

Study Regulation

English Version*

for the post-graduate Master's Program

“Vocational Education and Personnel Capacity Building”

at the Technical University Dresden

from 8th July 2008, finally modified by resolution of the “Board of the Faculty”
„Educational Sciences“ from 2nd December 2009.

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*This translation is based on the German version of the present “Study Regulation” which respects the current adaptation to the “Law of Higher Education in the free State of Saxony” (Anpassung SächsHSG)

§ 1

Scope of relevance

(1) Within the framework of the “Higher Education Laws of Saxony” and the “Examination Regulation”, this guidelines regulates the objectives, contents, structure and sequence of studies for the master study program “ Vocational Education and Personnel Capacity Building” in the Technical University Dresden.

§ 2

Objectives of the study

(1) The master study program “Vocational Education and Personnel Capacity Building” is build upon a higher education certificate in domains of science and engineering, business administration and economics or educational sciences. It is focused towards the acquisition of both scientific and technical professional competence in the area of initial and continuous vocational education and training as well as in areas of human resource development. The essential action fields are:

1. Teaching duties in initial and continuous vocational education and training;
2. Administrative duties in institutions of initial and continuous vocational education;
3. Administrative duties, development and implementation tasks in projects of initial and continuous vocational education
4. Administrative duties, development and implementation tasks in the area of teacher education and training related to the vocational education sector;
5. Research activities in initial and continuous vocational education and training as well as in adult education.

(2) The master study program expands and intensifies existing knowledge and experience in the domains of project planning, curriculum development, instructional design and evaluation of vocational education and andragogy as well as human resource development according to varying country contexts.

(3) The objective of the program is to enable a graduate to gain skills to integrate principles and functions of the vocational education and training system within the structure of the society in combination with measures and projects of initial and continuous vocational education and training. Moreover, it is directed to transfer knowledge to plan and design initial and continuous training processes.

(4). The training enables graduates to work in initial and continuous education institutions, universities and research institutes, administration, planning and consultancy offices, human resources and education departments in enterprises and in national and international organisations, which are engaged in capacity building on national or regional level.

§3

Admission requirements

- (1) Persons eligible for enrolment need to present both a certificate attesting the completion of higher education studies recognised in the German Higher Education and an evidence for at least one year working experience in one area related to the field of study.
- (2) If the studies are partly or completely carried out abroad - as a regular study program of at the TU Dresden but in cooperation with acknowledged foreign universities - the applicants have to show evidence on sufficient proficiency of the English language. Eligible are the following: IELTS, level 6; TOEFL 80 points or other official acknowledged language certificates of the mother countries.
- (3) Based on a written application of the applicant the "Registrations Office" takes the decision on approval in consultation with the responsible "Examination Committee".
- (4) The registration formalities and conditions are regulated by the registration regulations of the Technical University Dresden.

§4

Begin of study and duration

- (1) The studies commence every winter semester.
- (2) The regular study duration is set to four semesters (two years) and includes direct studies with presence of the student, self study, supervised pedagogical internship phases, the delivery of the "Master's Thesis" and the colloquium.

§5

Forms of teaching and learning

- (1) The structure of the syllabus is modular. The teaching contents within each individual module are delivered and consolidated by lectures, seminars, practical exercises, tutorials and internships.
- (2) Lectures are being held to introduce the subject matter of the module. Seminars are being conducted to enable the students to inform themselves on the basis of available technical literature or other materials about a selected theme or problem area, to analyse and present results, to communicate in groups and/or to present results in writing. Exercises and tutorials serve to consolidate the teaching matter being taught in particular sub-domains. Internships enable the students to analyse the design of initial and continuous vocational education and training and facilitate the empirical research within the framework of their "Master's Thesis".

(3) These direct study activities (seminars in presence of the student) are being complemented by individual self-studies, e.g. to prepare and consolidate lessons, to work with projects and case studies, to prepare for examinations as well as to perform individual research work.

§6

Structure and implementation of studies

(1) The study programme shows a modular structure. The courses are being distributed over a time span of three semesters. During the fourth's semester the "Master's Thesis" has to be elaborated.

(2) The study program comprises 9 compulsory modules, 3 to 4 optional modules, phases of vocational educational internship and field research and finally the "Master's Thesis" including the colloquium. The optional modules enable students to get insight in several selected areas of specialisation and are being credited with 16 credits points.

(3) Detail information about objectives and contents, applied teaching and learning forms, prerequisites, applicability, frequency, study loads as well as the duration of each module is being presented in the "Module Specifications" (binding descriptions of modules - appendix 2)

(4) The language of instruction of the entire program is German. If the studies are partly or completely carried out abroad - as a regular study program of at the TU Dresden but in cooperation with acknowledged foreign universities - the language of instruction for the course is English. In such a case the teaching program can also be carried out in the respective national language, provided it is fixed both within the agreement of cooperation and it is announced in the study offer in the respective foreign country.

(5) The reasonable division and sequence of modules within the different semesters respecting the intended completion of the studies within the regular study period as well as the kind and scope of teaching sessions is being presented in the "Study Schedule" (module - semester-sequence table - appendix 1)

(6) The offers of the optional modules as well as the "Study Schedule" are eligible to be modified upon proposal of the "Study Commission" by the "Faculty's Advisory Board". The current offers of optional modules are being published by the faculty at the beginning of each semester. The modified "Study Schedule" is valid only for those students, who received the information in due time at the beginning of the semester. Decisions on exceptions are being made by the "Examination Committee".

§ 7

Content of studies

(1) This Master's study program "Vocational Education and Personal Capacity Building" emphasizes a particular application-orientation of study contents.

(2) During the first semester foundations are set to distinguish historical and societal inter-relationships between occupation and education as well as both the design of teaching- and learning processes and management processes within the initial and continuous vocational education and training. The focus includes a conceptual terminology-system of sub-disciplines in vocational pedagogy as well as psychology as a foundation for the building of theories. The first semester concludes with an internship within a vocational education institution related to vocational pedagogy.

(3) The second semester follows a stronger application-orientation orientation. Both occupational and andragogical approaches are related to typical occupational and andragogical action fields. Didactic concepts of the initial and continuing vocational education are applied for designing target-group related teaching- and learning processes. Problems in education management are also discussed based on scientific theories and their analyses.

(4) Moreover during the second semester, foundations are set to analyse production and service structures from a historical and systematic point of view to enable comprehension in terms of research, production and education.

(5) During the third semester the social sciences constitute the major focus. Both hermeneutic as well as empirical research-methods are applied. The analysis of production and service is realized towards the identification of relevant educational characteristics and the derivation of structural, curricular and methodical consequences for vocational education.

(6) Furthermore during the third semester, students can select among several optional modules according to their vocational orientation. These are related to areas of human resource development, the design of communicative processes, quality management within the educational sector, subject-specific design of teaching- and learning processes in vocational education and also the design and application of modern learning-media in vocational education.

The third semester is concluded by a field-research internship. Students have to generate a database applicable as an information base for their "Master's Thesis" related to a complex vocational pedagogically statement of a problem through application of relevant methods of social science.

(7) The fourth semester concludes with a field-research internship and leads to the complex elaboration of the "Master's Thesis". Students elaborate it independently and are encouraged to arrange individual consultations as well as prepare themselves for the public defence. Thus, the colloquium takes place at the end of the fourth semester.

(8) Details on the course contents of the individual modules are set in the "Module Specifications" (appendix 2).

§ 8

Evaluation (credit points)

(1) The ECTS- credit point system is used to document the average workload of the students in line with their individual study progress. One credit point covers a student's workload of about 30 hours. In general, 60 credit points are covered per year, i.e. 30 per Semester. In total, 120 credit points can be earned as displayed in the module specification through the types and range of study measures, respecting performance results both during the direct study and by examinations, the self study, the writing of the "Master's Thesis" and the colloquium.

(2) Credit points are acquired in principal after a stated success on the corresponding module examination. Paragraph § 28 of the examination regulations is not affected by it. The "Module Specifications" (ref. appendix 2) indicate the number of credit points to be earned per module with respect to certain presuppositions.

§9

Study-counselling

(1) General study-counselling is provided by the "Central Student Advisory and Counselling Department" of the TU Dresden and includes advisory service on study opportunities, registration modalities and general student affairs. The accompanying technical study-counselling is reserved by the "Institute of Vocational Pedagogy". The technical study-counselling supports students especially in terms of study arrangements.

(2) At the beginning of the third semester those students are obliged to attend a technical study-counselling arrangement who did not show the performance record as an evidence of success in examinations.

§10

Modification of "Module Specifications"

(1) "Module specifications" are eligible to be modified by a simplified process to enable quick reactions on changing requirements and to optimise the organisation of studies. Exclusions are the "module's title", "contents" and the "objectives of qualification", "forms of teaching", "prerequisites for the acquisition of credit points" and "credit points and marks".

(2) On proposal by the "Study Commission" the "Faculty's Advisory Council" decides on the modification by a simplified process. The modifications have to be published by the faculty as usual.

§ 11

Taking into effect and publication

This “Study Regulation” is taken into effect at the 01.10.2007 and is published within the official notification of the Technical University Dresden.

The official document is issued with respect to the decision of the “Senate of the Technical University Dresden” from 09.05.2007 and with approval from the “Academic Council” from 18.09.2007.

Dresden, at 08.07.2008,

finally modified by resolution of the “Board of the Faculty” „Educational Sciences“ from 2nd December 2009.

The President of the
Technische Universität Dresden

Prof. Dr. H. Kokenge