each module.

(3) The scope of an assessment is at least 30 minutes and 90 minutes at the most. The assessment tasks may be partially or entirely in the form of multiple-choice tests.

(4) The scope of an oral assessment is between 30 to 60 minutes.

(5) All module grades are included in the final grade.

(6) Submitted work and internship reports are marked with a “pass” or a “fail”. The number and scope of submitted work are made known by the module coordinator at the beginning of the module. Internship reports should not be more than 10 to 15 pages.

(7) If a module assessment consists of more than one assessment type, the module grade will reflect the grade average of all the individual assessments.

(8) If a module assessment involves more than one student together, then the grade achieved will be determined jointly.

(9) Module assessments are conducted within six weeks. The results of the assessments are made known as usual and anonymously.

§ 9

Re-examination of module assessments

If an assessment was not passed, the candidate or candidates are automatically eligible to complete the re-examination, as long as he or she does not take this re-examination later than 3 weeks after the original assessment.

§ 10

Internships

The scope of the internship amounts to a total of eight days (3 credits) in the fourth semester. Internships are always linked to a study module. The content focus-points and priorities in terms of the module themes are determined by the students themselves.

The general and module specific guiding questions are the point of reference in the internship report. The report may contain, if relevant, a comparison between the experiences of the visits to the different internship sites. The report should be no longer than 10 – 15 pages. The content supports are provided by the lecturers of the degree programme and takes place at the beginning of a study module for students who want to undertake an internship. The teaching- and skills objectives are dealt with, as well as the module specific guiding questions for the internships are discussed as part of the online-seminars. Internships can be registered and booked at the coordinating body of the degree programme. Organisational support is provided via the coordinating body.

§ 11

Master's thesis

(1) Students may be admitted to the master's thesis after having acquired a minimum of 45 credits through the completion of the module assessments of the compulsory modules.

(2) The application for admission to the master's thesis must be made at the examinations office, in writing and with the signature the first-supervisor or first-supervisors. It must contain a specified theme and include a recommendation by the second-supervisor or supervisors. Without this, a proposal justifying the consideration of the application for admission to the master's thesis must be made.

(3) The period from the issuing of the topic to the submission of the master's thesis is four months. In terms of the examination regulations for bachelor and master degree programmes, an extension of the working time may not exceed two months.

(5) The topic of the master's thesis may only be changed once and only within the first two months.

(6) The scope of the master's thesis may not exceed 40 – 50 pages.

(7) The master's thesis must be assessed by the evaluator or evaluators within six weeks after submission.

(8) The master's thesis is written in duplicate and one of the copies are submitted in a suitable format to the examination office for electronic data processing.

§ 11

Generating the final grade

For the calculation of the final cumulative grade, the grades of the relevant modules and the grade for the master's thesis are weighed in terms of the associated credit points.

§ 12

Disadvantage compensation for disabled students

If a candidate credibly states that he or she is not able to undergo an examination partly or entirely or within the examination periods laid down in these regulations because of a chronic illness or disability, the chairman of the examinations committee can extend the time granted for the respective examination or define a form of examination suitable to the candidate's situation. The same applies to academic achievements.

§ 13

Academic degree

Upon successfully completing the master examination, the Faculty of Medicine of the Christian-Albrechts-Universität zu Kiel awards the academic degree "Master of Science (M. S.)". The certificate is signed by the chairperson of the examinations committee. The master degree certificate is signed by the dean of the Faculty of Medicine of the Christian-Albrechts-Universität zu Kiel and the chairperson of the examinations committee.

§ 14

Entry into force

These regulations enter into force on the day of their announcement. Permission has been granted according to section 1 § 52 subparagraph 1 sentence 1 in conjunction with section 2 § 1 subparagraph 4 of the Universities and Colleges Act (HSG) by the presidium Christian-Albrechts-Universität zu Kiel in writing from xx.xx.xxxx.

Kiel, on .xx.xxxx

The Dean

The Faculty of Medicine

Prof. Dr. St. Schreiber