Title of the module					
Module number	**Credits** x CP	**Workload** x h	**Term** x. Sem.	**Frequency** every semester, only once a year	**Duration** x Semester
Courses/Lectures a) b)			**Contact hours** x SWS	**Self-Study** x h	**Group size** x students

Prerequisites

Learning outcomes
After successful completion of the module • - **students know xxx,** • - **understand students xxx** • - **...**

Content

Teaching methods/formats
Please name the concrete formats/methods of teaching used in the various lectures of the module. *e.g. seminar-based teaching, project work, group work, business games, digital teaching formats, etc.* *.*

Mode of assessment
Specify here the concrete assessment mode or, if students have the choice, the optional assessment modes, including scope and duration. Please note that assessments do not only serve to check content, but must also enable the examination of all competences taught in the module. *Final oral module examination of 30 min / term paper max. 10 pages, submission by xx.xx/ processing time 5 weeks*

Requirement for the award of credit points
List here all outputs required for module completion from the students, not just the module final assessment. *Passed module exam as well as successful presentation / thesis paper / lecture etc. in course xy / attendance in at least xx of xx dates.*

Module applicability in other degree programmes

Weight of the mark for the final score
Module coordinator and lecturer(s)
Further information

Structure of the module handbook (Template RUB)

Introduction

1) Overall Learning Outcomes
2) Counselling: "Where can students turn to if they have questions about. (e.g. via links to web pages of the student counselling service or similar).
3) Study plan
4) Brief description of the modularisation concept
5) Brief description of the assessment modes
6) Important information from the examination regulations
7) miscellaneous

How do we want to describe the competences and which taxonomy we will use?

Competences document the specific ability to apply contents/concepts/methods, taking into account the level =>

§ Learning objectives of modules specify the overarching competence objective of the degree programme.
§ Learning objectives must be abstracted from the contents.
§ Learning objectives must be formulated in a verifiable manner.
§ Learning objectives are to be differentiated on the basis of the desired level

Understanding of competences

Oriented at the Qualifications Framework for Higher Education Qualifications

Differentiation between:

§ subject-specific competences ("knowledge and understanding")
§ interdisciplinary/generic competences
§ ("ability and knowledge development")
  o instrumental competence: "using instruments
  o systemic competence: "knowing how things work".
  o communicative competence: "communicate appropriately in relation to goals and occasions".