

# Information about revising module descriptions

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## 1 Changes due to the Coronavirus Regulations

The Coronavirus Regulations were passed in summer semester 2020 and winter semester 2020/2021, and their aim is to achieve a balance between legal certainty and flexibility. The regulations are to be extended until the end of summer semester 2021 with a few small amendments if necessary (<https://www.fau.de/fau/rechtsgrundlagen/regelungen-zum-studium/#coronataszung>).

**The following scenarios are possible on the basis of the Coronavirus Regulations:**

a. Unchanged examination formats

The examination format listed in the module handbook is retained, e.g. written examination. If the written examination cannot take place later on, the Regulations stipulate that the examination periods can be changed. Notification is not required in this case.

b. One-off change of examination format:

Examination formats can be changed if the examination cannot be held in the originally planned examination format due to the coronavirus pandemic.

**Important:** The changes must be made explicitly, be listed in the module handbook, and are fixed for the entire semester. Please enter these changes in line 10 'Method of examination' and 11 'Grading procedure' using the following format:

- Cross out the original examination format
- Text in German: Prüfungswechsel aufgrund von Corona:
- Text in English: Change of examination due to Corona:

|    |                              |  |
|----|------------------------------|--|
| 10 | <b>Method of examination</b> | Presentation and written assignment<br><i>Change of examination due to Corona:</i><br>Written assignment           |
| 11 | <b>Grading procedure</b>     | 70% written assignment; 30% presentation<br><i>Change of examination due to Corona:</i><br>100% written assignment |

c. Specify alternative examination formats and make a decision about them later on:

The regulations include a further option. You can specify up to two additional alternatives. For example: Alternative 1 for on-campus (at a later date), alternative 2 for online only. Students must be informed which alternative is to be used before the examination takes place (*exact date to be announced*).

- Original examination format remains unchanged
- Text in German: Falls ursprüngliche Prüfung wegen Corona nicht durchführbar:
- Text in English: If original examination cannot be held due to Corona:

|    |                              |                                     |
|----|------------------------------|-------------------------------------|
| 10 | <b>Method of examination</b> | Presentation and written assignment |
|----|------------------------------|-------------------------------------|

|    |                          |  |
|----|--------------------------|--|
|    |                          | <i>If original examination cannot be held due to Corona:<br/>Written assignment</i>  |
| 11 | <b>Grading procedure</b> | 70% written assignment; 30% presentation<br><br><i>If original examination cannot be held due to Corona:<br/>100% written assignment</i> |

- » Please use the version from winter semester 2020/2021 when revising the module descriptions and insert any changes using the **track changes** function (<https://www.qm.wiso.rw.fau.de/qm-praxis/prozessportal/modulhandbuch-ueberarbeitung/>).
- » All changes due to the coronavirus pandemic from the winter semester will be deleted from the module descriptions as they were supposed to apply to the winter semester only. Please notify us again if these changes will also apply to the summer semester.
- » If you would like to change the examination format or specify alternative examination formats, please select them from the List of examination types (please refer to Section 3 Method of examination). Furthermore you can also choose online examinations as an alternative.
- » All other guidelines for creating/revising module descriptions continue to be valid (refer to Section 2 Guidelines for creating new module descriptions/revising existing module descriptions).
- » You can continue to make regular changes to module descriptions. If these changes are not labelled as detailed in b) and c) above, they will be stored as permanent changes in the system.

## 2 Guidelines for creating new module descriptions/revising existing module descriptions

Please use

- the Word file called '**Blanko-Modul**' for creating a new module description (the current version is available in the wiwiQ process portal at [qm.wiso.rw.fau.de/files/2019/06/Blanko-Modul\\_DE-EN-SQ.docx](https://qm.wiso.rw.fau.de/files/2019/06/Blanko-Modul_DE-EN-SQ.docx))
- the **version from the previous winter semester** and insert **changes using track changes mode** for revising existing module descriptions (the current module descriptions are included in the checklist in Section 4 as a link to a Word file <https://www.qm.wiso.rw.fau.de/qm-praxis/prozessportal/modulhandbuch-ueberarbeitung/>)

|   | <b>Module name/title</b><br><i>The module number is assigned by the Office of the Dean of Studies</i> | <b>Please insert module names</b><br>(Please include English translation of German module titles)<br><br><b>New module title:</b><br><i>The new module title must differ significantly from existing module titles to prevent any confusion.</i><br><br><b>Module title in English:</b><br><i>The module title must also be included in English in brackets for the transcript of records. A suggested translation must be included when new modules are introduced or if existing module titles are revised. The suggested translation is checked by the Language Service and any potential suggestions for changes are discussed before the final title is approved in English. The final title is approved by the module coordinator. The translation is subsequently included in the database for generating graduation documents.</i><br><br><b>Changes to titles:</b><br><i>Changes to titles often lead to communication problems with students and make module administration more difficult. Please therefore check carefully if a title needs to be changed. In addition, the following cases must be considered:</i> <ul style="list-style-type: none"> <li>a) <i>The module is documented in the study plan included in the examination regulations:</i><br/><i>If the module is mentioned explicitly in the study plan, the examination regulations must be amended beforehand (please refer to the process for amending examination regulations). This means that any changes must be planned with at least one semester's notice.</i></li> <li>b) <i>Linked modules in several degree programmes (affects modules in Master's degree programmes):</i><br/><i>Modules offered in several degree programmes often have different titles, which makes it more difficult for students to find them and makes administration more complicated. This means all changes to titles must be agreed and standardised with all degree programmes.</i></li> </ul> | <b>ECTS credits</b> |
|---|---|--|---------------------|
| 2 | Lectures and seminars   | <i>Please list all the lectures and seminars the module comprises and the number of semester hours (15 teaching hours lasting 45 minutes are equivalent to 1 semester hour)</i><br><i>(Example: 'Type of lecture and seminar (abbreviated with L/P/S): Lecture/seminar title (x SWS)').</i><br><b><i>Please also indicate whether the lecture or seminar has compulsory attendance.</i></b>  |                     |
| 3 | Lecturers   | <i>The staff who teach the lectures and seminars are listed here.</i>  |                     |

|   |                           |   |
|---|---------------------------|---|
| 4 | <b>Module coordinator</b> | <i>Please include the name of the module coordinator here, e.g. Prof. X.</i>  |
| 5 | <b>Contents</b>           | <i>A brief overview of the contents should be included. However, please ensure that the text is a clear description of the module that also clearly states the differences of the module compared to other modules.</i> |

| 6                     | <b>Learning objectives and skills</b> | <p><b><u>Skills-based wording:</u></b><br/> <i>The learning objectives and skills should be formulated precisely with a focus on the skills involved. This means the learning objectives are described taking students as a starting point and stating contents and actions.</i></p> <table border="1" data-bbox="589 422 1410 624"> <thead> <tr style="background-color: #003366; color: white;"> <th>Students' perspective</th><th>Action</th><th>Content</th></tr> </thead> <tbody> <tr> <td>Students</td><td><i>can identify</i></td><td><i>the most important basic concepts of marketing.</i></td></tr> <tr> <td>Students</td><td><i>can develop</i></td><td><i>their own marketing concepts for specific contexts</i></td></tr> </tbody> </table> <p><i>Further information on this topic is available in the Centre for Continuing Education in University-Level Teaching (FBZHL) guidelines for formulating learning objectives:<br/> <a href="https://www.qm.wiso.rw.fau.de/files/2018/09/Leitfaden_Kom-pLernziele.pdf">https://www.qm.wiso.rw.fau.de/files/2018/09/Leitfaden_Kom-pLernziele.pdf</a></i></p> <p><b><u>Accreditation of achievements:</u></b><br/> <i>A description that is as detailed as possible is very important for accrediting achievements from other degree programmes or qualifications gained abroad.</i></p> <p><b><u>Compulsory attendance:</u></b><br/> <i>If the attendance of the module is compulsory, justification for this must be included in conjunction with the learning objectives and skills. Assistance with wording in this context is available in the document 'Hinweise zur Anwesenheitspflicht' in the checklist for amending module handbooks: <a href="https://www.qm.wiso.rw.fau.de/files/2018/09/Hinweise-Anwesenheitspflicht.pdf">https://www.qm.wiso.rw.fau.de/files/2018/09/Hinweise-Anwesenheitspflicht.pdf</a></i></p> | Students' perspective | Action | Content | Students | <i>can identify</i> | <i>the most important basic concepts of marketing.</i> | Students | <i>can develop</i> | <i>their own marketing concepts for specific contexts</i> |
|-----------------------|---------------------------------------|--|-----------------------|--------|---------|----------|---------------------|--|----------|--------------------|---|
| Students' perspective | Action                                | Content  |                       |        |         |          |                     |  |          |                    |   |
| Students              | <i>can identify</i>                   | <i>the most important basic concepts of marketing.</i>   |                       |        |         |          |                     |  |          |                    |   |
| Students              | <i>can develop</i>                    | <i>their own marketing concepts for specific contexts</i>  |                       |        |         |          |                     |  |          |                    |   |
| 7                     | <b>Recommended prerequisites</b>      | <i>Any prerequisites for attendance can be included in this section. These prerequisites for attendance are merely a recommendation as long as no regulations for compulsory prerequisites for attendance are stipulated in University statutes (examination regulations).</i>   |                       |        |         |          |                     |  |          |                    |   |
| 8                     | <b>Integration in curriculum</b>      | <i>Integration into the curriculum is a recommendation for students for when they should ideally take the module.</i>  |                       |        |         |          |                     |  |          |                    |   |
| 9                     | <b>Module compatibility</b>           | <p><i>Module compatibility should indicate how the module is integrated into a degree programme and be listed accordingly in the areas mentioned in the examination regulations, e.g.</i></p> <p><i>Module handbook for Bachelor's degree programmes:<br/> 'Module is listed as a compulsory subject in a Bachelor's degree in Business Studies'<br/> 'Module is a specialisation module in Economics'</i></p> <p><i>Module handbook for Master's degree programmes:<br/> 'Master's degree in Socioeconomics: Socioeconomics specialisation module'<br/> 'Master's degree in Marketing: Marketing Management specialisation module'.</i></p> <p><i>When making a decision about module compatibility or the amendment of existing modules, the module coordinator is responsible for consulting those responsible for the degree programme (Bachelor's degrees: head of degree programme, Master's degrees: degree programme coordinator) or specialisations (Bachelor's degrees only: head of specialisations) that are affected by the relevant module. It must be clarified whether the module in question can be integrated in a meaningful way into a certain degree programme/specialisation.</i></p>  |                       |        |         |          |                     |  |          |                    |   |

|    |                              |  |
|----|------------------------------|--|
| 10 | <b>Method of examination</b> | <p><b>Type of examination achievement:</b><br/>The type of examination achievement must be entered here: The scope of the examination can also be included, however, the specific examination duration of 60/90/120 minutes must always be included. If the scope of the examination is not specified, the scope is covered by the information in the degree programme and examination regulations (cf. 3.1 Type and scope of examination achievements). If the actual scope of the examination deviates significantly from the scope indicated in the degree programme and examination regulations, the actual scope must be included in brackets after the type of examination achievement.</p> <p>Each module usually comprises <b>one</b> examination, several examinations per module are only permitted if they are required for skills assessment (please refer to 3.2. Partial module examinations – what must be taken into account?).</p> <p>Please enter the agreed examination(s) (cf. 3.1 Type and scope of examination achievements) on the module level.</p> <p>In addition to defining the examination achievement, the following must be included:</p> <ul style="list-style-type: none"><li>- If the examination is (partly) held as an electronic examination (e.g. written examination (partly held in electronic form))</li><li>- If the examination is (partly) held as a group project (e.g. presentation (partly held as group work))</li><li>- If the examination is (partly) held as a multiple-choice test (e.g. written examination (with some multiple-choice questions))</li></ul> <p><b>Module descriptions in English:</b><br/>Please ensure you use the defined terminology for module descriptions in English that are listed in the document called 'Engl. Prüfungsleistungen-Veranstaltungsformen', available at <a href="https://www.qm.wiso.rw.fau.de/files/2018/12/Engl.-Prüfungsleistungen-Veranstaltungen.pdf">https://www.qm.wiso.rw.fau.de/files/2018/12/Engl.-Prüfungsleistungen-Veranstaltungen.pdf</a>.</p> <p><b>Voluntary intermediate examinations to improve grades:</b><br/>In addition to compulsory examinations, you can offer voluntary intermediate examinations to improve grades in a module (cf. Section 6 General Examination Regulations for Bachelor's Degree Programmes (BPO)/General Examination Regulations for Master's Degree Programmes (MPO):<br/>'In addition to the module examinations, voluntary intermediate examinations (e.g. project reports or short tests) may be offered during teaching units as a way of measuring the standard of performance. More detailed information, including the number, type and scope of these examinations, is given in the module handbook. If a student chooses to use the option detailed in sentence 1, these results shall be taken into account when determining the grade for the module. <sup>4</sup>An intermediate examination achievement may improve the grade for a passed module examination or partial examination by a maximum of 0.7; a grade may not be made worse.'</p> <p>If you intend to offer such voluntary examinations, you should ensure that the number, type and scope of these examination is defined here.</p> |
| 11 | <b>Grading procedure</b>     | If your examination consists of several partial achievements, the <b>calculation of the module grade</b> must clearly state in percent which weighting an examination achievement receives (e. g. written assignment (70%) and presentation (30%)).  |
| 12 | <b>Module frequency</b>      | Use this section to document how often the module is offered by referring to the semesters.  |

|    |  |   |
|----|--|---|
|    |  | <p><i>Examples:</i></p> <ul style="list-style-type: none"> <li>• Winter semester (<i>the module is offered regularly during the winter semester</i>)</li> <li>• Summer semester (<i>the module is offered regularly during the summer semester</i>)</li> <li>• Winter and summer semester (<i>the module is offered regularly during the winter and summer semesters</i>)</li> </ul>  |
| 13 | <b>Workload</b>                          | <b>Workload:</b> <i>The total workload for modules with 5 ECTS credits is 150 hours. This usually comprises attendance time and independent study. The attendance time is calculated as follows: Number of semester hours of the teaching unit x 15 weeks in the semester (e.g. 4 semester hours x 15 weeks = 60 hours of work). The workload for independent study is calculated as follows: ECTS x 30 hours - attendance time (e.g. 5 ECTS x 30 hours - 60 hours attendance time = 90 hours of work).</i> |
| 14 | <b>Module duration</b>                   | <b>Module duration:</b> <i>It should be possible to complete each module in one semester to enable students to go abroad or start internships, etc..</i>  |
| 15 | <b>Teaching and examination language</b> | <i>The teaching and examination language must be clearly defined. Modules can be taught in either German and/or English, and a different language can be used in the examination than for teaching.</i>   |
| 16 | <b>(Recommended) reading</b>             | <i>You can list any literature that may help students with preparing for and following up on the module here. You can also include information on whether recommended reading is announced in class or via StudOn.</i>  |

### 3 Examinations

#### 3.1 Type and scope of examination achievements

Types of examination achievement are defined in Section 17 of the General Examination Regulations for Bachelor's Degree Programmes (BPO) and Section 16 of the General Examination Regulations for Master's Degree Programmes (MPO), Examination Types. The scope of examinations is defined in Sections 18, 19, and 20a BPO and Sections 17, 18 MPO. The following examination types are permitted:

| Examination type                        | Scope for Bachelor's degree programmes | Scope for Master's degree programmes |
|---|--|--------------------------------------|
| <b>1. Written examination:</b>          |  |                                      |
| a. Written examination                  | 60/90/120 minutes                      | 60/90/120 minutes                    |
| b. Written assignment                   | approx. 15 pages                       | approx. 15 pages                     |
| c. Seminar paper                        | approx. 15 pages                       | approx. 15 pages                     |
| <b>2. Oral examination</b>              | approx. 20 minutes                     | approx. 20 minutes                   |
| <b>3. Special forms, in particular:</b> |  |                                      |
| a. Research project/project report      | approx. 20 pages                       | approx. 30 pages                     |
| b. Placement report                     | approx. 15 pages                       | approx. 4 pages                      |
| c. Handout                              | approx. 2 pages                        | approx. 2 pages                      |
| d. Report                               | approx. 10 pages                       | approx. 6 pages                      |
| e. Short test                           | approx. 15 minutes                     | approx. 15 minutes                   |
| f. Presentation                         | approx. 25 minutes                     | approx. 25 minutes                   |

|    |  |  |                                    |
|----|--|--|------------------------------------|
| g. | Presentation/presentation paper  | approx. 20 minutes/20 pages                | approx. 20 minutes/20 pages        |
| h. | Discussion paper   | approx. 10 pages                           | approx. 10 pages                   |
| i. | Moderation   | approx. 20 minutes                         | approx. 20 minutes                 |
| j. | Demonstration lesson   | approx. 45 minutes                         | approx. 45 minutes                 |
| k. | Case study   | approx. 25 minutes and/or approx. 10 pages | approx. 25 minutes and/or 10 pages |
| l. | Class participation (previously: participation in discussions/lessons) | approx. 10 minutes                         | approx. 10 minutes                 |
| m. | Portfolio examination  | N.A.                                       | N.A.                               |
| n. | Electronic examinations  | approx. 90 minutes                         | approx. 90 minutes                 |
| o. | Multiple choice test   | approx. 40 minutes                         | approx. 30 minutes                 |
| p. | Research participation   | approx. 60 minutes                         | approx. 60 minutes                 |
| q. | Reflection paper   | approx. 10 minutes and/or approx. 10 pages | approx. 10 minutes and/or 10 pages |
| r. | Strategic concept  | approx. 6 pages                            | approx. 6 pages                    |

### 3.2 Partial module examinations – what must be taken into account?

The legal framework envisages that each module is completed with only one examination (Common structural guidelines of the Federal States for the accreditation of Bachelor's and Master's degree programmes, resolution of the Standing Conference of the Ministers of Education and Cultural Affairs (Kultusministerkonferenz, KMK) on 10 October 2003, in the version of 4 February 2010). Exceptions are permitted in justified cases only, several examinations per module are only permitted if they are required for skills assessment.

In the past, this rule was observed at the School by using portfolio examinations, but this is no longer possible. The term 'portfolio' was deleted in the module descriptions with effect from winter semester 2017/18.

If a module is completed with several examinations, these examinations are so-called partial module examinations. Each partial module examination must be included with precise details of the examination type and the scope if applicable in the module description (line 10). The scope of the examination achievement is included in the examination regulations (cf. 3.1). This is with the exception of written examinations, where the specific duration of each examination must be included (60/90/120 minutes). Information about the scope of other examination types except written examinations can optionally be included. If the actual scope of the examination deviates significantly from the scope indicated in the degree programme and examination regulations, the actual scope must be included in brackets after the type of examination achievement.

If a module is listed in the degree programme structure of the examination regulations, the examination type and scope are legally binding and must be identical to the information in the module description. If any changes are planned, the examination regulations must be amended beforehand (RPO: <https://www.gm.wiso.rw.fau.de/gm-praxis/prozessportal/pruefungsordnungsaenderung-rahmenpruefungsordnung-bpo-mpo/> or FPO:

