

In accordance with § 50, section 1 of the Hessian University Law (Hessischen Hochschulgesetz – HHG) in its version of 5 November 2007 (GVBl. I S. 710, 891), the Faculty Council of the Faculty of Economics and Business Studies, Philipps-Universität Marburg, Marburg, has passed the following Study and Examination Regulations, effective as of 21 May 2008:

**Study and Examination Regulations for the Master’s (M.A.) Degree Course
“Economic Change in the Arab Region” (ECAR)
offered by the Faculty of Economics and Business Studies, Philipps-Universität
Marburg,
effective as of 21 May 2008**

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§ 1

Scope of Application

In accordance with the General Regulations Pertaining to the Study and Examination Regulations for Bachelor's and Master's Degree Courses at Philipps-Universität Marburg, dated 20 December 2004 (StAnz. Nr.10/2006 S. 585), last modified 17 July 2006 (StAnz. Nr. 51-52/2006 S. 2917), in the version valid at the commencement of studies at Marburg, the following Study and Examination Regulations (hereafter referred to as *General Regulations*) apply to the purpose, content, sequence, and structure of the Master's degree course "Economic Change in the Arab Region" (hereafter ECAR) and to the course and examination requirements thereof, leading to the degree of Master of Arts (M.A.).

§ 2

Purpose of the Degree Course

(1) The Master's degree course follows on from Bachelor's degree courses focussing on Economics and Business Studies. Graduates of this research-oriented Master's degree course are awarded the degree of Master of Arts (M.A.). The Master's in "Economic Change in the Arab Region" prepares students systematically for entry into occupations requiring skills and expertise with a particular focus on the Arab world. The courses offered cover all the essential features of micro- and macroeconomics, business policy, international business relations, and development economics.

The analysis of specific institutions is designed to provide students with well-founded expert knowledge that will equip them to examine and play a shaping role in processes of economic reform. The Master's program also contains modules with a relevant regional vector that serve to facilitate the acquisition of relevant language and intercultural skills.

Classes focus strongly on methodology, and students are made familiar with the scientific application of the chief research methods applied in economics. The inclusion of case

studies and practice units as well as of an obligatory internship serves further to increase the professional value of the qualification obtained by graduates on this degree course. The Master's thesis combines the theoretical and methodological components of the course of study and applies them to research questions arising from the economic peculiarities of the Arab world.

In order to do justice to the complex economic realities of the Arab region, the individual modules of the M.A. are characterized by a plurality of different scholarly approaches. This, on the one hand, facilitates the appropriate choice of analytical method for addressing individual questions, and, on the other, fosters intellectual open-mindedness and a healthy culture of debate.

Interdisciplinary links with other social sciences and the humanities are thereby forged and encouraged within the program of studies. The future jobs of our graduates will be in international companies whose business interests lie in the Arab region, in the economics sectors of banks, insurance firms, and manufacturing companies, and in international organizations, research institutes, public administration, government ministries, local and regional associations, and regulatory bodies.

The course of study is designed primarily to produce graduates qualified to work in areas relating to the countries of the Middle East, South Asia, and North Africa (the Maghreb). The M.A. program also prepares graduates for an academic career, specifically in the form of preparation for entry to a doctoral program.

(2)

The Master's examination is designed to establish whether the examinee has acquired the specialist knowledge and skills required for entry into the job market or subsequent doctoral program, whether s/he possesses a firm grasp of his/her discipline, and whether s/he possesses the skills required for independently applying scientific methods and findings.

§ 3

Prerequisites for the Master's Degree

Admission to the Master's course of study is regulated in Attachment 3.

§ 4

Commencement of Studies

Students embarking on this course of studies are advised to register for the annual preparatory semester commencing in August. This preparatory semester, with its language and area studies courses, acclimatizes students to the bicultural nature of the degree.

§ 5

Standard Duration of Degree Course, Modularization, Workload (Credit Points)

(1) The standard duration of the degree course is 3 semesters.

(2) The course of studies has a modular structure. Content and structure are described in §8. An overview is provided in **Attachment 2**.

(3) Credit points (ECTS) are awarded upon successful completion of a module. These credit points certify the workload calculated for successful completion of a given module. One credit point is the equivalent of 30 hours of work, and accords with the stipulations of the European Credit Transfer System (ECTS). The curriculum is designed so that the student workload comes to 30 ECTS points per semester.

If modules require more than one examination to be passed, then the individual number of credit points per examination is to be indicated accordingly. The number of credit points per module generally serves as the weighting factor for assessment in accordance with § 16. ECTS points can only be gained if the module prerequisites as indicated in the module description of Attachment 1 have been fulfilled.

(4) The total number of ECTS points to be obtained in the ECAR Master's degree course is 90.

(5) On the basis of the present Study and Examination Regulations, the Faculty provides a syllabus that enables students to successfully complete the course of study, including all examinations and the obligatory internship, within the period of time indicated.

§ 6

Academic Counselling

(1) Academic subject counselling is conducted within the framework of regular consultation hours offered regularly by research assistants, professors, examiners (mentors), and other persons appointed by the Faculty Council and qualified to examine.

(2) A freshman orientation event is held prior to the beginning of each annual preparatory semester. Mentoring activities commence immediately thereafter in accordance with §27, section 2 of the HHG.

(3) The general academic counselling service is conducted by the university's Central Office for Academic Orientation and Counselling (ZAS).

§ 7

Accreditation of periods of study, academic grades, and examinations taken

The accreditation of periods of study, academic grades, and examinations taken is governed by §7 *General Regulations*.

§ 8

Content, Composition, and Structure of Degree Course

(1) The ECAR Master's degree course is preceded by a two-month preparatory phase. This serves the purpose of conveying the specific language and cultural competences required to successfully complete the degree course and subsequently to operate in the Arab business world, as well as to deal successfully with professional questions arising from within the region.

(2) In accordance with sections 4 and 5, the Master's degree course proper is divided into

- compulsory modules in economics and business studies,
- an obligatory internship, and
- a Master's module.

An overview of the course structure can be found in **Attachment 2**.

(3) The language of instruction is, in general, English.

(4) The modules in the ECAR course of study pursue the following goals:

1. The **compulsory modules in economics and business studies (60ECTS)** shall provide the student with an insight into the fundamental aspects of economic theory and policy as well as facilitating closer familiarity with individual branches of the subject.

The courses in these modules apply a method-oriented approach to the questions discussed, in order to equip the student with the skills required to function independently over a broad range of topics.

The courses in these modules are taught partly in the form of group seminars and conclude with a course assignment, with the aim of offering the student the opportunity to further develop his/her ability to pursue independent academic work

2. The **obligatory internship (12 ECTS)** is completed at a public or private institution in the Arab region that is relevant to the individual study focus. The internship is designed to give the student the opportunity to put into practice the economic theory studied. The internship shall also have a contextual bearing on the Master's thesis. Alternatively, the student may conduct a two-month **field research period** in an Arab country of choice. The contents of such a research component must be directly related to the subsequent Master's thesis.

3. The **Master's module (18 ECTS)** is intended to ensure that the student is capable of coping independently, within a fixed period of time, with a specific problem drawn from within his/her course of study and of applying scholarly methods to solving it and presenting the resultant findings.

(5) The following modules of the individual areas must be successfully completed in the quantities indicated:

| Area | ECTS |
|---|-------------|
| Compulsory Modules | 60 |
| The Arab–European Economies | 9 |
| Economic Analysis | 12 |
| Change Management | 9 |
| Developing the Economy | 6 |
| The International Context | 6 |
| Economic Transition in the Arab Region | 6 |
| Finance and Sustainability in the Arab region | 6 |
| Project Evaluation | 6 |
| Obligatory Internship or Field Research Period | 12 |
| Master's Thesis | 18 |
| | ∑ 90 |

§ 9

Methods of Learning and Teaching

The forms of learning and teaching applied are lectures, exercises, self-study, seminars, assignments, project work, presentations, colloquiums, e-learning, excursions, work in small groups, business games, and case studies as well as open class discussion.

The module descriptions in Attachment 1 specify the type of teaching or learning method applied within the individual modules.

a) *Lectures* serve a central function. They provide a concise introduction to the events, structures, and causal implications of a given subject and convey fundamental and specialist academic knowledge and methods.

b) *Exercises* are usually offered as supplements to lectures and are designed to test and deepen the knowledge obtained. The teacher conducts these classes, sets tasks, supervises participation, and leads discussion. The student practices his/her skills and methods in the individual discipline, solves tasks, develops individual contributions, and presents these in front of the class.

c) *Self-study* serves the purpose of preparing and revising classwork and preparing for examinations, deepening knowledge and skills, as well as acquiring basic contextual knowledge and research skills.

d) In *seminars*, the student, by working on a specific topic, acquires relevant skills and methods. Techniques of independent academic work are imparted and practiced, and subject-specific topics are handled independently by the student. To this end, participants generally work on and complete independent contributions (assignments).

e) *Assignments* are pieces of written work that the student prepares independently by means of applying academic methods to a restricted range of topics. The student shall, by utilizing independently researched sources and scholarly publications, work through a topic scientifically within a fixed period of time (primarily outside the teaching semester) and present his/her findings in writing.

f) *Project work* involves classes that serve the purpose of applying and/or deepening theoretical knowledge within the context of a real or fictitious case. Project work assists in

improving process-orientation and key qualifications such as team skills and organizational and social competence.

g) *Presentations* serve the purpose of improving the student's oral communication skills with regard to contexts relevant to a given subject. These skills later play an important role in everyday professional affairs, whether academic or practical in nature.

h) *Colloquia* facilitate discussion of research findings and debate on current research questions. Colloquiums are forums in which teachers and students exchange views with regard to such matters as the Master's thesis or other research assignment. The fundamental purpose of a colloquium is for the student to apply and practice acquired skills and knowledge, to apply consistent and rigorous methods of argument, and to criticize and defend differing points of view in discussion.

i) The term '*e-learning*' describes media-assisted learning, primarily with regard to the Internet or CD-ROMs/DVDs. In some cases, this type of learning is employed to supplement in-class learning for the purpose of blended learning. Considering that e-learning is proving to be the preferred mode of corporate further training, it is important for students in economics and business studies to become adept at e-learning.

j) *Excursions* are on-site teaching activities that take place extramurally. They are conducted in the form of block courses lasting one or more days in succession. Theoretical knowledge is applied within the framework of the on-site observations and included in further investigations. Excursions, supervised by a teacher, are prepared thematically and discussed retrospectively in class.

k) *Business games and case studies* confront the students with a fictitious situation as it may occur in the corporate context. The student is to apply his/her knowledge in order to analyze the situation, to evaluate information, and, finally, to develop a suggested course of action which must then be explained and defended in open forum. Case studies generally only cover individual situations. Business games, which can also be conducted via computer, simulate dynamic developments and the results of earlier decisions, in order to familiarize the students with the effects of often very complex systems. The teamwork that goes in hand with these exercises further increases the social competence of the student.

l) *Work in small groups*: The students work closely together in groups of three to five members in order to solve set tasks, such as preparing plenary discussions or brief

presentations. By altering fixed group constellations of up to forty participants, work in small groups – along with feedback techniques – allows social skills in smaller units to be practiced and evaluated.

By means of buzz groups, work in small groups can also be utilized within much larger groups (up to 400 participants) in order to prepare subsequent procedures. The most important aspects to be considered with regard to work in small groups is that tasks be clearly structured and precise and that the course leader supervises, evaluates, and interacts with the participants (in those cases where group work is to be employed for the purpose of formal evaluation).

m) *Open class discussion*: within the framework of advanced classes, open discussion between teacher and student can facilitate participatory class planning. Free discussion is also useful for addressing highly specific questions and questions of practical application. Preparation in small work groups or similar activating methods such as silent dialogue is recommended.

§ 10

Examinations

Throughout the course of studies, examinations take the form of module examinations or continuous assessment.

(1) Examinations are generally to be conducted in the form of

- written examinations,
- oral examinations,
- essays or other written assignments, and
- presentations.

(2) Written examinations are designed to show that, within a limited period of time and with limited external resources, the examinee is capable of solving tasks and addressing course-specific topics academically by applying the methods and knowledge of his/her discipline acquired during the course.

The duration of a written examination is generally between 45 and 120 minutes.

(3) By means of an oral examination, the examinee shall demonstrate that s/he is able to deal with the implications of the thematic area being examined and to put particular questions into context accordingly.

The examination shall further establish whether the examinee possesses knowledge of the subject appropriate to the current level of the course of study. The duration of an oral examination is generally between 15 and 30 minutes per examinee.

The essential content and result of the oral examination are to be recorded in a protocol. The examinee is to be presented with the result at the end of the examination. Oral examinations may be conducted in the form of group examinations with up to three participants.

(4) Essays and other written assignments shall be produced within the framework of one or more individual courses. These assignments shall establish whether the examinee is able to apply the content, methodology, and study techniques acquired in the course to independent scholarly work and to present his/her results accordingly.

(5) Presentations are oral examinations in which the examinee, within the context of a proseminar, colloquium, or similar class-type, shall prove that s/he is able to independently apply the content, methodology, and study techniques acquired in the course to independent scholarly work and to present his/her results accordingly.

In the presentation, the examinee generally presents his/her research findings to other students and an examiner.

(6) The examinee shall attach a list of the external resources utilized to his assignments and Master's thesis and shall append his/her signature to the following text:

“I declare that this thesis and the work presented in it are my own and have been generated by me as the result of my own original research. I confirm that:

1. This work was done wholly or mainly while in candidature for a research degree at this University;
2. Where any part of this thesis has previously been submitted for a degree or any other qualification at this University or any other institution, this has been clearly stated;
3. Where I have consulted the published work of others, this is always clearly attributed;
4. Where I have quoted from the work of others, the source is always given. With the exception of such quotations, this thesis is entirely my own work;
5. I have acknowledged all main sources of help;
6. Where the thesis is based on work done by myself jointly with others, I have made clear exactly what was done by others and what I have contributed myself;

7. Either none of this work has been published before submission, or parts of this work have been published as: [please list references below].

I hereby acknowledge that a violation of the above stated rules will lead to my thesis being graded as "failed" (1 mark according to § 16 Abs. 2 *Allgemeine Bestimmungen*, Punkte < 5, ECTS-Grade F).

(7) The type and extent of examinations per module are indicated in the module description in **Attachment 1**.

(8) Students on courses of study in which a module can be accredited are entitled to attend oral examinations in the module in question, insofar as they have not yet completed the examination in question or are not enrolled for the same examination on the same date. This does not apply to consultations or to the announcement of the examination result.

The number of those attending may be restricted, depending on the capacity of the room the examination is being held in. The examinee is entitled to object to having the examination held in public.

(9) Insofar as the Master's regulations permit participation in modules of other degree courses, the examination regulations governing such latter modules shall apply if these differ from those governing the Master's degree in question.

§ 11

Master's Thesis

(1) The Master's thesis shall demonstrate whether the student is able, within a fixed period of time, to deal independently with a specific problem from within his/her course of study, to apply scholarly methods to its solution, and to present his/her findings.

(2) Only those students may be admitted to the Master's thesis in ECAR who

- have obtained 61 ECTS points in the compulsory modules in Economics and Business Studies, and
- can produce proof of a confirmed internship placement in accordance with § 8 section 4 number 2.

(3) The application for admission shall be submitted to the Board of Examiners no later than 14 days prior to the desired release date for the topic of the Master's thesis.

If all other modules have been completed successfully, then the application shall be submitted no later than four weeks after the last examination results have been issued. The Chairman of the Board of Examiners is entrusted with decisions regarding admission.

(4) At the examiner's discretion, the Master's thesis may be completed as group work. In this case, the contribution to the examination by the individual examinees must be identifiable through the indication of sections or page numbers or by other criteria that permit a clear differentiation and individually identifiable assessment.

(5) The examinee may, in accordance with § 8 section 4, number 1, choose a topic from within one of the areas of competence relating to Economics or Business Studies that falls within the contentual compass of the Master's degree course; in particular cases, other topics may be approved by the Board of Examiners upon request. The Chairman of the Board of Examiners nominates the examiner, facilitates, on the examiner's recommendation, the issuance of the topic, and customarily nominates a second examiner.

(6) The duration of work on the Master's thesis is 4 months. In particular cases, upon justified application, the Chairman of the Board of Examiners may extend the duration for up to an additional 4 weeks irrespective of the extension periods available in accordance with §15.

Such justified reasons include unforeseen difficulties in obtaining necessary literature or data in the case of an empirically oriented Master's thesis.

(7) The topic may be withdrawn by a candidate once only, and only within the first two weeks. If the examinee desires a change of topic, then a new application must be lodged in accordance with section 3.

A change of title does not necessarily imply a change of topic. A new topic must be issued as soon as possible, within four weeks at the latest. Immediately after the new topic has been issued, the stipulated period of work allowed for the thesis begins afresh.

The Master's thesis must be delivered to the Board of Examiners by the stipulated deadline in the form of three printed copies and one copy in electronic format. The Chairman of the Board of Examiners notifies the examinee of the date for the oral examination, in which the examinee shall publicly discuss his/her Master's thesis. The marking and assessment of the thesis must be completed within 12 weeks of submission of the Master's thesis.

(8) § 11 section 8 and the following *General Regulations* shall otherwise apply.

§ 12

Board of Examiners

The Board of Examiners shall be comprised of three professors, one research assistant, and one student. §12 *General Regulations* regulates all further aspects.

§ 13

Examiners and Co-Examiners

The Board of Examiners nominates examiners for module examinations and continuous assessment and – if required – nominates co-examiners. Their duties and nomination are regulated by §13 *General Regulations*.

§ 14

Registration and Examination Deadlines

(1) Module examinations and continuous assessments are conducted either within the individual module classes or immediately following them. Repeat examinations generally take place within the semester concerned. Repeating of examinations in modules that are administered by other departments is subject to the repeat regulations as stipulated by the department concerned.

(2) Examinations may also be conducted in early examination periods with corresponding early registration periods in accordance with section 3.

(3) For each examination period, the Board of Examiners determines a time frame for registration and withdrawal. The student is to be informed in due course of the applicable type of registration, the examination location, and the date of examination. Registration for an examination also automatically counts as registration for the repeat examination in cases where the examinee does not pass the examination on his/her first attempt.

(4) Participation in examinations is permitted to a student who is enrolled in a course of study at the Philipps-Universität Marburg to which a given module has been assigned by the relevant Examination Regulations or which has been made available in accordance with §10 section 10, who has fulfilled the admission requirements stipulated by the Examination and Study Regulations of the particular course of study for the relevant module, and who has not forfeited his/her entitlement to examination in the course of study or related course of study.

(5) The examinee must be informed of admission or non-admission to an examination in the manner stipulated by the Board of Examiners.

§ 15

Regulation of Course Results and Examinations in Cases of Illness, Disability or Domestic Encumbrance

Those regulations apply which, in accordance with §13 *General Regulations*, govern the removal of any academic disadvantages that may arise owing to disability, illness or the support of close relatives, especially children.

§ 16

Assessment of examination performances

(1) Examinations are assessed in accordance with §16 *General Regulations*. The weighting of continuous assessments and the grades awarded for these are stipulated in the module descriptions contained in Attachment 1. A module examination is considered as passed if all continuous assessments have been completed successfully. Cases where regulations differ are noted in the module descriptions in Attachment 1.

(2) If the examinee has been awarded the grade “very good” (1) with an average point score of 13.5 or better, then the overall classification “summa com laude” is awarded.

(3) §18 *General Regulations* otherwise applies.

§ 17

Absence, Withdrawal, Cheating, Breach of Regulations

§17 *General Regulations* applies.

§ 18

Repeating of Examinations

(1) Failed module examinations may be repeated, insofar as the criteria for the final failing of the Master’s examination in accordance with §19 do not apply. If a module consists of several internal examinations, then these may be repeated if they were failed and the module has consequently not been passed.

For this purpose, every student is issued with a point account which initially contains 90 points. The number of points that a module or part of a module is worth is deducted as soon as the examination or repeat examination is failed. The Master’s thesis is exempt from this

regulation, as its repeatability is governed in accordance with §11 section 13 *General Regulations*.

(2) If an examination is not passed on the first attempt, then the student shall register for a repeat examination date within the same examination period, insofar as s/he has not applied for and been granted an additional extension by the Board of Examiners on special grounds.

If the examinee does not pass the repeat examination, then s/he must re-register for a later examination date in accordance with the regular procedure.

(3) If an examinee who has obtained at least 61 credit points does not pass a repeat examination, then the Board of Examiners may, on application, assign an oral examination on a date earlier than that set for the regular examination, in order that the credit points necessary for a given examination can be obtained.

The examiner is selected by the Chairman of the Board of Examiners from within the group of examiners of a given module.

§ 19

Final Failing of the Master's Examination and Forfeiture of Examination Entitlement

(1) The examination entitlement is irrevocably forfeited if

- within the preparatory and first subject semester, at least 25 credit points have not been obtained and
- within the preparatory and first two subject semesters at least 46 credit points have not been obtained or
- the points account in accordance with §18 section 1 is 0 or below. This does not apply if the prerequisites for passing the Master's examination have been fulfilled within the same examination period, or
- the Master's thesis has not been passed or has been deemed to be failed on the second attempt in accordance with §11 section 13 *General Regulations*.

(2) If the examinee has irrevocably failed the Master's examination or if the Master's examination has been deemed to be irrevocably failed, then s/he shall be notified thereof and provided with an instruction on the right to appeal.

The student shall furthermore be issued with a written certificate which contains all examinations and their results and which makes it clear that the Master's examination has been irrevocably failed.

In addition, the student shall be provided with an attachment displaying the structure of the degree course of study and specifying the examination results that are still outstanding.

A corresponding certificate detailing the grades obtained in the Master's examination, including the attachment (Clause 3), the points deducted (§18 section 1), and the failed examinations shall also be issued in the case of discontinuation of studies, change of study location and subject, or any other justified case.

§ 20

Voluntary Re-Examination

Voluntary re-examination is not possible.

§ 21

Conferral of the Master's Degree

Following the successful completion of the Master's examination, the examinee is awarded the academic degree of "Master of Arts" (M.A.).

§ 22

Access to Examination Records and Examination Documentation

Access to Examination Records and Examination Documentation is permitted according to §22 section 1 of the *General Regulations*.

§ 23

Certification of Examination Results, Diploma, Diploma Supplement

Following the successful completion of the Master's examination, a certification of examination results, a diploma, and a diploma supplement are issued in accordance with §23 *General Regulations*.

§ 24

Period of Validity

These Master's regulations apply to all students who begin their Master's degree course in "Economic Change in the Arab Region" at the Philipps-Universität Marburg, prior to the winter semester of 2011/2012.

§ 25

Enactment

The present regulations come into force on the day after their publication in the Official Gazette of the Philipps-Universität Marburg.

Marburg, the

Prof. Dr. Bernd Hayo

Dean of the Faculty of Economics and Business Studies, Philipps-Universität Marburg

Attachment 1: Module Descriptions

| | |
|---|--|
| Module name | The Arab-European Economies |
| ECTS points | 9 ECTS |
| Aims and Learning Outcomes | <p>Contents This module contains an up-to-date overview of core topics related to the patterns of economic development of the Arab region as well as of specific Arab countries. Furthermore, the process of economic integration in the Arab countries is compared to Europe. In addition to presenting the relevant concepts and questions of economic policy are also discussed. The module is completed by a course covering intercultural aspects of communication between the Arab region and Europe.</p> <p>Aims of the module After successfully completing the module, students should be able to understand and critically discuss important developments in the Arab world as well as in Europe .</p> <p>Learning Outcomes On completing this module, the learning outcomes are such that students will be able to:</p> <p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of the economic development in the EU and the Arab countries and their linkages • Apply basic economic theory and quantitative methods to an applied topic • Show a basic understanding of analytical methods, both theory- and model-based • Appreciate cultural differences in communication patterns <p>Intellectual Skills:</p> <ul style="list-style-type: none"> • Apply economic concepts to solve problems • Reason logically and work analytically • Express ideas in an intercultural context <p>Professional / Practical Skills:</p> <ul style="list-style-type: none"> • Identify appropriate economic models to analyse problems • Justify conclusions using economic arguments <p>Transferable Skills:</p> <ul style="list-style-type: none"> • Apply verbal and graphical techniques in an appropriate manner • Communicate effectively and clearly in written and oral formats |
| Teaching and learning methods | Lectures Lecturing, exercise work, contents-oriented discussion, work-groups, short presentations, case studies, self-study |
| Language of instruction | English |
| Pre-conditions for participation | English language ability (minimum B2) |
| Module used for | Master of Arts in Economic Change in the Arab Region |
| Method of assessment | Written or oral examination Module assessment is by means of a final assessment (60%) and course work (40%) |
| Workload | Contact hours: 66 hours Additional studies: 48 hours Preparation (before and after): 66 hours |

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| | Preparation for exam: 90 hours |
| Marking | Marks are given in accordance with § 16 <i>Allgemeine Bestimmungen</i> . |
| Course plan | Winter Semester |
| Duration of module | 1 Semester |

| | |
|--------------------------------------|---|
| Module name | Economic Analysis |
| ECTS points | 12 ECTS |
| Aims and Learning Outcomes | <p>Contents This module contains an up-to-date overview of core topics of Economics. The course provides core theoretical concepts to the understanding of rational actors in firms and households. Rigorous analytical methods will be introduced, in particular economic optimisation under different forms of constraints. The impact of different market structures on firm decisions will also be discussed. Secondly, it is studied how uncertainty about the economic environment influences the decision making at the level of the firm. Managerial and economic policy decisions take place within a changing macroeconomic environment. The second part of the module therefore discusses important macroeconomic concepts and studies their implications for economic actors. In addition, important economic policy issues are examined. Finally, the module covers the empirical application of economic theory and the corresponding quantitative methods.</p> <p>Aims of the course After successfully completing the module, students should be able to understand, critically discuss, and apply core theories of micro- and macroeconomics to economic problems. This includes the ability to pursue basic research questions on firm decision-making. Furthermore, students should have acquire an understanding of statistical and econometric concepts and should be able to undertake their own basic empirical work.</p> <p>Learning Outcomes On completing this module, the learning outcomes are such that students will be able to:</p> <p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> • Demonstrate a broad and deep knowledge of core areas of economics • Apply core economic theory and quantitative methods to applied topics • Show understanding of analytical methods, both theory- and model-based • Show understanding of relevant mathematical techniques • Demonstrate a deeper understanding of issues within Economics • Show understanding of statistical and econometric concepts • Apply these concepts to own empirical work <p>Intellectual Skills:</p> <ul style="list-style-type: none"> • Apply complex ideas to solve problems • Work with abstract concepts • Reason logically and work analytically <p>Professional / Practical Skills:</p> <ul style="list-style-type: none"> • Identify appropriate economic models to analyse problems • Select and apply appropriate techniques to solve problems • Justify conclusions using economic arguments with appropriate rigour • Be able to evaluate economic theories empirically <p>Transferable Skills:</p> <ul style="list-style-type: none"> • Apply mathematical and graphical techniques in an appropriate manner • Communicate effectively and clearly in written and oral formats |
| Teaching and learning methods | Lectures and tutorials Lecturing, exercise work, contents-oriented discussion, work-groups, short |

| | |
|---|--|
| | presentations, case studies, self-study |
| Language of instruction | English |
| Pre-conditions for participation | English language ability (minimum B2) |
| Module used for | Master of Arts in Economic Change in the Arab Region |
| Method of assessment | Written or oral examination Module assessment is by means of a final assessment (60%) and course work (40%) |
| Workload | Contact hours: 88 hours Additional studies: 64 hours Preparation (before and after): 88 hours Preparation for exam: 120 hours |
| Marking | Marks are given in accordance with § 16 <i>Allgemeine Bestimmungen</i> . |
| Course plan | Winter semester |
| Duration of module | 1 Semester |

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| Module name | Change Management |
| ECTS points | 9 ECTS |
| Aims and Learning Outcomes | <p>Contents This module contains an up-to-date overview of core topics of Change Management. Economic transition involves change at all levels of the economy. First, it is necessary to understand fundamental aspects of how to organise core institutions, which are necessary for a successful working of the economic system. Second, governing economic organisations is a key aspect in the successful transformation of business structures. Third, these aspects do not only apply to private but also to public organisations, which tend to lag more behind in terms of modern management.</p> <p>Aims of the course After successfully completing the module, students should be able to understand, critically discuss, and apply core aspects of institutional economics, organization theory, and corporate governance. Furthermore, students should be able to understand the role of institutions in the process of economic reform. In addition, they should be well aware of the particular problems related to overhauling public management practices. This includes the ability to pursue basic research questions in change management related to both private firms and government agencies.</p> <p>Learning Outcomes On completing this module, the learning outcomes are such that students will be able to:</p> <p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> • Demonstrate a broad knowledge of core areas of change management • Apply core organizational theory to applied topics • Show understanding of models of corporate governance • Show an understanding of the economic theory of institutions • Appreciate the role of institutions in reform processes • Demonstrate a deeper understanding of management problems in public administrations <p>Intellectual Skills:</p> <ul style="list-style-type: none"> • Apply complex ideas to solve problems • Work with abstract concepts and in a context of generality • Reason logically and work analytically <p>Professional / Practical Skills:</p> <ul style="list-style-type: none"> • Identify appropriate economic models to analyse problems • Select and apply appropriate techniques to solve problems <p>Transferable Skills:</p> <ul style="list-style-type: none"> • Apply verbal techniques in an appropriate manner • Communicate effectively and clearly in written and oral formats |
| Teaching and learning methods | Lectures, tutorials, seminar Lecturing, essay writing, exercise work, contents-oriented discussion, work-groups, short presentations, case studies, self-study |
| Language of instruction | English |
| Pre-conditions for participation | English language ability (minimum B2) |
| Module used for | Master of Arts in Economic Change in the Arab Region |
| Method of assessment | Written or oral examination Module assessment is by means of a final assessment (60%) and course work (40%) |
| Workload | Contact hours: 66 hours |

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| Study and Examination Regulations „Economic Change in the Arab Region“ – May 2008 |
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| | Additional studies: 48 hours Preparation (before and after): 66 hours Preparation for exam: 90 hours |
| Marking | Marks are given in accordance with § 16 <i>Allgemeine Bestimmungen</i> . |
| Course plan | Winter semester |
| Duration of module | 1 Semester |

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| Module name | Developing the Economy |
| ECTS Points | 6 ECTS |
| Aims and Learning Outcomes | <p>Contents This module contains an up-to-date overview of core topics of development economics. In addition to presenting the relevant theories, questions of economic policy are also discussed. Moreover, important theories and analytical concepts in international agriculture policy are taught. In terms of methods, theoretical and empirical approaches will be applied. The role of development economics and agricultural policy for Arab countries is discussed and the relevant economic theories are applied to the situation of this region.</p> <p>Aims of the course After successfully completing the module, students should be able to understand, critically discuss, and apply core theories of economic development and agricultural policy to the situation of Arab countries. This includes the ability to pursue basic research questions in development economics that are common in policy-oriented institutions or international firms.</p> <p>Learning Outcomes On completing this module, the learning outcomes are such that students will be able to:</p> <p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> • Demonstrate a broad and deep knowledge of core areas of development economics and agricultural policy • Apply core economic theory to applied topics • Show understanding of analytical methods, both theory- and model-based <p>Intellectual Skills:</p> <ul style="list-style-type: none"> • Apply complex ideas to solve real-world problems • Work with abstract concepts • Reason logically and work analytically <p>Professional / Practical Skills:</p> <ul style="list-style-type: none"> • Identify appropriate economic models to analyse problems • Select and apply appropriate techniques to solve problems • Justify conclusions using economic arguments with appropriate rigour <p>Transferable Skills:</p> <ul style="list-style-type: none"> • Apply mathematical and graphical techniques in an appropriate manner • Communicate effectively and clearly in written and oral formats |
| Teaching and learning methods | Lectures and tutorials Lecturing, exercise work, contents-oriented discussion, work-groups, short presentations, case studies, self-study |
| Language of instruction | English |
| Pre-conditions for participation | English language ability (minimum B2) |
| Module used for | Master of Arts in Economic Change in the Arab Region |
| Method of assessment | Written or oral examination Module assessment is by means of a final assessment (60%) and course work (40%) |
| Workload | Contact hours: 44 hours Additional studies: 32 hours Preparation (before and after): 44 hours |

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| Study and Examination Regulations „Economic Change in the Arab Region“ – May 2008 |
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| | Preparation for exam: 60 hours |
| Marking | Marks are given in accordance with § 16 <i>Allgemeine Bestimmungen</i> . |
| Course plan | Summer semester |
| Duration of module | 1 Semester |

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| Module name | The International Context |
| ECTS Points | 6 ECTS |
| Aims and Learning Outcomes | <p>Contents This module contains an up-to-date overview of core topics of international economics. In addition to presenting the relevant theories, questions of economic policy are also discussed. In terms of methods, theoretical and empirical approaches will be applied. The role of Arab countries in a global world is discussed and the economic theories are applied to the situation of this region.</p> <p>Aims of the course After successfully completing the module, students should be able to understand, critically discuss, and apply economic theories to questions relating to the situation of Arab countries in a globalised world. In addition, the importance of the role of institutions needs to be understood. This includes the ability to pursue basic research questions in international economics that are common in policy-oriented institutions or international firms.</p> <p>Learning Outcomes On completing this module, the learning outcomes are such that students will be able to:</p> <p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> • Demonstrate a broad and deep knowledge of core areas of economics • Apply core economic theory and quantitative methods to applied topics • Show understanding of advanced analytical methods, both theory- and model based • Show understanding of relevant mathematical and statistical techniques • Demonstrate a deeper understanding of issues within International Economics <p>Intellectual Skills:</p> <ul style="list-style-type: none"> • Apply complex ideas to solve problems • Work with abstract concepts and in a context of generality • Reason logically and work analytically <p>Professional / Practical Skills:</p> <ul style="list-style-type: none"> • Identify appropriate economic models to analyse problems • Select and apply appropriate techniques to solve problems • Justify conclusions using economic arguments with appropriate rigour <p>Transferable Skills:</p> <ul style="list-style-type: none"> • Apply mathematical, statistical and graphical techniques in an appropriate manner • Communicate effectively and clearly in written and oral formats |
| Teaching and learning methods | Lectures and tutorials Lecturing, exercise work, contents-oriented discussion, work-groups, short presentations, case studies, self-study |
| Language of instruction | English |
| Pre-conditions for participation | English language ability (minimum B2) |
| Module used for | Master of Arts in Economic Change in the Arab Region |
| Method of assessment | Written or oral examination Module assessment is by means of a final assessment (60%) and course |

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| | work (40%) |
| Workload | Contact hours: 44 hours Additional studies: 32 hours Preparation (before and after): 44 hours Preparation for exam: 60 hours |
| Marking | Marks are given in accordance with § 16 <i>Allgemeine Bestimmungen</i> |
| Course plan | Summer semester |
| Duration of module | 1 Semester |

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| Module name | Economic Transition in the Arab Region |
| ECTS points | 6 ECTS |
| Aims and Learning Outcomes | <p>Contents This module surveys important socio-economic issues relevant to understanding economic reform in the Arab world. Economic reforms must take into account the working of the region's political system, and thus, a political economy analysis of transition issues is needed. Finally, specific aspects of the working of the political system in conjunction with economic reforms will be discussed.</p> <p>Aims of the course After successfully completing the module, students should be able to understand, critically discuss, and apply core theories of economic change at both national and firm level in Arabic countries. They should understand the influence of political economy on the region's economic policy-making.</p> <p>Learning Outcomes On completing this module, the learning outcomes are such that students will be able to:</p> <p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> • Demonstrate a broad and deep knowledge of political economy issues of reform • Show understanding of the relationship between the economic and the political system <p>Intellectual Skills:</p> <ul style="list-style-type: none"> • Apply complex ideas to solve problems • Work with abstract concepts and in a practical context • Reason logically and work analytically <p>Professional / Practical Skills:</p> <ul style="list-style-type: none"> • Identify appropriate methods to manage change in the Arab region • Justify conclusions using economic arguments with appropriate rigour <p>Transferable Skills:</p> <ul style="list-style-type: none"> • Apply change management techniques in an appropriate manner • Communicate effectively and clearly in written and oral formats |
| Teaching and learning methods | Seminar Lecturing, exercise work, contents-oriented discussion, work-groups, short presentations, case studies, self-study |
| Language of instruction | English |
| Pre-conditions for participation | English language ability (minimum B2) |
| Module used for | Master of Arts in Economic Change in the Arab Region |
| Method of assessment | Written or oral examination Module assessment is by means of a final assessment (60%) and course work (40%) |
| Workload | Contact hours: 44 hours Additional studies: 32 hours Preparation (before and after): 44 hours Preparation for exam: 60 hours |
| Marking | Marks are given in accordance with § 16 <i>Allgemeine Bestimmungen</i> |
| Course plan | Summer semester |
| Duration of module | 1 Semester |

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| Module name | Finance and Sustainability in the Arab Region |
| ECTS Points | 6 ECTS |
| Aims and Learning Outcomes | <p>Contents This module provides further investigations into environmental-economic and socio-economic aspects of the Arab region. The development and resource conservation challenges facing the region will be discussed. In particular, economic reforms will also have take into account constraints stemming from particular environmental and resource characteristics in the region. The second component discusses the role of Islamic finance, which is based on interpretations from the Quran, and its integration into the world financial system dominated by Western values.</p> <p>Aims of the course After successfully completing the module, students should be able to understand, critically discuss, and apply core theories of economic change at both national and firm level in Arabic countries. They should understand the influence of constraints stemming from resource conservation considerations on economic policy-making. Finally, students will appreciate the constraints of Islamic investors – the requirement to take into account social responsibility and not to charge (direct) interest on loans – and how these can be accommodated in a modern financial system.</p> <p>Learning Outcomes On completing this module, the learning outcomes are such that students will be able to:</p> <p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> • Apply restrictions coming from religion to economic questions • Understand the interaction between the environment and economic development <p>Intellectual Skills:</p> <ul style="list-style-type: none"> • Apply complex ideas to solve problems • Work with abstract concepts and in a practical context • Reason logically and work analytically <p>Professional / Practical Skills:</p> <ul style="list-style-type: none"> • Identify appropriate methods to manage change in the Arab region • Justify conclusions using economic arguments with appropriate rigour <p>Transferable Skills:</p> <ul style="list-style-type: none"> • Apply change management techniques in an appropriate manner • Communicate effectively and clearly in written and oral formats |
| Teaching and learning methods | Lectures Lecturing, exercise work, contents-oriented discussion, work-groups, short presentations, case studies, self-study |
| Language of instruction | English |
| Pre-conditions for participation | English language ability (minimum B2) |
| Module used for | Master of Arts in Economic Change in the Arab Region |
| Method of assessment | Written or oral examination Module assessment is by means of a final assessment (60%) and course work (40%) |
| Workload | Contact hours: 44 hours Additional studies: 32 hours Preparation (before and after): 44 hours Preparation for exam: 60 hours |

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| Marking | Marks are given in accordance with § 16 <i>Allgemeine Bestimmungen</i> |
| Course plan | Summer semester |
| Duration of module | 1 Semester |

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| Module name | Project Evaluation |
| ECTS Points | 6 ECTS |
| Aims and Learning Outcomes | <p>Contents This module contains an up-to-date overview of the main principles of cost-benefit analysis, which forms the core of any type of project evaluation. A cost-benefit analysis finds, quantifies, and adds all the positive factors of a project. Then it identifies, quantifies, and subtracts all the costs. The difference between the two indicates whether the planned action is advisable. In addition to presenting the relevant theories, practical issues related to the application of these methods are also discussed. In terms of methods, theoretical and empirical approaches will be applied.</p> <p>Aims of the course After successfully completing the module, students should be able to understand, critically discuss, and apply core theories of cost-benefit analysis to the situation of Arab countries. This includes the ability to practically use cost-benefit analysis in the economic evaluation of projects.</p> <p>Learning Outcomes On completing this module, the learning outcomes are such that students will be able to:</p> <p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> • Demonstrate a broad and deep knowledge of advanced areas of economics • Apply advanced economic theory and quantitative methods to applied topics • Show understanding of advanced analytical methods, both theory- and model-based • Show understanding of relevant mathematical and statistical techniques • Demonstrate a deeper understanding of issues within cost-benefit analysis <p>Intellectual Skills:</p> <ul style="list-style-type: none"> • Apply complex ideas to solve problems • Work with abstract concepts and in a context of generality • Reason logically and work analytically <p>Professional / Practical Skills:</p> <ul style="list-style-type: none"> • Identify appropriate evaluation models to measure costs and benefits • Justify conclusions using economic arguments with appropriate rigour <p>Transferable Skills:</p> <ul style="list-style-type: none"> • Apply mathematical, statistical and graphical techniques in an appropriate manner • Communicate effectively and clearly in written and oral formats |
| Teaching and learning methods | Lectures and tutorials Lecturing, exercise work, contents-oriented discussion, work-groups, short presentations, case studies, self-study |
| Language of instruction | English |
| Pre-conditions for participation | English language ability (minimum B2) |
| Module used for | Master of Arts in Economic Change in the Arab Region |
| Method of assessment | Written or oral examination Module assessment is by means of a final assessment (60%) and course work (40%) |

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| Workload | Contact hours: 44 hours Additional studies: 32 hours Preparation (before and after): 44 hours Preparation for exam: 60 hours |
| Marking | Marks are given in accordance with § 16 <i>Allgemeine Bestimmungen</i> |
| Course plan | Summer semester |
| Duration of module | 1 Semester |

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| Module name | Project in Arab Countries |
| ECTS points | 30 ECTS |
| Aims and Learning Outcomes | <p>Contents This module contains the field work phase of the course. Teams of German and Arab students undertake projects focussing on specific aspects of economic transition in a country in the Middle East. The module includes an internship at a relevant institution, e.g. Planning Commission of Syria, European-Syrian development projects, International Enterprises, Ministry of Economic Affairs, Foreign Ministry, GTZ, etc. Students get a practical introduction to important topics related to intercultural communication and negotiation in the field. Alternatively, students may undertake a two-month period of field research in an Arab country of choice. These experiences should then form the basis for the second part of the module in form of the Master thesis that combines theory and practical experience to generate a substantial knowledge leap for the students.</p> <p>Aims of the module After successfully completing the module, students should be able to systematically relate theoretical concepts to practical economic problems in an intercultural context. Through the theoretical background students should be able to evaluate the organisation where they stay for the internship from the point of view of economic theory. They should learn to apply theory wherever possible but also to understand its limits in many practical situations.</p> <p>Learning Outcomes On completing this module, the learning outcomes are such that students will be able to:</p> <p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> • Apply economic theory to practical topics • Understand the limits of economic theory • Combine theoretical knowledge and practical experience to solve problems <p>Intellectual Skills:</p> <ul style="list-style-type: none"> • Apply complex ideas to solve problems • Work with abstract concepts and in a practical context • Reason logically and work analytically <p>Professional / Practical Skills:</p> <ul style="list-style-type: none"> • Identify reform potential in an economy in transition • Know how to work within a European-Arab business relationship <p>Transferable Skills:</p> <ul style="list-style-type: none"> • Apply verbal techniques in an appropriate manner • Learn to write a concise argument on a clearly defined topic • Communicate effectively and clearly in written and oral formats |
| Teaching and learning methods | Project work Contents-oriented discussion, work-groups, short presentations, case studies, self-study |
| Language of instruction | English |
| Pre-conditions for participation | English language ability (minimum B2) |
| Module used for | Master of Arts in Economic Change in the Arab Region |
| Method of assessment | Defence of Master Thesis (30 min) |
| Workload | Internship/Field Research: 2 months Master thesis and defence: 4 months |

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| Marking | Marks are given in accordance with § 16 <i>Allgemeine Bestimmungen</i> . |
| Course plan | Winter Semester |
| Duration of module | 1 Semester |

Attachment 2: Exemplary course schedule (Intake 2010)**Note that specific courses may change over time!**

| Module name | Form | ECTS |
|---|-------------|-------------|
| Pre-Semester (Damascus, August - September) | | |
| Language courses (Arabic / German) | | - |
| Intercultural Communication | Lecture | - |
| Arab Region: Political, Cultural and Social Background | Lecture | - |
| Germany: Political, Cultural and Social Background | Lecture | - |
| Preparatory course: Quantitative Methods / Scientific Work | Lecture | - |
| Preparatory course: Microeconomics | Lecture | - |
| Preparatory course: Macroeconomics | Lecture | - |
| First Semester (Damascus, October – March) | | |
| The Arab-European Economies | | 9 |
| The Economies of the Arab Region | Lecture | 3 |
| Economic Integration: Theory and Practice | Lecture | 3 |
| Intercultural Communication: Theory and Practice | Lecture | 3 |
| Economic Analysis | | 12 |
| Microeconomics | Lecture | 6 |
| Macroeconomics | Lecture | 3 |
| Empirical Economics | Lecture | 3 |
| Change Management | | 9 |
| Economic Reforms: Institutions and Policies | Lecture | 3 |
| Organizational Theory | Lecture | 3 |
| Seminar: New Public Management | Seminar | 3 |
| Second Semester (Marburg, April – September) | | |
| Developing the Economy (students choose 2 blocks of lectures and exercises from the first two modules) | | 6 |
| Development Economics | Lecture | 3 |
| Exercises and Case Studies: Economic Development in the Arab Region | Tutorial | 3 |
| International Agricultural Policy | Lecture | 3 |
| Exercises and Case Studies: The Agricultural Policy and Natural Resource Management | Tutorial | 3 |
| The International Context (students choose 2 blocks of lectures and exercises from the first two modules) | | 6 |
| Institutions of International Economics | Lecture | 3 |
| Exercises and Case Studies: The Arab Region in a Globalised World | Tutorial | 3 |
| International Macroeconomics and Finance | Lecture | 3 |

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| Exercises and Case Studies: International Macroeconomics and Finance | Tutorial | 3 |
| Economic Transition in the Arab Region (obligatory) | | 6 |
| Economies of the Middle East and North Africa | Seminar | 6 |
| Finance and Sustainability in the Arab Region (obligatory) | | 6 |
| Economic Problems in the Arab Region | Seminar | 3 |
| Islamic Finance | Lecture | 3 |
| Project Evaluation (obligatory) | | 6 |
| Cost-Benefit Analysis | Lecture | 3 |
| Exercises and Case Studies: Economic Project Evaluation | Tutorial | 3 |
| Third Semester (Arab Region, October – March) | | |
| Project in Arab Countries and Master's Thesis | | 30 |
| Internship or field research period | | 12 |
| Master's Thesis | | 12 |
| Defence of Master's Thesis | | 6 |

Attachement 3: Admission to the Master's degree course "Economic Change in the Arab Region"

§ 1 Area of Application

The Philipps-Universität Marburg in accordance with the following Regulations for the Master's degree "Economic Change in the Arab Region," administers an aptitude test. Successful participation in the aptitude test is a precondition for admission to the degree course.

§ 2 Application for Participation in the Aptitude Test

The application for participation in the aptitude test is to be accompanied by certified copies and, where required, certified translations of the following:

a) proof of a first degree containing professional qualifications (at least a Bachelor's degree or comparable qualification), preferably with a major in Business Studies, Economics, Business Information Technology or Industrial Engineering, acquired at a university or comparable institution. If such a degree certificate containing a final grade not be presentable by the closing date for application, then proof must be provided of an equivalent course of study with a credit point total of 1580 points, of which the applicant must have obtained at least 150 credit points, the provisional average grade for which must be supplied. In this latter case, registration is conditional upon the provision of proof in accordance with § 2a Clause 1 by the end of the teaching period of the first semester of the degree course. If proof be lacking of an undergraduate degree in one of the abovementioned subjects, then knowledge of economic fundamentals (72 credit points) must be demonstrated.

b) Proof of knowledge of the English language to at least Level B2 of the European Council's "Common European Framework of Reference for Languages,"

c) a concise curriculum vitae,

d) a statement of approx. 2 DIN A4 pages in length in which the applicant indicates his/her suitability, and, if necessary with documentary proof, why s/he wishes to embark on a Master's degree course in "Economic Change in the Arab Region," and

e) if available: proof of professional activity in the field of economics and/or business.

§ 3 Selection Committee

(1) The aptitude test is to be administered by the Selection Committee.

(2) The Committee is composed of one representative each of the Philipps-Universität Marburg (to be appointed by the Faculty Council), the partner university, and the DAAD.

§ 4 Aptitude Test

(1) Determination of aptitude is made on the basis of the following criteria:

a) final grade or provisional final grade in accordance with § 2 a, whereby points are assigned for the final grade as follows:

Grade 1.0 to 2.0 = 3 points,

Grade 2.01 to 3.0 = 2 points,

Grade 3.01 to 4.0 = 1 point,

lower than Grade 4.01 = 0 points.

b) assessment of further documents in accordance with § 2 Clauses b) to e):

- foreign language proficiency in accordance with § 2 b: up to 2 points,
- special aptitude, as demonstrated by documentation in accordance with § 2 c) and d), if necessary with proof: up to 3 points
- occupational experience in accordance with § 2 e: up to 2 points.

(2) At the discretion of the Selection Committee, the applicant can, after inspection of the application documents submitted, be interviewed, either in person or by telephone.

(3) Prerequisite for admission to the Master's degree course is a composite grade in the aptitude test of at least 7 out of a maximum of 10 points.

(4) The essential criteria leading to the assessment result (para. 1 b) are recorded in a brief protocol.

§ 5 Conclusion of the Aptitude Procedure

Notification is made of the result of the aptitude test. The applicant is entitled to lodge an objection to a negative notification with the President of the Philipps-Universität Marburg.