Institute / Faculty

MODULE HANDBOOK[1]

BACHELOR'S/MASTER'S DEGREE PROGRAMME XY

Degree programme: Bachelor/Master of Arts or Bachelor/Master of Science XY (full time and/or part time degree programme)
introduced on:

Standard period of study: six semesters (180 credits) / four semesters (120 credits)

Location(s) of studies:

Number of places in the programme:

Fees/Contributions: Fees according to the general regulations of Heidelberg University (https://www.uni-heidelberg.de/en/study/management-studies/tuition-fees)[2]

Target group/Addressees:

Version: 07 July 2020

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[1] **Board involvement:** It is recommended that the module handbook is **not** adopted as part of the examination rules and regulations if practicable and sensible in individual cases. A faculty can decide which faculty board makes the decision on changes (faculty council or academic commission), if the module handbook is an independent document. The department committee (if present) should be included in any case.
If the changes of an independently created module handbook do, however, have an impact on the examination rules and regulations, the respective changes of the examination rules and regulations must be decided in the respective bodies (department committee - if present - academic commission, faculty council, senate committee for teaching (SAL), senate).

[2] Recommendation for free-of-charge degree programmes

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Key/List of abbreviations:

1 Qualification objectives, profile, and particularities of the degree programme

1.1 Preamble – Qualification objectives of Heidelberg University

In keeping with Heidelberg University's mission statement and constitution, degree programmes are designed to provide a comprehensive academic education, incorporating subject-specific, cross-disciplinary, and career-related objectives that prepare students for their future professional careers. The resulting skills profile is a valid qualification profile that is included in the module handbooks for all university disciplines and is implemented in each degree programme's specific qualification objectives, curricula, and modules:

- Development of subject-specific skills, with a particular emphasis on research;
- Development of the skills required for trans-disciplinary dialogue;
- Development of practical problem-solving skills;
- Development of personal and social skills;
- Promotion of students' willingness to assume social responsibility on the basis of the skills acquired.

1.2 Profile of the degree programme

Note: Information regarding the profile of the degree programme is part of the accreditation report that is to be published after the accreditation procedure, according to the regulation on accreditation of studies

1.3 Subject-specific qualification objectives of the degree programme

Active acquisition and contextualising of expert knowledge:

identify, research, question:

analyse, evaluate, interpret:

outline, argue, condense:

transfer, implement:

1.4 Generic qualification objectives of the degree programme

The subject-related competencies that graduates will obtain through study, application, and critical reflection of specialised knowledge and methodologies during the course of their Bachelor's/Master's degree programme will be of multi-faceted interdisciplinary relevance.

Self-organised and target-oriented work:

Application of general academic work and presentation techniques:

Ability to work as part of a team and ability to discuss:

Independent thinking and critical reflection of socially constructed ideas

Intercultural skills:

1.5 Graduates of the degree programme may enter any of the following professions

1.6 Particularities of the degree programme[3]

1.6.1 Reason for cumulative examinations

Possible justifications

− *The reason for the requirement of two examination components in one module is due to the fact that courses from different (epochal, regional, or specialist) disciplines are to be chosen and that the competencies to be acquired vary considerably and cannot be properly tested in one examination.*

− *There are different examination formats intended in some modules (e.g. examination and written assignment) in order to check different skills. Furthermore, the curriculum offers a lot of choice with respect to the selection of seminar topics so that the acquired competencies can be assessed through several examinations - even if they have the same format, e.g. two written assignments on different topics.*

− *Since the competencies to be acquired in the modules are very heterogenic and differentiated, it is recommended that they are assessed in specific individual examinations instead of final module exams.*

1.6.2 Reason for modules with fewer than 5 credits

Possible justifications

− *In this module, students have the choice to attend interdisciplinary lectures every semester, which are closely related to their chosen area of specialisation. The module serves an interdisciplinary approach from within the subject and shall allow a broad education.*

− *In order to allow the greatest possible flexibility at the time of completing the field trip(s) and when choosing a discipline, the integration of the field trips relevant to the degree programme to another module is not helpful.*

− *The compulsory modules XY are self-contained study units with fewer than five credits that cannot be combined appropriately with other modules.*

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[3] Depending on the specific structure of the degree programme, points can be added or omitted.

1.6.3 Reason for modules with a duration of more than two semesters[4]

Possible justifications

- *In this module the students are given an understanding of the basic and advanced topics of the (sub-) discipline. The extent of the subject matter requires a longer module. The distribution over several semesters is considered appropriate in order to meet the requirements of the thematic scope and the consecutive conveyance of content and skills.*

- *This module is distributed over X semesters since it particularly profits from the parallel acquisition of other specialised content and skills. Over the course of studies the students acquire specialised foundations in other modules that are required in order to understand the advanced content of this module.*

- *The objective of the module is an intensive involvement of the students with specialised content. The contents of the individual semesters stringently build on each other and allow for an in-depth analysis of a topic over the course of several semesters. New questions can be generated and worked on in subsequent semesters by means of mandatory written assignments.*

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[4] EXTRACT FROM § 7 REGULATION ON ACCREDITATION
"[…] A module can entail the content of a single semester or of an academic year, but may last for several semesters in exceptional cases. The typical time limit of two subsequent semesters in particular corresponds to two intentions. On the one hand the modules serve the transparent contextual inner structure of degree programmes and shall therefore not be too extensive. On the other hand, modules that last for longer periods of time may have a mobility-limiting effect. If the institution of higher education deviates from this limitation standard it should be demonstrated that it does not have a negative impact on the intended objective or is balanced through respective measures."

2 Model study plans / Model course of studies

2.1 Mobility window

Mobility windows are to be considered in the degree programme according to § 12 Regulation on Accreditation (StAkkrVO) as a measure of creating appropriate framework conditions that allow the students to study at other institutions of higher education without prolonging the length of study.

Information on mobility windows are to be communicated in a transparent manner - possibly within the module handbook.

3   Compulsory, compulsory elective, and elective modules of the Bachelor's / Master's degree programme XY

The definition of the module forms (compulsory, compulsory elective, and elective modules) can be found in the senate's guidelines on modularisation (https://www.uni-heidelberg.de/md/zentral/universitaet/qualitaetsentwicklung/studium_lehre/senat_modularisierung_ehem_magistersegment_05-07-19.pdf, in German)[5].

Description / Module code:
Offering institute(s):
Form*:   Compulsory/Compulsory Elective/Elective Module
Module offered*:   Decision if the module is offered every semester, every academic year, or at greater intervals
Recommended semester(s) / Duration of the module*:   Decision on the duration of the module due to the impact on the course of studies, the exam load, and the frequency of the offer
Workload / Credits (CP)*:   Identification of the overall workload and the number of required credits for every module
Forms of teaching, learning, and assessment*:   Description of the individual teaching and learning methods (lectures, practice classes, seminars, internships, projects, self-studies)   Note: Forms of teaching, learning, and assessment are to be defined adequately, while not only stating the form of teaching (e.g. lecture, seminar, practice class), but also the concrete information regarding the form of learning and assessment. It is recommended to take advantage of the advisory service of the department on key skills and higher education pedagogy and to apply them to all modules.   A pragmatic solution would also be to list detailed descriptions of the forms of learning (Example "Seminar: group discussion, presentations, discussions in plenum") only once in the module handbook, similar to the reasoning for cumulative examinations. Such a wording would also serve as an argument for compulsory attendance. If the intended types of assessment are uniformly regulated for one degree programme (duration and extent of examinations, written assignments, etc.), a single list and definition is recommended at the beginning of the module handbook; otherwise they are to be determined in the respective module. If no details can be provided regarding the form of assessment, a note must be included that the concrete form of examination will be announced during the first lecture of the semester.
Learning content*:

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[5] NOTICES:

Compulsory modules including the respectively intended courses for the particular module must be completed by all students.

Compulsory elective modules are compulsory modules and must be completed by all students. The students can only choose between different courses within a particular module.

Elective modules: Students may freely choose from equivalent modules offered within the choice of elective modules of the subject. The choice of different lectures can be offered within an elective module.

professional, methodological, practical, and interdisciplinary content

Examples:
The module conveys ...
It typically consists of one advanced seminar as well as two lectures.
The courses convey ...
The following is applied in the advanced seminar ...
The lectures cover ...

Learning objectives*:

subject-related, methodological, interdisciplinary skills, key qualifications, learning and qualification objectives that are to be geared to an overall qualification that is to be defined (desired degree)

Wording in complete clauses using concrete verbs as observable (testable) behaviours. Learning objectives describe tasks (what needs to be done and in what steps?) that are related to a certain content, in order to meet a certain requirement (why is it important?).
Example:
At the end of the course, the students will be able to ...

Application of the module*:

Description of the relationship of the module to other modules within the same degree programme and the usability in other degree programmes.

Requirements for participation*:

Description of knowledge, capabilities, and skills for the successful participation and advance preparation for participation[6]

Requirements for the assignment of credits*:
Description of the requirements for the assignment of credits, particularly examinations (type of examination, i.e. oral or written examination, presentation, written assignment, as well as extent and duration of the exam), attendance records; compensation options are to be regulated in the examination rules and regulations

Note:
There is no admission test for a module examination permitted according to the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany. Examinations that are used as a requirement for the assignment of credits can be entered in this column. The module exam will be listed under "examinations". If prerequisite courses have not been graded, it should be inserted in brackets (ungraded). It is important that the term "admission" is avoided.
Example:
Preparation and review, active participation, etc...
Timely submission of the defined tasks to assess the learning progress (among others in form of ...).
Examinations

Composition of the final grade of the module*:
Note:

Separate indication of credits and grades; next to the grade based on the German grading scale from 1 to 5, the final grade needs to additionally show a relative grade. It is

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[6] It is recommended to not communicate references, notes on multimedia-based teaching and learning programmes and similar information that can change depending on the semester in the module handbook, but in the LSF under the respective course.

recommended to create it in accordance with the ECTS Users' Guide in its respective valid version.

Fields marked with * are mandatory fields within the module description according to § 7 Regulation on Accreditation from 18 April 2018, more specifically, the senate's guidelines for modularisation (Senate decision from 19 July 2005).