

5.2 Possible templates for objectives-module matrices

Objectives-module matrix including ASIIN`s Subject-Specific Criteria

Possible template for

→ Objectives-module matrices based on Subject-Specific Criteria

are available through the ASIIN office upon request. Which Subject-Specific Criteria are most fitting to the specific degree programme is decided by the HEI, possibly with support from the ASIIN office.

They can be used for an analytical comparison of ASIIN`s subject-specific learning outcomes as collected in the Subject-Specific Criteria with the intended learning outcomes of other disciplinary fields. In this way the contributions of individual modules to the achievement of the overall intended competence profile of a degree programme can be shown as well as the coverage of overarching objectives.

Single Objectives-module matrices

If there are no suitable SSC available, it is useful to base the verification of the achievement of the objectives in a degree programme on the contribution of individual modules with the help of a simple objective-module matrix.

The relationship between the intended learning outcomes and the individual modules which implement them can be presented using the following table. Individual learning outcomes or modules can be assigned and combined in various ways. The following tables are intended as examples.

Table 1: Objectives-module matrix, example 1

Intended learning outcomes for the programme as a whole (competence profile/ learning outcomes) - Knowledge - Skills - Competences	Corresponding module objectives/modules (operationalisation) - Knowledge - Skills Competences
	Module designations should be clear

Table 2: Objectives-module matrix, example 2

	Knowledge a	Knowledge b	Skill a	Skill b	Competence a	Competence b	etc.
Module A	**						
Module B							
Module C							
Module D							
etc.							

** Classification of the module's contribution, e.g. "high"/"medium"/"low" or other categories depending on the institution's needs.

5.3 Example sheet for module description

A Module Handbook or collection of module descriptions that is also available for students to consult should contain the following information about the individual modules:

Module name:	
Module level, if applicable	
Code, if applicable	
Subtitle, if applicable	
Courses, if applicable	
Semester(s) in which the module is taught	
Person responsible for the module	Please indicate a specific person.
Lecturer	
Language	
Relation to curriculum	For all programmes, including those running out, in which the module is taught: programme, specialization if applicable, compulsory/elective, semester

Type of teaching, contact hours	Contact hours and class size separately for each teaching method: lecture, lesson, practical, project, seminar etc.
Workload	(Estimated) workload, divided into contact hours (lecture, exercise, laboratory session, etc.) and private study, including examination preparation, specified in hours, ¹³ and in total.
Credit points	
Requirements according to the examination regulations	
Recommended prerequisites	E.g. existing competences in ...
Module objectives/intended learning outcomes	Key question: what learning outcomes should students attain in the module? E.g. in terms of: - Knowledge: familiarity with information, theory and/or subject knowledge - Skills: cognitive and practical abilities for which knowledge is used - Competences: integration of knowledge, skills and social and methodological capacities in working or learning situations¹⁴ E.g.: "Students know that/know how to/are able to..."
Content	The description should clearly indicate the weighting of the content and the level.
Study and examination requirements and forms of examination	
Media employed	
Reading list	

5.4 Example sheet staff handbook (approximately 1 page per person)

Name	N.N.		
Position	Teaching area and designation		
Academic career	Initial academic appointment	Institution	Year
	Habilitation [German post-	Institution	Year

¹³ When calculating contact time, each contact hour is counted as a full hour because the organisation of the schedule, moving from room to room, and individual questions to lecturers after the class, all mean that about 60 minutes should be counted.

¹⁴ Cf. European Commission: Proposal for a Recommendation of the European Parliament and the European Council on the establishment of the European Qualifications Framework for lifelong learning, COM(2006) 479 final, 2006/0163 (COD), Brussels 05/09(2006).

	doctoral qualification] (subject) Institution Year Doctorate (subject) Institution Year Undergraduate degree (subject)
Employment	Position Employer Period
Research and development projects over the last 5 years	Name of project or research focus Period and any other information Partners, if applicable Amount of financing
Industry collaborations over the last 5 years	Project title Partners
Patents and proprietary rights	Title Year
Important publications over the last 5 years	Selected recent publications from a total of approx. (give total number): Author(s) Title Any other information Publisher, place of publication, date of publication or name of periodical, volume, issue, page numbers
Activities in specialist bodies over the last 5 years	Organisation Role Period Membership without a specific role need not be mentioned