



Hochschule
Albstadt-Sigmaringen
Albstadt-Sigmaringen University



Modulhandbuch

Life Science Engineering

Studien- und Prüfungsordnung 24.1

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Qualifikationsziel-Modul-Matrix

Studiengang: Life Science Engineering
StuPO-Version: 24.1

Modulbezeichnung	QZ1	QZ2	QZ3	QZ4	QZ5
Building Information Management	2	2	1	0	2
Business Development and Project Management	1	0	1	2	2
Data Management and Digital Transition	1	2	2	1	1
Hygienic Processing	2	1	1	2	1
Innovation Management and Consumer Centricity (WPM)	1	2	2	2	1
Packaging Materials and Processes (WPM)	2	1	2	1	2
Supply Engineering	2	2	2	1	2
Case Study	2	2	2	2	2
Food Service Design and Management (WPM)	2	2	2	1	2
Life Science Logistics	2	2	1	1	1
Planning of Research Proposals and Scientific Writing (WPM)	1	0	0	2	2
Production Processes and Advanced Technologies	2	1	1	2	1
Production Site Planning	2	2	2	1	1
Standardization and Regulation in Life Sciences (WPM)	1	0	1	2	2
Sustainability	2	2	0	2	2
Related Degree Programmes (WPM)	0-2	0-2	0-2	0-2	0-2
Master's Thesis	2	2	2	1	2

Unterstützung der Qualifikationsziele in den Modulen:
 0=keine Unterstützung, 1=indirekte Unterstützung, 2=direkte Unterstützung

Qualifikationsziel 1:

Die Absolventinnen und Absolventen des Studiengangs Life Science Engineering verfügen über ein umfassendes, detailliertes und spezialisiertes Wissen über Planungsprozesse, Betriebsabläufe und LEAN-Prinzipien in der Life-Science-Industrie oder in Großküchen (je nach individueller Profilbildung). Sie kennen das Potential von ‚Industrie 4.0‘ und erwerben vertiefte Kenntnisse in den Bereichen Digitalisierung, Energie und Umwelt. Sie sind in der Lage den Begriff Nachhaltigkeit einzuordnen und können relevante Nachhaltigkeitsbezogene Informationen in ihrem Handlungsfeld in der Life-Science Industrie bewerten und daraus Optimierungspotenziale, insbesondere auch im Bereich der Ressourcen- und Energieeffizienz ableiten.

Qualifikationsziel 2:

Die Absolventinnen und Absolventen des Studiengangs Life Science Engineering haben konzeptionelle Fertigkeiten zur Planung von Einrichtungen und Gebäuden im Bereich der Life-Science-Industrie oder von Großküchen.

Qualifikationsziel 3:

Die Absolventinnen und Absolventen des Studiengangs Life Science Engineering sind in der Lage, bei der Planung und Auslegung industrieller Anlagen in der Life Science Industrie, bei der Großküchenplanung und bei der Produkt- und Verfahrensentwicklung alternative Lösungen zu entwickeln und für diese Beurteilungsmaßstäbe aufzustellen. Dabei wenden sie u.a. LEAN-Methoden wie Wertstromanalyse, Engpassstheorie, KANBAN oder Six Sigma an.

Qualifikationsziel 4:

Die Absolventinnen und Absolventen des Studiengangs Life Science Engineering verfügen über Wissen, Fertigkeiten und Kompetenzen, in einer Leitungsfunktion komplexe Aufgabenstellungen im Team zu bearbeiten, die Teammitglieder zu fördern, die Arbeitsergebnisse zu präsentieren und fachspezifische sowie übergreifende Diskussionen zu führen.

Qualifikationsziel 5:

Die Absolventinnen und Absolventen des Studiengangs Life Science Engineering sind in der Lage, eigenständig Wissen für anwendungs- und forschungsorientierte Aufgabenstellungen zu entwickeln, Zielstellungen für die Umsetzung zu erarbeiten und neben ökonomischen Aspekten auch ethische und ökologische Konsequenzen zu berücksichtigen.

Semester 1

Building Information Management

Modul: Building Information Management							
Kennnummer	Workload	Modulart	Studiensemester	Dauer	Häufigkeit		
	150 h	PM (LSE) WPM (LSI, SUS)	1	1 Sem.	SS		
1	Lehrveranstaltung(en) Building Information Management		Sprache Deutsch	Kontaktzeit 4.0 SWS / 60 h	Selbststudium 90 h	Credits (ECTS) 5.0	
2	Lehrform(en) / SWS Vorlesung, Übung						
3	Lernergebnisse (learning outcomes), Kompetenzen: <ul style="list-style-type: none"> Umfassende und detaillierte Kenntnisse über die Funktionsweise von CAD-Programmen sowie deren Datenformate. Umfassendes Wissen über die funktionalen Zusammenhänge der verschiedenen Bereiche industrieller Anlagen in der Life-Science-Industrie. [Wissen] Spezialisierte technische Fertigkeiten im Umgang mit CAD-Programmen und Building Information Modeling (BIM). Fähigkeit zur Analyse und Lösung funktionaler Planungszusammenhänge von Industrieimmobilien und -anlagen. [instrumentelle Fertigkeiten] Fähigkeit, komplexe technische Problemstellungen und Lösungen fachgerecht und adressatengerecht gegenüber Experten darzustellen und diese gemeinsam weiterzuentwickeln. [Kommunikation] Fähigkeit, neue anwendungsorientierte Aufgabenstellungen und deren Zielsetzungen zu definieren, geeignete Bearbeitungsprozesse unter Einsatz von CAD- oder Simulationsprogrammen auszuwählen und ohne detaillierte Anleitung verschiedene Lösungsansätze zu entwickeln. [Reflexivität] [Wissen, 7] 						
4	Inhalte: Projekt: Planung und zeichnerische Darstellung von Industrieimmobilien und -anlagen auf CAD- oder BIM-basierter Grundlage. Grundlagen der Planung industrieller Gebäude unter Anwendung des CAD: Bildung funktionaler Einheiten, Grundrissableitung, Material- und Personalfflussanalysen, Koordinatensysteme, Zeichenbefehle, Änderungsfunktionen, Ebenenfunktionen und Objekteigenschaften, Umgang mit Texten und Blöcken, Bemaßung, Plotausgabe. Empfohlene Literaturangaben: AutoCAD – Grundlagen. Herdt Verlag (erhältlich als Download im Rahmen des Angebots „All You Can Read“ für staatliche Hochschulen; Zugriff aus dem Hochschulnetz über die Webseite www.herdt-campus.de). Baldwin, M.: Der BIM-Manager: Praktische Anwendung für das BIM-Projektmanagement. Beuth Verlag, 2017. Eichler, C.: BIM-Leitfaden: Struktur und Funktion. Mironde Verlag. Onstott, S.: AutoCAD 2015 und AutoCAD LT 2015: Das offizielle Trainingsbuch. Sybex Verlag, 2014. Przybylo, J.: BIM – Einstieg kompakt: Die wichtigsten BIM-Prinzipien in Projekt und Unternehmen. DIN Verlag, 2015. Ridder, D.: AutoCAD 2015: Lernen – Üben – Anwenden. bhv Verlag, 2014. Eastman, C. et al.: BIM Handbook – A Guide to Building Information Modeling. Hoboken: John Wiley & Sons, 2011. IFMA Foundation; Teicholz, P.: BIM for Facility Managers. Hoboken: John Wiley & Sons, 2013.						
5	Teilnahmevoraussetzungen						
6	Prüfungsformen:						

Modul: Building Information Management	
	Hausarbeit + Referat
7	Voraussetzungen für die Vergabe von Kreditpunkten: bestandene Prüfungsleistung(en)
8	Verwendbarkeit des Moduls: siehe Modulart
9	Modulverantwortliche(r): Bock, Lorenz
10	Optionale Informationen:

Business Development and Project Management

Module: Business Development and Project Management						
Identification number	Workload	Type of module	Study semester	Duration	Frequency	
	150 h	PM (LSE, LSI) WPM (SUS)	1	1 Sem.	SS	
1	Course(s)	Language	Contact -hours	Self -study hours	Credits (ECTS)	
	Business Development and Project Management	english	4.0 SWS / 60 h	90 h	5.0	
2	Type of lessons / hours per week during each semester					
	lecture, exercises					
3	Learning outcomes / competencies:					
	<ul style="list-style-type: none"> • Students will gain an understanding of the principles of business development and project management, including key concepts such as creativity & strategy development, market analysis, product development, scheduling and financial management. They will also learn about the specific challenges and opportunities of business development and project management in the life science industry. [knowledge, 7] • Students will develop both creative but also critical thinking, problem-solving, and analytical skills. They will also improve their abilities to work in teams, present findings, and write business plans (scientific papers). They will also develop their project management skills, including planning, scheduling, monitoring, and controlling projects. [systemic skills, 7] • Students will learn to work effectively in teams, communicate with their peers and professor, and understand the most important aspects for considerations in business development and project management. [communication, 7] • the opportunity to work independently and to take responsibility for their own learning, as well as develop self-motivation, self-direction, and time management skills. [independency/responsibility, 7] 					
4	Content:					
	<p>Introduction to Business Development: Principles of business development, brainstorming techniques, market analysis, product development, and financial management.</p> <p>Introduction to Project Management: Principles of project management, including planning, scheduling, monitoring, and controlling projects.</p> <p>Business Development and Project Management in the Life Science Industry: Specific challenges and opportunities of business development and project management in the life science industry, including the food, pharma, and other life science industries with their specific industrial sites & facilities.</p> <p>Case Studies: Real-world case studies of business development and project management in the life science industry.</p> <p>Group Work: Exercise to develop a business idea and a project management plan for a real-world life science industry project.</p> <p>Recommended References: “Project Management for Engineering, Business and Technology” by J. M. Nicholas “Business Development: Prozesse, Methoden und Werkzeuge” by A. Kohne. “Handbuch Projektmanagement” by B. J. Madauss</p>					
5	Participation requirements					

Module: Business Development and Project Management	
6	Type of exam: seminar paper + presentation
7	Requirements for granting credit points: passed seminar paper and presentation
8	Usability of the module: siehe Modulart
9	Name of person in charge of the module: Bosch, Michael
10	Optional information:

Data Management und Digital Transition

Module: Data Management and Digital Transition							
Identification number	Workload	Type of module	Study semester	Duration	Frequency		
	150 h	PM (LSE, LSI) WPM (SUS)	1	1 Sem.	SS		
1	Course(s)			Language	Contact -hours	Self -study hours	Credits (ECTS)
	Data Management and Digital Transition			english	4.0 SWS / 60 h	90 h	5.0
2	Type of lessons / hours per week during each semester						
	lecture, exercises, practical course						
3	Learning outcomes / competencies:						
	<ul style="list-style-type: none"> The students gain an understanding of data communication as basis for modern technological processes and business processes. They know about the way of working of low-level bus systems up to high-level internetworking. The students know about the function and interaction of the key network components. [knowledge, 7] The students gain an understanding how business processes are realized using standard commercial of-the-shelf (COTS) business IT systems such as Enterprise Resource Planning (ERP) and Manufacturing Execution Systems (MES). They know about business process modeling and the necessity for customization of COTS systems. [knowledge, 7] The students gain an understanding of industrial automation by means of industrial control systems (ICS) such as Programmable Logic Controllers (PLC) and Supervisory control and data acquisition (SCADA). They understand traditional hierarchical system architectures for OT/IT integration as well as state-of-the-art approaches like Industrial IoT (IIoT with Cyber-Physical Production Systems (CPPS)). [knowledge, 7] The Students have the ability to comprehend the business processes for the planning, implementation and operation of data networks and to participate in the corresponding project phases from a principal user perspective. [assessment skills, 7] As future engineers for technological processes in the Life Science industry the students have the ability to collaborate with IT and OT professionals in daily operations as well as project specific work. [teamwork/leadership training, 7] 						

Module: Data Management and Digital Transition	
4	<p>Content:</p> <ul style="list-style-type: none"> • Information Technology (IT) Systems vs. Operational Technology (OT) Systems • Business Systems and Business Processes: ERP, MES • Industrial Control Systems: PLC, SCADA, DCS, HMI • Automation and Process Control: Automatisierungspyramide, ISA-95 • Data Communication Systems and Networks, Internet, IoT • Distributed Computing: edge computing, cloud computing • Industrie 4.0, Smart Manufacturing, Industrial IoT (IIoT), Cyber Physical Production Systems (CPPS) • Basic concepts of Artificial Intelligence (AI) <p>Recommended References:</p> <ul style="list-style-type: none"> • FRÜH, MAIER, SCHAUDEL : Handbuch der Prozessautomatisierung , Deutscher Industrie Verlag, 5. Auflage 2015, ISBN 978-3-8356-3372-8 • BINDEL, HOFFMANN: Projektierung von Automatisierungsanlagen, Springer Vieweg Verlag; 2. Auflage 2013, ISBN 978-3-8348-1332-9 • VDI 3694: System requirement/specification for planning and design of automation systems • VDI 3681: Classification and evaluation of description methods in automation and control technology
5	Participation requirements
6	<p>Type of exam: written exam (90min), laboratory work</p>
7	<p>Requirements for granting credit points: passed written exam and passed laboratory work</p>
8	<p>Usability of the module: siehe Modulart</p>
9	<p>Name of person in charge of the module: Heinze, Habbo</p>
10	Optional information:

Hygienic Processing

Module: Hygienic Processing						
Identification number	Workload	Type of module	Study semester	Duration	Frequency	
	150 h	PM (LSE) WPM (LSI, SUS)	1	1 Sem.	SS	
1	Course(s)	Language	Contact -hours	Self -study hours	Credits (ECTS)	
	a. Cleanroom Technology b. Hygienic Engineering and Design	english	4.0 SWS / 60 h	90 h	5.0	
2	Type of lessons / hours per week during each semester					
	a. lecture, exercises b. lecture, exercises					
3	Learning outcomes / competencies:					
	<ul style="list-style-type: none"> Students will gain a comprehensive overview of qualification and validation activities in food and pharmaceutical production and related areas. They recognize that cleanroom technology is not just made up of individual disciplines, but that these are interrelated in a complex way. The students are familiar with the relevant legal principles that apply to the installation and operation of factory buildings, systems and machines for hygienic production (e.g. in the food industry). The students have an in-depth knowledge of the common construction materials for machines and plants used in the food and pharmaceutical industry as well as the relevant standards for the construction of machines, plants and plant components. They understand the relevance of hygienic design for the safety and efficiency of production processes. They will have an overview of common cleaning-in-place (CIP) procedures and of the validation and certification of hygienic design. [knowledge, 7] Students can use the knowledge acquired to ensure the best possible protection of production, the economical operation of cleanroom systems and, in many cases, the protection of personnel and the environment. They understand contamination controls as effective control of the entire spectrum of hygiene measures. The students are able to assess the hygienic risks on the basis of the properties of the raw materials and the products. They will be able to define constructive measures which make it possible to control these risks. [assessment skills, 7] 					

Module: Hygienic Processing

4	<p>Content:</p> <ul style="list-style-type: none">a. Cleanroom Technology<ul style="list-style-type: none">• Sources of contamination in the cleanroom• Quality control of pharmaceuticals manufactured under cleanroom conditions• Qualification of an isolator• Product protection / Employee protection• Quality management systemb. HEaD<ul style="list-style-type: none">• Introduction• Legal requirements• Hazards in hygienic processing• Materials of construction• Hygienic design criteria• Hygienic Welding Of Stainless-Steel Tube Systems• Valves• Cleaning and disinfection• Verification and test procedures• Hygienic design risk management <p>Recommended References:</p> <ul style="list-style-type: none">a. Cleanroom Technology<ul style="list-style-type: none">• Gail, L., & Gommel, U. (Eds.). (2018). <i>Reinraumtechnik</i>. 4. Aufl. Berlin, Heidelberg, New York: Springer Verlag. (in German Language)• GMP Annex 1, FDA Guide Aseptic Processingb. HEaD<ul style="list-style-type: none">• Lelieveld, H. L. M., Holah, J., Napper, D. (2014). <i>Hygiene in food processing: principles and practice</i> [E-Book]. Woodhead Publ.• Lelieveld, H. L. M., Holah, J. (2014). <i>Hygienic design of food factories</i> [E-Book]. Woodhead Publ.• EHEDG guidelines. EHEDG.• Hauser, G. (2008). <i>Hygienegerechte Apparate und Anlagen : für die Lebensmittel-, Pharma- und Kosmetikindustrie</i>. Weinheim: Wiley-VCH. (in German language)
5	<p>Participation requirements</p>
6	<p>Type of exam:</p> <ul style="list-style-type: none">a. seminar paper + presentationb. written exam (60min)

Module: Hygienic Processing	
7	<p>Requirements for granting credit points:</p> <p>a. passed presentation and seminar paper</p> <p>b. passed written exam</p>
8	<p>Usability of the module:</p> <p>siehe Modulart</p>
9	<p>Name of person in charge of the module:</p> <p>Schmid, Andreas, Schlegel, Katharina</p>
10	<p>Optional information:</p> <p>May also be used as an elective module in Life Science Innovation</p>

Innovation Management and Consumer Centricity

Module: Innovation Management and Consumer Centricity						
Identification number	Workload	Type of module	Study semester	Duration	Frequency	
	150 h	PM (LSI) WPM (LSE, SUS)	1	1 Sem.	SS	
1	Course(s)	Language	Contact -hours	Self -study hours	Credits (ECTS)	
	Innovation Management and Consumer Centricity	english	4.0 SWS / 60 h	90 h	5.0	
2	Type of lessons / hours per week during each semester					
	lecture, exercises					
3	Learning outcomes / competencies:					
	<ul style="list-style-type: none"> • Students understand the basics of innovation management. They learn how to organise innovation inside of companies, also including external expertise in the innovation process. They know how to take a systematic approach to innovation, from generating ideas (including different internal and external idea creation approaches) to prototyping, product development and the product launch, with a focus on the idea generation and customer-centric approaches. Students understand the concept of innovation and the critical role customers can play in development of successful innovations Students know different ways to access the state of innovation. Students have a broad overview concerning the exploitation and protection of intellectual assets and the basic principles of Intellectual Property (IP) Management. [knowledge, 7] • Students are able to identify, analyse and create process, product and service innovations. Students learn to assess and optimise the approach to innovation and the potential contribution of innovation to the organisation's sustainability. Students apply understanding of customer needs and the adoption process to identify opportunities for innovation and new product development. Students are able to apply different research strategies to capture customer information to fuel innovation [systemic skills, 7] • Students are able to develop decision templates for the gates within the innovation process and to weigh up the risk of missing information. [assessment skills, 7] • Students are able to plan and carry out the entire phase of idea generation in a team and to present the results in a target- and addressee-related manner. [teamwork/leadership training, 7] • The students are able to interact B2B and B2C in ethnographic research approaches, to derive overall implications and discuss results internally as well as with external partners. [communication, 7] • Based on current scientific findings and patent specifications, students can independently develop innovative processes for a wide variety of applications and evaluate their potential with regard to economic and ecological parameters and present them to specialist committees. Students are able to choose the right set of ethnographic tools to derive customer centric insights and further process the data to provide innovative solutions Students are able to provide each other with support in product optimization and to develop forward-looking, viable alternative concepts [independency/responsibility, 7] • Students manage and prepare the pre-steps for the start of the development phase of an exemplary innovation management process based on a specific task and identify and implement suitable means for deriving customer-centric insights. [reflexivity, 7] 					

Module: Innovation Management and Consumer Centricity	
4	<p>Content:</p> <p>The seminar provides an introduction to innovation management as an overall corporate task that allows companies to systematically identify and implement new products, processes and businesses. Based on different innovation scaling and rating options and the categorization of types and degrees of innovations, students get to know the fundamental concepts and design of innovation management and the innovation process (from initiative to implementation, based on the Stage-Gate-Process), as well as the interaction of central actors. In addition, strategic aspects and the importance of Voice-of-Customer approaches of innovation management are introduced, based on customer-centric innovation development approaches. In order to turn ideas into concrete product concepts, students are introduced to different internal and external approaches, such as creativity techniques for generating new product ideas, open innovation, lead-user approach and ethnographic research techniques. The students get an insight to the basics of Intellectual Property rights and understand the way they can protect findings of research in the form of patents and further realize full value of it by technology transfer. Based on a current research task, the ideation phase will be deepened by applying one or a set of internal and external techniques for generating product ideas in a team set-up.</p> <p>Recommended References: COOPER, R.; EDGETT, S.: <i>Product Innovation and Technology Strategy</i>. Surge Publishing, 2009. STREBEL, H.: <i>Innovations- und Technologiemanagement</i>. UTB, 2007. BARTHELMES, H.: <i>Handbuch Industrial Engineering: Vom Markt zum Produkt</i>. Carl Hanser Verlag GmbH, 2013. KESSLER, W.: <i>Prozessanalytik: Strategien und Fallbeispiele aus der industriellen Praxis</i>. Wiley-VCH, 2006 GABRIEL, L. et al: <i>Marketing und Innovation in disruptiven Zeiten</i>. Wiesbaden : Springer Fachmedien Wiesbaden, 2023. EVERSHEIM, W (2009): <i>Innovation Management for Technical Products</i>. ISBN: 978-3-540-85727-3 DODGSON et. al (2013): <i>The Oxford Handbook of Innovation Management</i>. Online ISBN: 9780191749865</p>
5	Participation requirements
6	<p>Type of exam:</p> <p>seminar paper + presentation</p>
7	<p>Requirements for granting credit points:</p> <p>passed seminar paper and oral presentation</p>
8	<p>Usability of the module:</p> <p>siehe Modulart</p>
9	<p>Name of person in charge of the module:</p> <p>Klingshirn, Astrid Christina, Hempel, Corinna</p>
10	<p>Optional information:</p> <p>May also be used as an elective module in Life Science Engineering</p>

Operational Excellence

Module: Operational Excellence						
Identification number	Workload	Type of module	Study semester	Duration	Frequency	
	150 h	WPM (LSE, LSI)	1	1 Sem.	SS	
1	Course(s) Operational Excellence		Language english	Contact -hours 4.0 SWS / 60 h	Self -study hours 90 h	Credits (ECTS) 5.0
2	Type of lessons / hours per week during each semester lecture					
3	Learning outcomes / competencies: <ul style="list-style-type: none"> • The course imparts theoretically sound and practically tested knowledge about the continuous improvement of existing production systems. The course describes production systems as complex socio-technical systems and thus facilitates the transferability of knowledge to other complex planning tasks in the production environment. The course provides tools and principles for analysing, designing and transforming production systems in order to achieve operational excellence. [knowledge, 6] • The course enables students to identify, describe and analyse bottlenecks in existing production systems. Furthermore, students learn to apply design principles to existing problems in order to develop alternative solutions and select a preferred solution. [systemic skills, 6] • Projects in the area of production improvement can be handled independently and responsibly in a managerial capacity (project management) with regard to the definition of objectives, their reflection and the planning of the necessary machining processes. [independency/responsibility, 6] 					

Module: Operational Excellence	
4	<p>Content:</p> <p>The course builds on the principles of lean production and expands on these in related specialist areas such as automation, digitalisation and expansion planning. The bottleneck-oriented structure for the analysis, design and implementation of improvement projects along the value chain trains the prioritisation of scarce resources relevant in industrial practice and the targeted development of solutions:</p> <ul style="list-style-type: none"> • Introduction to Operational Excellence • Bottlenecks in long-term production planning (Sales & Operations Planning) • Analysing and designing waste-free value streams • Improvement of shop floor layouts (e.g. assembly cells) • Improvement of shop floor management & communication of Kaizen methods • Analysing automation potential in production and logistics • Methods for agile implementation (e.g. project and change management) <p>Recommended References:</p> <ul style="list-style-type: none"> • Baudin, Michel; Netland, Torbjørn (2022): Introduction to Manufacturing. New York: Routledge. • Erlach, Klaus (2020): Wertstromdesign. Der Weg zur schlanken Fabrik. 3. Auflage. Berlin: Springer. • Wiendahl, Hans-Peter; Reichardt, Jürgen; Nyhuis, Peter (2014): Handbuch Fabrikplanung. Konzept, Gestaltung und Umsetzung wandlungsfähiger Produktionsstätten. 2., überarbeitete und erweiterte Auflage. München: Hanser. • Gleich, Ronald; Sauter, Ralf (Hg.) (2008): Operational Excellence. Innovative Ansätze und Best Practices in der produzierenden Industrie. 1. Aufl. Freiburg: Haufe (Haufe Fachpraxis). • Dahm, Markus H.; Brückner, Aaron D. (2014): Operational Excellence mittels Transformation Management. Wiesbaden: Springer. • Rother, Mike; Shook, John (2015): Sehen lernen. Mit Wertstromdesign die Wertschöpfung erhöhen und Verschwendung beseitigen. Version 1.4. Mülheim an der Ruhr: Lean Management Institut (Workbooks für Lean Management). • Slack, Nigel; Brandon-Jones, Alistair; Johnston, Robert B. (2013): Operations management. 7. Edition. Harlow: Pearson.
5	Participation requirements
6	<p>Type of exam:</p> <p>oral exam (20min)</p>
7	<p>Requirements for granting credit points:</p> <p>Bestandene Mündliche Prüfung</p>
8	<p>Usability of the module:</p> <p>siehe Modulart</p>
9	<p>Name of person in charge of the module:</p> <p>Schlegel, Katharina</p>
10	<p>Optional information:</p> <p>The target group of the event are in particular students who are involved in the systematic improvement of production, such as prospective industrial engineers, production managers, employees in work preparation, etc.</p>

Packaging Materials and Processes

Module: Packaging Materials and Processes						
Identification number	Workload	Type of module	Study semester	Duration	Frequency	
	150 h	PM (LSI) WPM (LSE, SUS)	1	1 Sem.	SS	
1	Course(s)	Language	Contact -hours	Self -study hours	Credits (ECTS)	
	Packaging Materials and Processes	english	4.0 SWS / 60 h	90 h	5.0	
2	Type of lessons / hours per week during each semester					
	lecture, exercises					
3	Learning outcomes / competencies:					
	<ul style="list-style-type: none"> • Students will gain an understanding of the principles of packaging materials and processes, with an emphasis on their application to the life science industry. They will learn about current trends and challenges in sustainable packaging, and the latest innovations in materials and processes. [knowledge, 7] • Students will develop critical thinking, problem-solving, and analytical skills. They will also improve their abilities to work in teams and to present findings. [systemic skills, 7] • Students will learn to work effectively in teams, communicate with their peers and professor, and understand the importance of sustainable packaging concepts in life science industry. [communication, 7] • Students will have the opportunity to work independently and to take responsibility for their own learning, as well as develop self-motivation, self-direction, and time management skills. [learning competence, 7] 					
4	Content:					
	<p>Introduction to Packaging Materials and Processes: Principles of packaging materials and processes and their relevance to the life science industry.</p> <p>Sustainable Packaging: Challenges and opportunities for sustainable packaging, including issues related to materials and processes, recycling, and waste management.</p> <p>Excursions to the Sustainable Packaging Institute (SPI): Visit the SPI and learning about the latest trends and innovations in sustainable packaging.</p> <p>Packaging Materials and Processes in the Life Science Industry: Specific challenges and opportunities for packaging materials and processes in the life science industry, including the food, pharma, and other life science industries.</p> <p>Group Work: Research and analysis of a specific topic related to packaging materials and processes in the life science industry.</p> <p>Recommended References:</p> <ul style="list-style-type: none"> • Lee, D. S., Yam, K., & Piergiovanni, L. (2008). Food Packaging Science and Technology (1st ed.). CRC Press. 					
5	Participation requirements					
6	Type of exam:					
	oral exam (15min)					

Module: Packaging Materials and Processes	
7	Requirements for granting credit points: passed oral exam
8	Usability of the module: siehe Modulart
9	Name of person in charge of the module: Schmid, Markus
10	Optional information: May also be used as an elective module in Life Science Engineering

Related Degree Programmes

Module: Related Degree Programmes						
Identification number	Workload	Type of module	Study semester	Duration	Frequency	
	150 h	WPM (LSE, LSI)	1 (LSE) 2 (LSE)	1 Sem.	SS (LSE) WS (LSE)	
1	Course(s) Related Degree Programmes		Language german & english	Contact -hours 4.0 SWS / 60 h	Self -study hours 90 h	Credits (ECTS) 5.0
2	Lehrform(en) / SWS depending on chosen activity					
3	Learning outcomes / competencies: <ul style="list-style-type: none"> Learning outcomes / competencies will depend on the module/courses chosen. They must fit to the level of the master's degree and are subject of approval by the dean of studies. [knowledge, 7][instrumental skills, 7][systemic skills, 7][assessment skills, 7][teamwork/leadership training, 7][participation, 7][communication, 7][independency/responsibility, 7][reflexivity, 7][learning competence, 7] 					
4	Content: depending on the chosen module/course					
5	Participation requirements					
6	Type of exam: depending on chosen module					
7	Requirements for granting credit points: passed exams as defined by the module/course description					
8	Usability of the module: siehe Modulart					
9	Name of person in charge of the module: Graf, Peter					
10	Optional information: Any additional module/course with adequate level of learning outcomes / competencies may be chosen. To get this module approved, an informal application must be submitted to the examination office. It is the responsibility of the dean of studies to approve the chosen module/course.					

Supply Engineering

Modul: Supply Engineering							
Kennnummer	Workload	Modulart	Studiensemester	Dauer	Häufigkeit		
	150 h	PM (LSE) WPM (SUS)	1	1 Sem.	SS		
1	Lehrveranstaltung(en) Supply Engineering		Sprache Deutsch	Kontakt-zeit 4.0 SWS / 60 h	Selbst-studium 90 h	Credits (ECTS) 5.0	
2	Lehrform(en) / SWS Vorlesung, Übung						
3	Lernergebnisse (learning outcomes), Kompetenzen: <ul style="list-style-type: none"> Fachkompetenz Bautechnische Kenntnisse der Tragwerkskonstruktion, der energetischen Einflussgrößen sowie spezifischer Planungsparameter. Umfassende Kenntnisse der technischen Medien-, Versorgungs- und Installationstechnik für Produktions- und Gebäudeinfrastrukturen sowie der zugehörigen Planungsprozesse und der Integration der Medien in die Gebäudestruktur. Systemkompetenz Konzeptionelle Fähigkeiten zur Entwicklung von Medien-, Versorgungs- und Installationsstrukturen sowie zur ingenieurtechnischen Auslegung, Analyse und Optimierung gebäudetechnischer Anlagen unter Berücksichtigung des gesamten Lebenszyklus zur Sicherstellung eines wirtschaftlichen und nachhaltigen Betriebs. Team- und Führungskompetenz Fähigkeit zur Entwicklung und verantwortungsvollen Steuerung organisatorischer Strukturen für die beteiligten fachlichen Stakeholder von Versorgungs- und Installationssystemen sowie zur Führung interdisziplinärer Fachdiskussionen und zur strukturierten Präsentation der Arbeitsergebnisse. [Wissen, 7] 						
4	Inhalte:						

Modul: Supply Engineering

-Bautechnische Grundlagen: Bauwerk und Baukonstruktion, Darstellungsregeln und Bauzeichnungen. Raster- und Modulsysteme sowie konstruktive Entwürfe für industrielle Immobilien. Bauphysikalische Betrachtungen und Maßnahmenableitung für die Gebäudehülle und Gebäudetechnik. -Grundlagen der Wasserversorgung: Wasseraufbereitung und -konditionierung, Wasserverteilung im Gebäude, Trinkwassererwärmung und -verteilung, Planung und Auslegung von Wasserversorgungsanlagen -Grundlagen der Entwässerung: Entwässerungssysteme, Entwässerungsleitungen, Sonderanlagen für industrielle Abwässer -Grundlagen der Lüftungstechnik: Zusammensetzung und Eigenschaften der Luft, Luftmengenberechnung, Systeme von raumlüftungstechnischen Anlagen, Komponenten raumlüftungstechnischer Systeme, Auslegungsparameter einer RLT-Anlage -Dampf- und Kondensattechnik: Physikalische Grundlagen der Dampftechnik, Dimensionierung und Verlegung von Dampfleitungen, Entlüftung und Entwässerung, Druck- und Temperaturregelung, Grundlagen und Überwachung von Kondensatableitern, Dimensionierung von Kondensatleitungen, Kondensatrückführung -Reinstwasser: Grundlagen der Wasserchemie, Anforderungen an Pharmawasser, Membranbaiserte Erzeugung von PW und WFI, thermische Wasseraufbereitungstechnologien, Reigung und Sanitisierung, Qualifizierung und Validierung, Projektbeispiele

Empfohlene Literaturangaben:

Recknagel, Sprenger (2024). Taschenbuch für Heizung + Klima Technik, 81. Auflage, ITM InnoTech Medien GmbH Bader, R. & Baumann, I. (2024), Tabellenbuch - Sanitär Heizung Lüftung, 12. Auflage, Westermann Berufliche Bildung GbmH Bendlin, H., & Eßmann, M. (2011). Reinstwasser – Planung, Realisierung, Qualifizierung von Reinstwassersystemen, 2.Aufl. Schopfheim: GMP-Verlag. Bischof, W. (2024). Abwassertechnik, 12. überarb. Aufl. Stuttgart: Vieweg + Teubner Springer Vieweg. Gail, L., & Gommel, U. (2018). Reinraumtechnik. 4. Aufl. (L. Gail, & H.-P. Hortig, Hrsg.) Berlin, Heidelberg, New York: Springer Verlag. Hörner, B., & Schmidt, M. (2012). Handbuch der Klimatechnik. Band 1: Grundlagen, Band 2: Anwendungen, Band 3: Aufgaben und Lösungen. VDE Verlag. Karger, R., & et al. (2012). Wasserversorgung, 14. Aufl. Wiesbaden. Keller, L. (2014). Leitfaden für Lüfungs- und Klimaanlageanlagen, 3. Aufl. Verlag Recknagel. Kistemann, T., & et al. (2012). Gebäudetechnik für Trinkwasser. Berlin, Heidelberg, New York: Springer. Pistohl, W. (2016). Handbuch der Gebäudetechnik, Band 1 und 2, 9.Aufl. Werner Verlag. Röder, F. (2016). Pharmawasser-Systeme wirtschaftlich betreiben : Reinstwasser für Herstellung und Labor. GMP Verlag. Röder, F. (2017). Pharmawasser - Inhaltsstoffe, Grenzwerte und Anlagenkonzepte. GMP Verlag. Röder, F. (2018). Auslegung, Installation und Qualifizierung von Pharmawasser-Systemen: Reinstwasser für Herstellung und Labor. GMP Verlag. Schneider, U. (2014). Baulicher Brandschutz im Industriebau. Berlin. Veit, J. (2013). Gebäudetechnik 2014: erneuerbare Energien, Gebäudeautomation, Energieeffizienz. Hüthig Verlag. Weissiecker, H., & Kriegel, M. (2018). Projektplanung Reinraum- und Reinheitstechnik. VDE-Verlag

5 **Teilnahmevoraussetzungen**

6 **Prüfungsformen:**

Klausur (120min)

7 **Voraussetzungen für die Vergabe von Kreditpunkten:**

bestandene Prüfungsleistung(en)

8 **Verwendbarkeit des Moduls:**

siehe Modulart

9 **Modulverantwortliche(r):**

Bock, Lorenz

10 **Optionale Informationen:**

Semester 2

Case Study

Module: Case Study						
Identification number	Workload	Type of module	Study semester	Duration	Frequency	
	150 h	PM (LSE)	2	1 Sem.	WS	
1	Course(s) Case Study		Language german	Contact -hours 4.0 SWS / 60 h	Self -study hours 90 h	Credits (ECTS) 5.0
2	Lehrform(en) / SWS lecture, exercises					
3	Learning outcomes / competencies: <ul style="list-style-type: none"> • Students will learn the systematic approach in production site planning, either for greenfield (new design) or brownfield (redesign) projects. They will also learn about the latest trends and innovations in material flow modeling. [knowledge, 7] • Students will develop critical thinking, problem-solving, and analytical skills. They will also improve their abilities to work in teams and to present their findings. [systemic skills, 7] • Students will learn to work effectively in teams, communicate with their peers and professor, and understand to communicate with representatives of various professions involved in production site planning. [communication, 7] • Students will have the opportunity to work on their own and to take responsibility for their own learning results, as well as to develop self-motivation, self-direction, and time management skills. [independency/responsibility, 7] • Students will apply the principles of production site planning in a conceptual design, including design of ideal and real layout, material and personnel flows, interfaces, location, infrastructure and media supply. [instrumental skills, 7] 					
4	Content: Production Site Planning in the Life Science Industry: Specific challenges and opportunities for production site planning in the food, pharmaceutical, and other life science industries. Introduction to the process simulation Witness: Basics, optimization goals and objectives, boundary values within models and will exercise with predefined examples. Group Work: Students will work in groups to prepare an individual conceptual design regarding a live science facility. For example they will compare different layouts, to make an optimal choice for the final design. Presentation and Communication: Students will learn how to present their concepts, both orally and in written form and how to communicate effectively with their colleagues and professor.					
5	Participation requirements					
6	Type of exam: seminar paper + presentation					
7	Requirements for granting credit points: passed seminar paper and oral presentation					
8	Usability of the module:					

Module: Case Study	
	siehe Modulart
9	Name of person in charge of the module: Grothe, Enrico
10	Optional information:

Food Service Design and Management

Module: Food Service Design and Management						
Identification number	Workload	Type of module	Study semester	Duration	Frequency	
	150 h	WPM (LSE, LSI)	2	1 Sem.	WS	
1	Course(s)	Language	Contact -hours	Self -study hours	Credits (ECTS)	
	Food Service Design and Management	german	4.0 SWS / 60 h	90 h	5.0	
2	Type of lessons / hours per week during each semester					
	lecture, exercises					
3	Learning outcomes / competencies:					
	<ul style="list-style-type: none"> • Students will have a comprehensive, up-to-date working knowledge of commercial kitchen design and relevant concepts. [knowledge, 7] • Students will be able to develop solutions for commercial kitchens for the specific task at hand (production, logistics). [systemic skills, 7] • Students represent their expertise in committees in which the various trades (fire protection, building installations, structural engineering, media supply, ...) are represented. [communication, 7] • Students work out the respective solutions and concepts independently. [independency/responsibility, 7] 					

Module: Food Service Design and Management

4	<p>Content:</p> <p>-Directives, ordinances Laws -EU food hygiene package -EU approval -Key figures, determination of requirements -EDP in the out-of-home economy -Energy in the commercial kitchen (calculation methods for energy costs; energy requirements in the GK; energy sources; energy management systems) -Economic aspects in GK planning -Supply task, range of services -Kitchen types; kitchen types -food production and food distribution systems -post-processing and serving -place of assembly ordinance -design of the catering area -workplace ordinance, personnel, social and sanitary areas -personnel requirements -building technology (floors and construction technology; ventilation technology; sanitary and gas technology; water requirements and water quality, water hardness; water installation technology; waste water technology) -electrical technology (symbols, connected load, protection types) -lighting -fire protection technology Processing of the following task: Development of a concrete project planning on the basis of the service phases of HOAI Part IX (services for technical equipment). On the basis of these service phases, the students are taught the fundamentals and planning specifications that build on one another.</p> <p>The exercise part of the course is thus basically divided into nine planning phases:</p> <p>In phase 1, the students learn general basics in the form of laws, standards and guidelines for the area of equipment planning in communal catering establishments. Furthermore, planning-specific basics are worked out.</p> <p>In phase 2, an initial preliminary plan is drawn up on the basis of the fundamentals identified. The students will be taught how to implement the principles developed into a room concept, taking into account the current specifications. The implementation takes place in the form of a further practical study work parallel to the lecture. This space planning is created with the help of a CAD system. The course contains practical instructions on how to work with this system. Phase 3 is used to convert the preliminary planning into a design planning. The students learn more about the requirements for the equipment of a communal catering operation. Knowledge of equipment technology is further deepened and implemented in the planning. Here, too, implementation then takes place in a third and final part as practical course work in the form of design planning with CAD.</p> <p>Phase 4 is used to familiarize the students with constructional and official requirements for communal catering establishments.</p> <p>Phase 5 deals with the technical building requirements of a communal catering operation. The students learn how to prepare a detailed design.</p> <p>In phases 6 and 7, the specifications for the preparation and processing of a performance specification are presented. The various legal bases in the tendering system are given high priority. The use of AVA programs is explained.</p> <p>Phases 8 and 9 deal with important points in construction management using the practical construction supervision of a project as an example. This phase is supplemented and deepened by excursions in which ongoing construction projects and completed projects are visited.</p> <p>In addition, relevant standards, regulations and guidelines (both from the legislator and from various associations such as professional associations, VDI, VDE, ...) and the various interfaces in connection with commercial kitchen planning are addressed.</p> <p>Recommended References: SCHWARZ P. u. a. (2010): Großküchen, Planung Entwurf Einrichtung (5. Auflage). Berlin: Verlag für Bauwesen (Huss Medien). ISBN-10: 3345009293 oder ISBN-13: 978-3345009297 . SCHWARZ P. et. al. (2013): Professional Kitchens (6th edition). Berlin: Huss-Medien GmbH. GREINER M., ANDREÄ J., HAGSPIHL S. et. al. (2020): Küche und Technik - Handbuch für gewerbliche Küchen Teil I und Teil II ISSN 2626-0913</p>
5	Participation requirements
6	Type of exam: written exam (90min), seminar paper
7	Requirements for granting credit points: passed written exam and passed seminar paper

Module: Food Service Design and Management	
8	Usability of the module: siehe Modulart
9	Name of person in charge of the module: Klingshirn, Astrid Christina
10	Optional information: May be used as an elective module in Life Science Engineering and in Life Science Innovation

Life Science Logistics

Module: Life Science Logistics						
Identification number	Workload	Type of module	Study semester	Duration	Frequency	
	150 h	PM (LSE) WPM (LSI, SUS)	2	1 Sem.	WS	
1	Course(s)	Language	Contact -hours	Self -study hours	Credits (ECTS)	
	Life Science Logistics	german	4.0 SWS / 60 h	90 h	5.0	
2	Type of lessons / hours per week during each semester					
	lecture, exercises					
3	Learning outcomes / competencies:					
	<ul style="list-style-type: none"> • Students will gain an in-depth understanding of the principles of logistics and supply chain management in the Life Sciences Industry. They will learn about the specific challenges, opportunities and software applications of logistics in the Life Sciences Industry, including the food, pharmaceutical, and other life sciences industries. They will also learn about lean management methods and how they can be applied to logistics operations. [knowledge, 7] • Students will develop critical thinking, problem-solving, and analytical skills. They will also improve their abilities to work in teams and to present their findings. They will also develop skills in logistics planning, inventory management, and transportation management. [systemic skills, 7] • Students will learn to communicate effectively in teams, with their peers and professor, and understand the ethical considerations involved in logistics operations. [communication, 7] • Students will have the opportunity to work on their own and to take responsibility for their own learning results, as well as to develop self-motivation, self-direction, and time management skills. [independency/responsibility, 7] 					

Module: Life Science Logistics	
4	<p>Content:</p> <ul style="list-style-type: none"> • Part 1: Internal production site logistics: Principles of internal logistics in the context of production site operations including inventory management, material handling, weighing centrals, conveying centers and production scheduling. • Part 2: External logistics: Principles of logistics and supply chain management in the context of external operations, including transportation management, logistics planning, and distribution. • Lean management methods: Value stream mapping and how it can be applied to facility operations to improve efficiency and reduce waste. • Case Studies: Students will analyze real-world case studies of logistics operations in the life science industry. • Group Work: Students will work in groups to develop a logistics plan for a real-world life science industry project. <p>Recommended References: Kiesel J, <i>Dictionary of Logistics and Supply Chain Management</i>, Siemens AG Erlangen Rother M, Shook J, <i>Learning to See - Value Stream Mapping to add Value</i>, www.lean.org Rother M, Shook J, <i>Sehen Lernen - mit Wertstromdesign die Wertschöpfung erhöhen und Verschwendung beseitigen</i>, Aachen LMI Womack J P, Jones D T, <i>Lean Thinking</i>, Campus Frankfurt/New York Schneider M, <i>Lean Factory Design</i>, Hanser Muchna C, <i>Grundlagen der Logistik – Begriffe, Strukturen, Prozesse</i>, Springer Kummer S, O. Grün O, Jammernegg W, <i>Grundzüge der Beschaffung, Produktion und Logistik</i> Kummer S, O. Grün O, Jammernegg W, <i>Grundzüge der Beschaffung, Produktion und Logistik - Das Übungsbuch</i></p>
5	Participation requirements
6	<p>Type of exam: written exam (120min)</p>
7	<p>Requirements for granting credit points: passed written exam</p>
8	<p>Usability of the module: siehe Modulart</p>
9	<p>Name of person in charge of the module: Grothe, Enrico</p>
10	<p>Optional information: May also be used as an elective module in Life Science Innovation</p>

Planning of Research Proposals and Scientific Writing

Module: Planning of Research Proposals and Scientific Writing						
Identification number	Workload	Type of module	Study semester	Duration	Frequency	
	150 h	PM (LSI) WPM (LSE, SUS)	2	1 Sem.	WS	
1	Course(s)	Language	Contact -hours	Self -study hours	Credits (ECTS)	
	Planning of Research Proposals and Scientific Writing	english	4.0 SWS / 60 h	90 h	5.0	
2	Type of lessons / hours per week during each semester					
	lecture, exercises					
3	Learning outcomes / competencies:					
	<ul style="list-style-type: none"> • Students will gain an understanding of the principles of writing research proposals and scientific papers, including the structure, content, and style of these documents. They will also learn about the different types of research funding and publication opportunities available in their field. [knowledge, 7] • Students will develop critical thinking, problem-solving, and analytical skills. They will also improve their abilities to write clearly, persuasively, and accurately, and to present their research effectively. [systemic skills, 7] • Students will learn to work effectively in teams, communicate with their peers and professor, and understand the ethical considerations involved in scientific writing. [participation, 7] • Students will have the opportunity to work independently and to take responsibility for their own learning, as well as develop self-motivation, self-direction, and time management skills. [independency/responsibility, 7] 					
4	Content:					
	<p>Introduction to Research Proposal Writing: Structure and content of research proposals, and the different types of research funding available.</p> <p>Writing Scientific Papers: Structure and content of scientific papers, and the different types of publication opportunities available.</p> <p>Group Work: Students will work in groups to research and analyze a specific topic related to writing research proposals. The group work should result in a proposal for a real call as performance record for this module.</p> <p>Presentation and Communication: Students will learn how to present their research proposals and scientific papers effectively, both verbally and in written form, and how to communicate effectively with their peers and professor.</p> <p>Recommended References: <i>"The Craft of Scientific Writing"</i> by Michael Alley <i>"Drittmittel für die Forschung. Grundlagen: Erfolgsfaktoren und Praxistipps für des Schreiben von Förderanträgen"</i> by S. Preuß (will be provided in excerpts in English language)</p>					
5	Participation requirements					
6	Type of exam:					
	seminar paper + presentation					

Module: Planning of Research Proposals and Scientific Writing	
7	Requirements for granting credit points: passed seminar paper and oral presentation
8	Usability of the module: siehe Modulart
9	Name of person in charge of the module: Schmid, Daniela
10	Optional information: May also be used as an elective module in Life Science Engineering

Production Processes and Advanced Technologies

Module: Production Design and Advanced Technologies						
Identification number	Workload	Type of module	Study semester	Duration	Frequency	
	150 h	PM (LSE, LSI) WPM (SUS)	2	1 Sem.	WS	
1	Course(s)	Language	Contact -hours	Self -study hours	Credits (ECTS)	
	Production Design and Advanced Technologies	english	4.0 SWS / 60 h	90 h	5.0	
2	Type of lessons / hours per week during each semester					
	lecture, exercises					
3	Learning outcomes / competencies:					
	<ul style="list-style-type: none"> • Students will gain an understanding of processes in the life science industry. They will learn about current trends and challenges in the areas of food, pharma, and other life science industries. [knowledge, 7] • Students will develop critical thinking, problem-solving, and analytical skills. They will also improve their abilities to work in teams and to present findings [systemic skills, 7] • Students will have the opportunity to work independently and to take responsibility for their own learning, as well as develop self-motivation, self-direction, and time management skills. [independency/responsibility, 7] 					
4	Content:					
	<p>Production processes: The module provides an overview of fundamental production processes in the food and pharmaceutical industries with a focus on mechanical and thermal unit operations. Topics include separation techniques, thermal processing, and drying technologies. Emphasis is placed on process principles and industrial applications.</p> <p>Advanced technologies: The course provides theoretical and practical knowledge about new technologies, e.g.: Extrusion and dispersion methods * Gentle preservation processes (HPP, PEF, MF / RF-heating) * Food irradiation * Antimicrobial packaging / coatings, ozone / UV treatment</p> <p>Recommended References: Clark, J. Peter: <i>Case Studies in Food Engineering</i> (Springer Science & Business Media) ISBN 978-1-4419-0419-5 1. Auflage, 2009</p>					
5	Participation requirements					
6	Type of exam:					
	presentation, written exam (120min)					
7	Requirements for granting credit points:					
	passed presentation and passed written exam					
8	Usability of the module:					
	siehe Modulart					

Module: Production Design and Advanced Technologies	
9	Name of person in charge of the module: Köhler, Karsten, Schlegel, Katharina
10	Optional information:

Production Site Planning

Module: Production Site Planning						
Identification number	Workload	Type of module	Study semester	Duration	Frequency	
	150 h	PM (LSE) WPM (SUS)	2	1 Sem.	WS und SS	
1	Course(s)	Language	Contact -hours	Self -study hours	Credits (ECTS)	
	Production Site Planning	german	4.0 SWS / 60 h	90 h	5.0	
2	Type of lessons / hours per week during each semester					
	lecture, exercises					
3	Learning outcomes / competencies:					
	<ul style="list-style-type: none"> • Students will gain an understanding of the principles of production site planning, including the factors that must be considered when planning a production site, such as location, infrastructure, and environmental impact. They will also learn about the latest trends and innovations in sustainable production site planning in the life science industry. [knowledge, 7] • Students will develop critical thinking, problem-solving, and analytical skills. They will also improve their abilities to work in teams and to present findings. [systemic skills, 7] • Students will learn to work effectively in teams, communicate with their peers and professor, and understand to communicate with interfaces of all trades involved in production site planning. [communication, 7] • Students will have the opportunity to work independently and to take responsibility for their own learning, as well as develop self-motivation, self-direction, and time management skills. [independency/responsibility, 7] 					
4	Content:					
	<p>Introduction to Production Site Planning: Principles of production site planning and the factors that must be considered when planning a production site.</p> <p>Sustainable Production Site Planning: Challenges and opportunities for sustainable production site planning, including issues related to location, infrastructure, and environmental impact.</p> <p>Production Site Planning in the Life Science Industry: Specific challenges and opportunities for production site planning in the life science industry, including the food, pharma, and other life science industries.</p> <p>Group Work: Students will work in groups to research and analyze a specific topic related to production site planning in the life science industry.</p> <p>Presentation and Communication: Students will learn how to present their research findings, both verbally and in written form, and how to communicate effectively with their peers and professor.</p> <p>Recommended References: Wiendahl, H.-P., Reichardt, J., & Nyhuis P. (2014). <i>Handbuch Fabrikplanung: Konzept, Gestaltung und Umsetzung wandlungsfähiger Produktionsstätten</i> Carl Hanser Verlag GmbH & Co. KG</p>					
5	Participation requirements					
6	Type of exam:					
	oral exam (20min)					

Module: Production Site Planning	
7	Requirements for granting credit points: passed oral exam.
8	Usability of the module: siehe Modulart
9	Name of person in charge of the module: Schmid, Markus
10	Optional information:

Standardization and Regulation in Life Science Industry

Module: Standardization and Regulation in Life Science Industry						
Identification number	Workload	Type of module	Study semester	Duration	Frequency	
	150 h	PM (LSI) WPM (LSE, SUS)	2	1 Sem.	WS	
1	Course(s)	Language	Contact -hours	Self -study hours	Credits (ECTS)	
	Standardization and Regulation in Life Science Industry	english	4.0 SWS / 60 h	90 h	5.0	
2	Type of lessons / hours per week during each semester					
	lecture, exercises					
3	Learning outcomes / competencies:					
	<ul style="list-style-type: none"> Students understand the basics of standardisation - including the relevancy, involved parties and the key processes with a focus on European and national standardisation. Students know the different usages of standardisation and the techniques applied in standardisation, the need to comply with standards and regulations for different marketplaces and the interplay between innovation, intellectual property, and standards. Students know the key process of setting up a standard. Students know how to identify and apply regulations, standards, specifications and other relevant documents for products, systems or services and how to ensuring the conformity of products. Students understand the regulations for market access and marketability for food and pharmaceutical products - including the relevancy, involved parties and the key processes with focus on European and national regulation/legislation. [knowledge, 7] Students are able to identify the role of standards (including management systems standards) and regulations in the development of products, services, processes. Students know how to determining the quality, environment, safety, energy, sustainability and social responsibility requirements related to standards / standardisation. Students are able to apply regulations and standards in development processes, in testing processes and procedures, to identify and ensure conformity assessment systems and to facilitate the implementation of management systems and continually improving their effectiveness. [systemic skills, 7] Students understand the need and the value of compliance with standards and regulations in a competitive world marketplace. Students can access the role of standards in management systems and policies and the strategic importance of regulation and standardization committee work. [assessment skills, 7] Students have an understanding how to participate in the standardization process. Students know how to influence the contents of standards & technical regulations and how to contribute to business intelligence in standardization. [participation, 7] Based on examples from consumer products the students are able to assess limitations of existing standards and regulations and are able to provide improvement options. [reflexivity, 7] 					

Module: Standardization and Regulation in Life Science Industry

4	<p>Content:</p> <p>STANDARDISATION The seminar covers the following topics: Standardization in Germany: Standards organization DIN, VDE/DKE; structure of these organizations; Contract of Federal Republic of Germany with DIN; role of electrotechnical standardization (VDE); government and standardization How a standard is developed: Rules and requirements (e.g. WTO); DIN 820 series; 10 standardization principles; processes; the document itself International and European Standardization: ISO, IEC, ITU, CEN, CENELEC, ETSI; structure and working principles; regional standards organizations; fora and consortia How standardization works: Overview how standardization organization interact with each other; technological and geopolitical aspects; standardization power houses and follower Standardization and the legal framework: How standards are used in National and European legislation; European directives and regulations; New Legislative Framework (NLF); market access; Conformity Assessment; CE marking Testing and Certification: Role of standards for testing and certification; processes for testing and certification, European and International conformity assessment systems; accreditation; reproduceability; calibration Digitalisation: Digitalisation of standardization; digital standards; Standardization of the digitalization; Tools and platforms</p> <p>In the practical session one key process of standardisation is reviewed / elaborated, from the basic set-up of a standard or technical specification draft, to implementing a standard in a laboratory setting, to analysing the repeatability / reproducibility of a given standard test procedure.</p> <p>REGULATION The lecture provides an understanding of market access and marketability for food and pharmaceutical products. It addresses the definition and demarcation of food versus dietary supplements versus pharmaceutical products. The working methods of committees, associations and authorities in the context of innovation of these product groups are discussed. The context of european legislation compared to national legislation is conveyed and the main regulatory requirements are shown. A specific focus is set on the communication and compliance with – increasingly significant – additional standards along the food value chain.</p> <p>Recommended References: Spivak S, Brenner F (2001): Standardization Essentials: Principles and Practice.CRC Press.ISBN-10: 0824789180. Jakobs K (2019): Shaping the Future Through Standardization. DOI: 10.4018/978-1-7998-2181-6 Mak V (2020): More Normativity: Standardization. Legal Pluralism in European Contract Law, Oxford Studies in European Law. Oxford Academic. DOI: 10.1093/oso/9780198854487.003.0008 van der Meulen B & Wernaart B (2020): EU Food law Handbook, European Institute for Food Law series, Volume 13, ISBN: 978-90-8686-350-1</p>
5	Participation requirements
6	Type of exam: seminar paper, oral exam (20min)
7	Requirements for granting credit points: passed oral exam and passed portfolio
8	Usability of the module: siehe Modulart
9	Name of person in charge of the module: Schröder, Christa, Klingshirn, Astrid Christina
10	Optional information: May also be used as an elective module in Life Science Engineering

Sustainability

Module: Sustainability						
Identification number	Workload	Type of module	Study semester	Duration	Frequency	
	150 h	PM (LSE, LSI)	2	1 Sem.	WS	
1	Course(s)	Language	Contact -hours	Self -study hours	Credits (ECTS)	
	Sustainability	english	4.0 SWS / 60 h	90 h	5.0	
2	Type of lessons / hours per week during each semester					
	lecture, exercises					
3	Learning outcomes / competencies:					
	<ul style="list-style-type: none"> • Students will gain an understanding of the principles of sustainability and their application to the life science industry. They will learn about current trends and challenges in the areas of food, pharma, and other life science industries. [knowledge, 7] • Students will develop critical thinking, problem-solving, and analytical skills. They will also improve their abilities to work in teams and to present findings. [systemic skills, 7] • Students will learn to work effectively in teams, communicate with their peers and professor, and understand the ethical considerations involved in sustainable life science industry. [teamwork/leadership training, 7] • Students will have the opportunity to work independently and to take responsibility for their own learning, as well as develop self-motivation, self-direction, and time management skills. [independency/responsibility, 7] 					
4	Content:					
	<p>Introduction to Sustainability: Principles of sustainability and their relevance to the life science industry, including current legal and regulatory trends.</p> <p>Sustainability in the Food Industry: Challenges and opportunities for sustainability in the food industry, including issues related to food production, processing, packaging and distribution.</p> <p>Sustainability in the Pharmaceutical Industry: Challenges and opportunities for sustainability in the pharmaceutical industry, including issues related to drug development and manufacturing.</p> <p>Sustainability in other Life Science Industries: Challenges and opportunities for sustainability in other life science industries, such as the biotechnology and medical device industries.</p> <p>Group Work: Students will work in groups to research and analyze a specific topic related to sustainability in the life science industry. The group work should result in a presentation.</p> <p>Presentation and Communication: Students will learn how to present their research findings, both verbally and in written form, and how to communicate effectively with their peers and professor.</p> <p>Recommended References: Muschett, F. D. (2017).* Principles of Sustainable Development*. CRC Press. Please note that these are just examples and the actual literature used in the module may vary depending on the chosen topic.</p>					
5	Participation requirements					
6	Type of exam:					
	seminar paper + presentation					

Module: Sustainability	
7	Requirements for granting credit points: passed seminar paper and presentation
8	Usability of the module: siehe Modulart
9	Name of person in charge of the module: Schmid, Markus
10	Optional information:

Semester 3

Master's Thesis

Module: Master's Thesis						
Identification number	Workload	Type of module	Study semester	Duration	Frequency	
	900 h	PM (LSE, LSI)	3	1 Sem.	WS und SS	
1	Course(s)	Language	Contact -hours	Self -study hours	Credits (ECTS)	
	a. Defense of the Master's Thesis b. Master's Thesis	a) german & english b) english	0.5 SWS / 360 h	540 h	30.0	
2	Type of lessons / hours per week during each semester					
	a. (keine) b. project work					
3	Learning outcomes / competencies:					
	<ul style="list-style-type: none"> The knowledge already acquired in the preceding bachelor's degree program and the largely completed master's program is systematically augmented by specific knowledge in order to fulfill the task. [knowledge, 7] When working on the master's thesis, the student should demonstrate that he/she is able to work independently and scientifically on an issue that is typical for the later professional field under the following aspects: - research and acquisition of the necessary scientific literature as well as critical sifting - clear structuring and selection, as well as application of suitable methods - interdisciplinary processing of what has been learned so far and application to a new or innovative problem - written presentation of the results in an accurate form, which meets all criteria of a scientific writing. [systemic skills, 7] It is the responsibility of the student to use the necessary means of communication to plan the Master's thesis in terms of content and time, to hold interim meetings, and to inform the examiner/supervisor in a timely and comprehensive manner in the event of difficulties and delays. [communication, 7] It is the student's responsibility to complete the assigned task comprehensively and in a timely manner, and to present the results. [independency/responsibility, 7] 					
4	Content:					
	<p>In the master's thesis, the student works on a clearly outlined and relevant task, which is linked to one or more modules of the study program. The task for the master's thesis preferably results from the main areas of work of one or more lecturers and/or from a task of a relevant company. Ideally, it should be typical for the task of the intended future professional field of work.</p> <p>Recommended References: Faculty of Life Sciences. (no date). <i>Guidelines for professional scientific writing</i>. Hochschule Albstadt-Sigmaringen [internal document, not published]. Winkler, G., & Möller, C. (no date). <i>Kleiner Leitfaden für gute Präsentationen</i>. Hochschule Albstadt-Sigmaringen [internal document, not published] (in German language)</p>					
5	Participation requirements					
6	Type of exam:					
	a. master's thesis b. master's thesis					

Module: Master's Thesis	
7	Requirements for granting credit points: passed master's thesis and passed defense of the master's thesis
8	Usability of the module: siehe Modulart
9	Name of person in charge of the module: Graf, Peter
10	Optional information: Topics for the master's thesis are issued by all faculty members. Students can contact the lecturers in their search for topics or apply to relevant companies for an external master's thesis. The topic, content and scope of an external master's thesis must be approved by a professor of the Albstadt-Sigmaringen University of Applied Sciences, who then acts as an internal supervisor and 1st examiner. The master thesis is evaluated by two examiners, at least one of whom must be a professor of the Albstadt-Sigmaringen University. In the case of an external master's thesis, the 2nd examiner may be an employee of a relevant company with an academic degree equivalent to the Master's degree. Details on the examination and evaluation of the master's thesis and its defense can be found in the current 'study and examination regulations' (Studien- und Prüfungsordnung) of the Albstadt-Sigmaringen University. .

Kompetenzmatrix Life Science Engineering 24.1

Modulname	Wissen	Instrumentelle Fertigkeiten	Systemische Fertigkeiten	Beurteilungsfähigkeiten	Team/Führungsfähigkeit	Mitgestaltung	Kommunikation	Eigenständigkeit/Verantwortung	Reflexivität	Lernkompetenz
Building Information Management	7	7					7		7	
Business Development and Project Management	7		7				7	7		
Data Management und Digital Transition	7			7	7					
Hygienic Processing	7			7						
Innovation Management and Consumer Centricity	7		7	7	7		7	7	7	
Operational Excellence				keine Kompetenzen						
Packaging Materials and Processes	7		7				7			7
Related Degree Programmes	7	7	7	7	7	7	7	7	7	7
Supply Engineering	7		7		7					
Case Study	7	7	7				7	7		
Food Service Design and Management	7		7				7	7		
Life Science Logistics	7		7				7	7		
Planning of Research Proposals and Scientific Writing	7		7			7		7		
Production Processes and Advanced Technologies	7		7					7		
Production Site Planning	7		7				7	7		
Standardization and Regulation in Life Science Industry	7		7	7		7				7
Sustainability	7		7		7			7		
Master's Thesis	7		7				7	7		