

Guide

Creation of Module Handbooks

Last update: 06.11.2025

Table of Contents

About this Guide and the ‘Module Handbook Template’	2
Guidelines for the Description of the Study Programme	2
Programme Profile and Relevance	2
Competency Profile of Graduates	2
Areas of Professional Practice	2
Didactic Approach	2
Guidelines for the Module Plan	2
Guidelines for the Formulation of Learning Outcomes	3
Formulating Learning Outcomes	3
Taxonomy for the Formulation of Learning Outcomes in the Cognitive Domain	3
Taxonomy for the Formulation of Other Relevant Learning Outcomes	4
Guidelines for the Selection of Dimensions of Competence	5
References	5
Guidelines for the Templates for Module Description	6
Template for a Module Description with One Subject-Specific Course	6
Template for a Module Description with More than One Subject-Specific Course	6
Legal Notice	7

About this Guide and the 'Module Handbook Template'

This guide provides information on creating module descriptions or module handbooks. It is aligned with the template for creating module handbooks and references it accordingly. In content and form, the template conforms to the university's catalogue of quality criteria, the Model Legal Regulation and the Study Accreditation Ordinance of the State of Saxony-Anhalt (StAkkVO LSA).

Guidelines for the Description of the Study Programme

Programme Profile and Relevance

The following questions can guide you: How is the study programme positioned within the academic disciplines? What are the key subject areas that define the programme? What social and professional developments and challenges does the study programme address? What do they imply for future graduate requirements, and what are the consequences for the study programme's profile?

Competency Profile of Graduates

Using competence-based language, describe the qualification objectives that students need to achieve at the programme level. Instead of detailing learning outcomes for individual modules, this section should define the core skills and abilities that graduates of the study programme possess.

Areas of Professional Practice

In this section, describe specific fields of practice and activities as well as types of companies and/or institutions in which graduates of this study programme can work. Address current and emerging career profiles.

Didactic Approach

Name and justify the central overarching concepts and methods used to facilitate student learning and the acquisition of competencies (e.g., flipped classroom). Questions that can guide you are: What teaching and learning methods are employed (e.g. project work)? Describe the structure of the study programme: Does the programme offer specialisations or other options? What practical components does the study programme include? Are there interdisciplinary modules that foster cooperation between different study programmes? In what proportion do the described elements contribute to the study programme?

Guidelines for the Module Plan

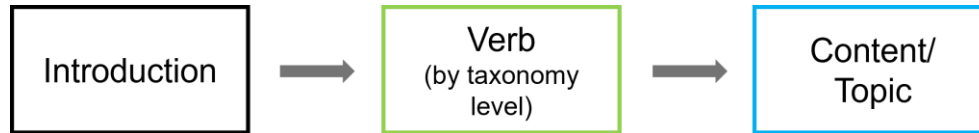
Insert your module plan (alternative terminology at Magdeburg-Stendal University of Applied Sciences: e.g., module matrix, study plan) as a figure or table here. To ensure accessibility, please provide an alternative text for any image. This allows the content to be interpreted by screen readers.

Guidelines for the Formulation of Learning Outcomes

Guiding question: What should students be able to do after successful completion of the module?

Formulating Learning Outcomes

Please use the following structure when formulating learning outcomes:



General Phrasing Guidelines

- Use a single verb to describe each learning outcome and its corresponding context.
- Avoid vague terms.
- Write one sentence per learning outcome; in rare cases, multiple sentences may be used for the purpose of clarification.
- Learning outcomes must be achievable within the given time frame as well as observable and measurable.
- Please ensure that the selected competence levels are appropriate for the examinations within the module.

Sample Phrasing for Introductions

- After successfully completing the module, students will be able to...
- Upon successful completion of the module, students can...

Taxonomy for the Formulation of Learning Outcomes in the Cognitive Domain

This taxonomy is used to describe learning outcomes related to subject-specific and methodological competences.

Level	Description	Verbs
1. Remember	retrieve information, recall facts	cite, enumerate, identify, label, list, name, outline, present, recall, recognise, repeat, reproduce, retrieve, state
2. Understand	explain, describe and summarise content	characterise, demonstrate, describe, explain, express, extend, highlight, illustrate, infer, interpret, paraphrase, report, represent, summarise
3. Apply	apply knowledge to specific situations	adapt, apply, calculate, complete, compute, conduct, configure, discover, employ, execute, implement, model, process, set up, simulate, solve, use, utilise, visualise
4. Analyse	deconstruct information, identify relations	abstract, analyse, categorise, classify, compare, contrast, deconstruct, deduce, diagnose, differentiate, distinguish, divide, examine, explain, generalise, group, isolate, order, quantify, relate, structure, test
5. Evaluate	judge, evaluate on the basis of criteria	appraise, argue, assess, choose, comment, conclude, consider, critique, decide, discriminate, establish, estimate, evaluate, judge, justify, prioritise, rate, reflect, scrutinise, select, validate, verify, weigh
6. Create	develop new solutions or products, generate original ideas	arrange, assemble, compose, conceive, construct, create, design, develop, devise, formulate, generate, innovate, manufacture, optimise, plan, produce, synthesise

Sample Phrasing

Old	New (competence-oriented)
Students gain an overview of the key areas of health psychology.	→ After successfully completing the module, students will be able to → name → the key areas of health psychology.
They will gain in-depth insights into current theories and empirical health psychology research and applications.	→ Upon successful completion of the module, students can → report on → current theory and empirical health psychology research and applications.

Final Version in the Module Handbook

Learning Outcomes	<p>After successfully completing the module, students will be able to</p> <ul style="list-style-type: none"> - name the key areas of health psychology. - report on current theory and empirical health psychology research and applications. - assess the possibilities and limitations of modern behavioural prevention and health promotion. - implement a variety of interventions (including non-psychological) that support health and recovery.
--------------------------	--

Taxonomy for the Formulation of Other Relevant Learning Outcomes

This taxonomy is primarily used to describe learning outcomes related to social and self-competences.

Competence	Description	Verbs
Social competence	communication: oral and written communication about academic content within the academic community and to the public	argue, discuss, dispute, explain, expound, illustrate, justify, outline, present, report
	cooperation: collaborate on subject-specific topics and projects, in a disciplinary, interdisciplinary, or non-academic context	cooperate, coordinate, instruct, moderate, organise, participate
Self-competence	regulate and reflect on one's own professional practice, develop a personal professional stance	develop, manage, plan, question, reconsider, reflect, regulate, represent

Guidelines for the Selection of Dimensions of Competence

1. **Subject-specific competence** refers to **knowing** and **understanding** (including reflected understanding) **subject-specific knowledge**.
2. **Methodological competence** encompasses the use, **application**, and **creation** of **knowledge** for **utilisation** and **transfer** (the reflective and creative solving of problems by drawing on scientific findings and methods) as well as for **scientific innovation** (generating knowledge through scientific methods).
3. **Social competence** includes **communication** and **cooperation**.
4. **Self-competence** refers to **scientific self-perception** and **professionalism** (e.g., self-reflection, self-organisation, personal responsibility).

The dimensions of competence are based on the current Qualifications Framework for German Higher Education Degrees (Hochschulqualifikationsrahmen 2017, available at: <https://www.hrk.de/themen/studium/qualifikationsrahmen/>).

References

- Anderson, L. W. & Krathwohl, D. R. (Eds.). (2001). A Taxonomy for Learning, Teaching and Assessing. Longman.
- Bloom, B. S. (Ed.). (1972). Taxonomie von Lernzielen im kognitiven Bereich (4th edition). Beltz.
- Gröblichhoff, F. (2015). Lernergebnisse praktisch formulieren (2nd edition; Nexus Impulse für die Praxis, Nr. 2). Hochschulrektorenkonferenz. https://www.hrk-modus.de/media/redaktion/Downloads/Publikationen/nexus/nexus-impulse_02_Lernergebnisse_praktisch_formulieren.pdf
- Schermutzki, M. (2007). Lernergebnisse – Begriffe, Zusammenhänge, Umsetzung und Erfolgsermittlung. Lernergebnisse und Kompetenzvermittlung als elementare Orientierungen des Bologna-Prozesses. In W. Benz, J. Kohler & K. Landfried (Eds.), Handbuch Qualität in Studium und Lehre. Evaluation nutzen – Akkreditierung sichern – Profil schärfen! (p. 1-30). Raabe. https://www.hrk-nexus.de/fileadmin/redaktion/hrk-nexus/07-Downloads/07-03-Material/Lernergebnisse_Kompetenzen_FH_Aachen_schermutzki_bologna_6_a5_sw.pdf
- Servicezentrum für innovatives Lehren und Studieren der Julius-Maximilians-Universität Würzburg (n.d.). Kurzleitfaden Kompetenzorientierung. https://www.uni-wuerzburg.de/fileadmin/39030000/ZiLS/Material/Kompetenzorientierung/Kurzleitfaden_Kompetenzformulierung.pdf
- Zentrale Einrichtung für Qualitätsentwicklung in Studium und Lehre (ZQS) der Leibniz Universität Hannover (2021). Formulierung von kompetenzorientierten Qualifikationszielen und Modulhalten. Ausfüllhinweise für die Formatvorlage Modulbeschreibung im Gesamtkatalog. https://www.zqs.uni-hannover.de/fileadmin/zqs/PDF/Qualitaetssicherung/Kompetenzorientierung_Formulierung-Qualifikationsziele_LUH.pdf

Guidelines for the Templates for Module Description

Template for a Module Description with One Subject-Specific Course

General Information:

1. Please limit the description of a module to two pages.
2. Please update the table of contents on page 1 at the end. The module titles are formatted using the 'Heading 2' style, which generates the table of contents.

Module number – Module title	Level	<input type="checkbox"/> BA <input type="checkbox"/> MA
	Semester	
	Credits	
Module leader	WHS	
	Language	
Module type	<input type="checkbox"/> Compulsory <input type="checkbox"/> Compulsory elective <input type="checkbox"/> Elective	
Duration and frequency		
Workload	Total: ___ h, of which	
	In-person contact time: ___ h	
	Online contact time: ___ h	
	Self-study: ___ h	
Prerequisites		
Learning outcomes		
Dimensions of competence	<input type="checkbox"/> Subject-specific competence <input type="checkbox"/> Social competence <input type="checkbox"/> Methodological competence <input type="checkbox"/> Self-competence	
Teaching and learning activities		
Type of course, weekly hours per semester		
Contents		
Requirements for awarding credits, grading		
Module applicability		
Literature and learning materials		
Module title in German		

e.g., one semester, every winter semester

mandatory requirements, e.g., students must have earned a specific number of credits before starting to study the module 'Internship'

multiple selections are possible

e.g., lecture (L): 2 weekly hours per semester, tutorial (T): 1 weekly hour per semester

list all study programmes in which the module is used, specifying for each programme how it is applied (e.g., as a compulsory module, as a compulsory module of a specialisation, etc.)

German title (see also bilingual module list in the Study and Examination Regulations)

BA (Bachelor) and MA (Master) denote the level of study, not specific degree titles such as Bachelor of Arts, etc.

contact time between students and lecturers

required for online or blended learning modules; optional otherwise

a brief list of,

1. what lecturers use to facilitate student learning, i.e. overarching concepts such as presentations, problem-based learning, flipped classroom
2. what learning activities are employed by the students, e.g., individual or group work, project work

1. type, duration and scope of examination; form of examination (in-person/online); grading (graded/ungraded); if applicable: weighting (mandatory for performance record; optional otherwise)
2. for modules with multiple examination options, insert the following: 'The lecturer will announce the type and scope of the examination at the beginning of the module.'; if applicable, provide information about necessary pre-examination assessments

Template for a Module Description with More than One Subject-Specific Course

The guidelines above also apply to module descriptions with more than one subject-specific course. In this case, for each subject-specific course, specify the workload in hours (h) based on the credits in relation to the module's total hours.

Legal Notice

Published by

Magdeburg-Stendal University of Applied Sciences
Breitscheidstraße 2
D-39114 Magdeburg
www.h2.de

Visit us here

Campus Magdeburg: Breitscheidstraße 2, D-39114 Magdeburg
Campus Stendal: Osterburger Straße 25, D-39576 Stendal