

Assessment criteria for internal accreditation of academic degree programmes

Guide I: Indicators and sources

Resolution of the Senate, 23 Jan 2019

Several indicators are generally listed for individual part criteria. They provide a framework for assessing whether the relevant criterion has been achieved. The list should not be seen as conclusive, complete or binding; indicators must not be seen as a checklist for assessment of part criteria, and the interpreting faculties, assessors or internal assessment teams are not bound by the catalogue—rather they are expressly required to draw on other indicators (if applicable more coherent for the relevant course of study) which may be used to complement or even replace these indicators.

This catalogue is colour coded to show which of the indicators relate mainly or exclusively to **quality targets** or to **profile targets**. If there is no colour, the indicator can be interpreted as either type of target, depending on importance.

For individual criteria there is a list of instruments and sources that can be applied; these should not be seen as conclusive.

Criteria/Part criteria	Indicators	Instruments and sources
1st Didactic approach		
<p>1.1 (General) course qualification objectives</p> <p><i>Quality target:</i> Programme qualification objectives are defined.</p> <p>The qualification objectives should be complete, and suited to the course target group, the professional perspectives of graduates and the social context of the subject discipline.</p> <p>They should take into account scientific proficiency, employability and personal development.</p> <p>The qualification objectives are suited to the relevant degree and meet the demands of the pertinent qualification framework.</p> <p>They address the qualifying dimensions of internationalisation, digitalisation/digital competences, diversity alignment and sustainability in a manner suited to the culture of the subject.</p> <p><i>Profile target:</i> The qualification objectives are systematically derived from the (changing) qualification needs of the target group, and further developed and detailed in the examination and study regulations or at least documented in easily accessible media.</p>	<ul style="list-style-type: none"> • The qualification objectives are generally based on the examination and study regulations (PStO). • The qualification objectives take into account specialist association standards, job market analyses, and overall specifications etc. <p><i>see below</i></p> <ul style="list-style-type: none"> • The objectives should be in line with qualifications frameworks for German university degrees, and, where needed, subject-related qualification frameworks. <p><i>for special qualification objectives see below</i></p> <ul style="list-style-type: none"> • • Regular processes for updating qualification objectives and validating their suitability are agreed, binding and really take place. 	<ul style="list-style-type: none"> • Quality review • PStO, directory of modules (MVz) • Qualification framework for university degrees • Recommendations of subject associations • Overall specifications of faculty bodies • Job market analyses

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<p>1.1.1 Scientific proficiency and subject competence (also research method competence)</p> <p><i>Quality target:</i> The programme approach ensures the acquisition of profound theoretical knowledge in the subject field, competence in resource methods and proficiency in scientific papers at the intended qualification level.</p> <p><i>Profile target:</i> Training is provided in the production of research-oriented or research projects as well as the application of scientific methods in suitable occupational fields during the course in formats that suit the culture of the subject. These are accorded more than average importance in the curriculum.</p>	<ul style="list-style-type: none"> • Sufficient competence in the subjects, and methods and proficiency in scientific projects is acquired. • Account is taken of recommendations of professional associations, standards of subject associations, subject-related qualification frameworks, and where applicable, stays in other universities (or similar courses). • Competence in solving problems is promoted. • Current research topics are included in teaching. • Good scientific practice is highlighted on the programme. • Research-oriented teaching formats (e.g. training research projects, lab rotations, internal and external research internships) are offered to students. 	<ul style="list-style-type: none"> • PStO, MvZ (alignment of study target descriptions, examination type, and examination requirements). • Sectional and exit surveys • Quality reviews provide findings on whether competences have indeed been acquired (on a module and institutional level). • Retrospective: Graduate survey on the acquisition of <ul style="list-style-type: none"> ○ theoretical knowledge ○ research method competence ○ problem-solving competence and ○ proficiency in scientific projects. • The evaluators provide an evaluation of whether the targeted level is sufficient, also by means of random sampling of final thesis. • Internal and external awards and prizes, • Extent of participation of students in research-oriented study formats. • study resources

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<p>1.1.2 Ability to take up qualified employment (also: interdisciplinary competences)</p> <p><i>Quality target:</i> The programme ensures that students develop disciplinary and generic skills in the relevant professional field, enabling them to make a successful transfer to the professional field. Possible fields of activity are proposed to graduates; achieved qualification objectives should enable employability in these fields of activity.</p> <p><i>Profile target:</i> The programme is systematically designed to meet foreseeable demands in the (scientific and non-scientific) job market and reacts appropriately to changes in the market emerging from regular job market studies. It also qualifies students to develop their acquired competences further for new fields of employment.</p>	<ul style="list-style-type: none"> • When the programme is conceived and developed there is an analysis of the current demands of the relevant job market for the course of study, e.g. based on recommendations from professional practitioners, professional bodies and associations, employer survey, etc. These demands are taken into account when formulating the course approach. • Availability of an suitable range of key competences. • Possibility of integrating internships into course of study • Participation of professional practitioners in tuition • Existence of a graduate career advice service • After a reasonable period looking for work, graduates should be able to find work at a level appropriate to their qualification, a suitable income for that level, and be satisfied in their profession. • The course of study should achieve the required competences for their entry into the profession. • Availability of contacts and cooperation agreements with possible employers or associations. • Support for the acquisition of additional extra-university professional qualifications (e.g. certification). 	<ul style="list-style-type: none"> • MvZ • Graduate survey • Job market analyses including alignment with planning documents and implementation in ongoing course development. • Employer survey • Sectional and exit surveys • Quality review, particularly the involvement of tutors from the professional world and recognising bodies.

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<p>1.1.3 Personal development and empowerment to play a part in society</p> <p><i>Quality target:</i> The programme empowers students to take into account the social and ethical implications of the subject area and their own activity and to act responsibly in this respect; the course of study also promotes both student introspection and interdisciplinary and critical thinking.</p> <p><i>Profile target:</i> The course of study should explicitly incorporate inter- and transdisciplinary connections and promote recognition and reflection of ethical aspects by means of appropriate ways of transferring knowledge and competences. The programme encourages students to question their own culture of knowledge and to contribute to its further development.</p>	<ul style="list-style-type: none"> • Social and ethical aspects are addressed in tuition, when applicable, related to the subject area and including good scientific practice. • Both service and critical thinking are encouraged during the course, e.g. by means of the: <ul style="list-style-type: none"> ○ availability of modules in the field of service learning and voluntary work ○ availability of reflective forms of study and examination ○ the promotion of university and extra-university service (e.g. independent organisation of lecture series by students, mentor systems, etc.) ○ support for stays abroad • The curriculum contains components for the development of teaching skills, the ability to develop dialogue between the world of science and society as well as knowledge transfer in society. • The curriculum contains components to develop conflict resolution strategies. 	<ul style="list-style-type: none"> • Quality review • PStO, MvZ • Data on the selection of corresponding modules by students • Candidate's dossier (documentation of appropriate students activities) • Graduate survey (indications on communication and teaching competence) • Case studies or guided interview with students/graduates • Sectional and exit surveys

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<p>1.1.4 Scientific self-awareness/professionalism <i>Quality target:</i> Students are trained to develop a professional image of themselves that is aligned with professional objectives and standards both within and outside the professional world. They root their professional behaviour in theoretical and methodical knowledge, reflect this, and use pertinent opportunities to shape and decide on their approach in an independent and responsibly ethical manner.</p>	<ul style="list-style-type: none"> • see above (scientific empowerment, employability, personal development) 	<ul style="list-style-type: none"> • see above (scientific empowerment, employability, personal development)
<p>1.1.5 Communication and cooperation, teaching competence <i>Quality target:</i> Students develop interdisciplinary competences both for their course of study and for their professional career. They are able to communicate and cooperate both within the scientific world and with various different actors in society. They can exchange relevant and specialist information on alternative, justified solutions with representatives of scientific and non-scientific fields; they recognize and reflect potential conflict areas, and provide appropriate solution processes through constructive, conceptual approaches and can explain these clearly.</p>	<ul style="list-style-type: none"> • see above (scientific empowerment, employability, personal development) 	<p>see above (scientific empowerment, employability, personal development)</p>
<p>1.1.6 Internationalisation <i>Profile target:</i> The degree programme approach takes account of the international dimension of the subject discipline and contains related components. These may include the adoption of a global perspective in subject</p>	<ul style="list-style-type: none"> • Global perspectives are generally applied in teaching, and suitable study formats (e.g. joint classrooms) are established. • Students' competence in foreign languages are encouraged by the degree programme, e.g. by means of a sufficient range of teaching in the foreign language. 	<ul style="list-style-type: none"> • Quality review • MvZ, UniVZ • Flex Stat and SAP BW • MoveOn database • Graduate survey on <ul style="list-style-type: none"> ○ international student mobility

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<p>content, the development of intercultural competences, international mobility of students and teaching staff, international fields of study, and training in the use of a foreign language in subject communication.</p>	<ul style="list-style-type: none"> • The degree programme prepares students for interactions in intercultural contexts. • Prior intercultural experiences of students are taken advantage of in teaching. • International students and teacher mobility is either encouraged or required. • An advisory service for international mobility and career opportunities is established. 	<ul style="list-style-type: none"> ○ foreign language competence and ○ international competence • websites in English • Advisory service documentation
<p>1.1.7 Digitalisation/Digital competences <i>Profile target:</i> The degree programme approach ensures in a manner suitable for the subject that relevant digital skills are acquired for study, research, work and participation in society. This includes use of digital data and key IT concepts.</p>	<ul style="list-style-type: none"> • Relevant digital competences are set out in course programmes. • Requirements regarding the use of digital learning environments and those relating to research and the world of work are implemented (in the curriculum or at the level of courses) • There are corresponding support tools on the university websites both for teachers and students. • Digital methods are embedded in the teaching programme • Teaching and examination formats address these competences. 	<ul style="list-style-type: none"> • Quality review • PStO, MvZ • Graduate survey • Employer surveys • Evaluation of requirements by external practitioners • Data on the take-up of digital teaching and learning qualification courses.
<p>1.1.8 Diversity <i>Profile target:</i> The degree programme approach supports the development of an understanding of diversity and contributes to reflection on stereotypes and prejudices, the identification of discrimination, and the development of constructive working environments. All subject content should take into account diversity-oriented perspectives.</p>	<ul style="list-style-type: none"> • Teaching and examination formats address these competences and/or encourage appropriate processes of reflection. • Approaches to diversity-sensitive teaching are available and are applied. • Qualification opportunities for employees and students are available and requested. 	<ul style="list-style-type: none"> • Quality review • PStO, MvZ • Graduate survey and sectional surveys • Teacher survey • Data on the take-up of qualification courses in university didactics or CgD

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<p>1.1.9 Sustainability <i>Profile target:</i> The degree programme approach encourages the development of the capacity to take into account the various dimensions of sustainability (economic, ecological, social) and to develop and apply sustainable action scenarios.</p>	<ul style="list-style-type: none"> Teaching and examination formats address these competences and/or encourage appropriate processes of reflection. The subject is addressed in teaching content. 	<ul style="list-style-type: none"> Quality review PStO/MvZ Graduate survey Teacher survey
<p>1.2 Achievement of qualification objectives <i>Quality target:</i> The qualification objectives defined at the level of the programme must be achieved by all graduates; individual study behaviour and the selection of modules by particular students should not lead to degrees being issued to persons who have not achieved the qualification objectives.</p>	<ul style="list-style-type: none"> The qualification objectives are based on the module descriptions and reproduce all the qualification objectives separately from individual study schedules. 	<ul style="list-style-type: none"> Quality review (possibly involving alumni) PStO/MvZ Assessment by external evaluators Optional: qualitative survey of graduates

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<p>1.3 Suitable entrance requirements <i>Minimum requirement</i> Entrance requirements are aligned with defined qualifications objectives.</p>	<ul style="list-style-type: none"> • Modules in the introductory phase of the programme are based on the level <ul style="list-style-type: none"> ○ of the university entrance qualification ○ of graduation from a BA course for Master’s courses ○ of graduation from Master’s course for Doctoral programmes. • Noticeable drop out rates in the first year of study lead to a review of the appropriateness of the entrance requirements and qualifications objectives. • There should no evidence of a noticeably high drop-out rate in first-year modules, in particular in orientation modules. 	<ul style="list-style-type: none"> • ZugO (access regulations), PStO • Assessment by external evaluators • Results from the quality reviews • Data from FlexStat Comments from sectional surveys • Comparison with drop-out rates in comparable courses in other universities • Data on perceptions of preparatory courses
<p>1.4 Quality and transparency of examination requirements <i>Quality target:</i> Examination requirements and conditions are transparent, comprehensive, adequately detailed and comprehensible.</p> <p><i>Profile target:</i> Examination requirements are implemented in a transparent, student-focused and proactive manner.</p>	<ul style="list-style-type: none"> • Examination, study, and admission rules and regulations, including module descriptions, are posted in full and easily accessible. • Decisions made by examination boards applying to individual cases are posted and easily accessible. • Students are regularly advised of examination requirements and conditions and are promptly informed of any changes. 	<ul style="list-style-type: none"> • Quality review • Degree programme websites • Candidate’s dossier • PStO/MvZ • Newsletter or similar

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<p>1.5 Appropriate examination system</p> <p><i>Quality target:</i> Types of examination vary during the course and take account of the defined qualification objectives. Multi-part modular examination should only be set in exceptional, defined cases and for sound pedagogical reasons.</p> <p><i>Profile target:</i> Examination should be set that enables students to prepare independent scientific work during the course of study. Students should be able to choose between different types of examination in suitable modules.</p>	<ul style="list-style-type: none"> • The type and scope of examination is suited to the qualification objectives and the acquisition of the intended competences on the level of the module. • The type of examination and the intended acquisition of competences should vary appropriately during the course of study (and also during the student's individual course). • Types of examination should be set that enable students to prepare work on their final thesis (e.g. papers). • Types of examination should enable students to develop independent scientific knowledge (e.g. poster presentations, conference contributions, presentations, etc.). 	<ul style="list-style-type: none"> • Quality review • MvZ • External evaluators evaluate the planned types of assessment (on the basis of the module descriptions and sample syllabuses). • Sectional surveys • Self-evaluation (didactic justifications for multi-part module examinations).
<p>1.6 Examination feedback system</p> <p><i>Quality target:</i> There is a feedback system for examination outcomes that is fit for purpose.</p>	<ul style="list-style-type: none"> • Students receive prompt feedback on their examination (e.g. post-exam reviews, feedback sessions with teachers, etc.) • Students are informed of feedback opportunities. 	<ul style="list-style-type: none"> • Quality review • Examination body and/or course websites

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2. Feasibility of the study course		
<p>2.1 Course orientation facilities</p> <p><i>Quality target:</i> Course orientation facilities are available and accessible for prospective students. Various access options to courses are available and are presented in a clear manner.</p> <p><i>Profile target:</i> Student orientation facilities are particularly directed at target groups and enable prospective students to gain in-depth insights into the demands of the course of study.</p>	<ul style="list-style-type: none"> • Availability of appropriate up-to-date information material/media, e.g. websites, flyers, etc. • Availability of suitable event formats (e.g. course information sessions) • Availability of suitable forms of advice • Particular formats, e.g. online self-assessment for course orientation, taster sessions, pupil labs, are available. 	<ul style="list-style-type: none"> • Quality review • Websites, candidates' dossiers • Data on use of orientation facilities • Comments from course entry survey • Equality monitoring
<p>2.2 Supervision of introduction phases</p> <p><i>Quality target:</i> Support facilities are available during the introductory phase. Amongst other things, these familiarise students with the functioning and use of study infrastructures.</p> <p><i>Profile target:</i> Course introduction facilities provide students with special support when they start the programme. They contribute to reactivating and, when applicable, deepening students' prior knowledge, familiarising them with specific subject approaches, and promoting students identification with the scientific community.</p>	<ul style="list-style-type: none"> • Availability of suitable formats, e.g. introductions to the use of study infrastructures, advice, etc. • Availability of additional formats, e.g. pre-course study, orientation days, tutoring, example timetables, IPS2 platform, mentoring programme, etc. 	<ul style="list-style-type: none"> • Quality review • Websites, candidates' dossiers • Data on use of orientation facilities • Comments from course introduction survey or sectional survey • Equality monitoring

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<p>2.3 Study advisory service</p> <p><i>Quality target:</i> There is a sufficient range of expert and general student advice services in both number and quality. The areas of responsibility of the various advice points are clearly demarcated, clear to students, and easily accessible.</p> <p>In addition to typical advice on courses and procedures, the advice service covers student mobility, internships and career opportunities.</p> <p><i>Profile target:</i> There are advice, care and support facilities for various target groups and/or topic areas to promote the orientation and skill acquisition of students on the basis of their individual interests and study schedules.</p>	<ul style="list-style-type: none"> • Advice points and their areas of responsibility are known to students; they are accessible for all students, and offer prompt interview and reaction times. • The number of advisors is appropriate for the number of students. • There are suitable premises, in particular for confidential consultations. • Suitable qualifications and continuing education along with supervision opportunities are guaranteed for advisers. • Typical subject and course advice as well as advice on course mobility, internship and career opportunities are ensured. • Special advice, supervision and support facilities are provided, depending on the needs of students. These include mentor programmes, grant advice, advice on research methods, start-up advice, integration concepts, support facilities for international students, proactive advice for specific course situations, and advice on writing skills. 	<ul style="list-style-type: none"> • Quality review • Websites, information material • Data on take-up of advice facilities • Candidates' dossiers • Evaluation of advice points • Data on the take-up of further qualification offers and supervision
<p>2.4 Course duration</p> <p><i>Quality target:</i> The course of study is organised in such a way as to ensure that students can graduate within the regulation course period. Consecutive attendance of modules and obligatory attendance is only required in exceptional cases for didactic reasons. Periods for stays at other universities and to do practical work are possible and do not entail any loss of course time.</p>	<ul style="list-style-type: none"> • The different routes to enable graduation within the standard course length are demonstrated with plausible and current examples of study schedule plans. • The providing institution ensures that all required courses are offered at the times stipulated in the module descriptions. If specific frequency and semester timings are not regulated in the module descriptions, the providing institution ensures that reliable details on the expected courses are made clearly available for at least the current semester and the two following semesters. • For Bachelor's degree courses the providing institution guarantees that it is possible to achieve the required 	<ul style="list-style-type: none"> • Quality review • PStO, MvZ • Overlap prevention policy • Candidate's dossier • Websites • UniVZ • Flex Stat and SAP BW • IPS2 usage data

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<p><i>Profile target:</i> The programme approach contains support facilities to encourage a timely completion of the course.</p>	<p>qualification for admission thereafter to a Master's degree course on completion of the 5th subject semester.</p> <ul style="list-style-type: none"> • The sequence of modules is based on didactic and course content reasons. • Obligatory attendance is only required (and only permitted) if it is justified in detail and the target competence cannot be achieved in any other way. • Structured part-time study options are established. • The providing institution ensures that for any cohort courses can be studied without any overlaps, for example, by means of time-slot options, at least for obligatory and required optional courses. This applies to combined courses, e.g. 2FBA, or courses involving extra-subject modules, although certain combinations may entail a delay in completing the programme. This is made transparent to both students and prospective students. • If overlaps are unavoidable, individual advice is available to students on a further study progress plan. • External internships are generally available as modules. • International mobility is promoted with suitable measures, for example, recommended mobility windows, individual advice, or consistent application of learning agreements etc. • Students can opt to repeat examination in order to improve and/or withdraw grades (in particular at BA degree level). • Master's degree modules may be taken during the Bachelor's degree. • Proactive advice, e.g. by means of IPS2, is offered. • Complementary courses, e.g. seminars, reviews, intensive courses, are held. • Examination assessment deadlines are available. 	

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<p>2.5 Organisation of examination and examination equality</p> <p><i>Quality target:</i></p> <p>Examinations are organised in such a way that students are made aware of all essential conditions in a timely fashion, that assessments are undertaken without disturbance, and that examination equality is delivered and evaluated by applying transparent criteria, and the degree can be completed with all the required examinations within the regulation period. Opportunities to repeat examination are available promptly and in a suitable number, and do not lead to delay in completing the degree provided there are not a large number of repetitions.</p>	<ul style="list-style-type: none"> • The form, scope and date of examinations are established by the beginning of the semester at the latest and are made clear to students. • Registration, de-registration deadlines and opportunities to withdraw from examinations are made clear to students. • Assessments transparent and comprehensible. <i>(for right to inspection see 1.6 above)</i> • Decisions of the examination board are made promptly following application and communicated to the pertinent students and teachers. • Key decisions made by the examination board are made clear to the students. • Examination bodies are accessible to all students and provide sufficient interview and reaction times. • Examinations of modules which need to be passed in order to progress to other modules are generally offered every semester. • Correction deadlines are adhered to. There are incentive and sanction schemes to ensure adherence to the stipulated grading deadlines. • There are sufficient supervisors available for final thesis and they are known to the students. 	<ul style="list-style-type: none"> • Quality review • PStO, MvZ • FlexStat • Candidate's dossier • Index of authorised examiners • UniVZ random sample on examination details

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<p>2.6 Student workload</p> <p><i>Quality target:</i></p> <p>The average student workload is spread equally throughout the course and, in terms of the illustrative course schedules, does not exceed 33 credits per semester. (This does not apply to intensive courses.)</p> <p>The real workload per module corresponds to the duration stipulated in the module descriptions and is regularly checked in a suitable manner.</p> <p>The semester workload takes account of the course examinations due to take place and is spread to avoid any unreasonable peaks of demand.</p>	<ul style="list-style-type: none"> • The illustrative study schedule plans contain a plausible workload and are also realistic from the point of view of the students. • The module descriptions are plausible from the point of view of the expected workload and the balance between classes attended and independent study time. They also take account of course performance, examinations preparation and follow-up. Students see the workload as appropriate for the number of the course credits. • There is variation in the different types of assessment performance within the semester and equal distribution of examination load over the entire semester, with a range of different kinds of submission and work periods or examination deadlines. • The formulation of final thesis projects are organised to enable them to be fully and suitably completed within the set deadline and with the set workload. This is also guaranteed by supervisors even if students have made their own suggestions on the research question. 	<ul style="list-style-type: none"> • Quality review • FlexStat • Sectional surveys • Class evaluations • Workload surveys

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<p>2.7 Recognition of credits</p> <p><i>Quality target:</i></p> <p>The recognition of credits from other universities or institutions must be decided in a transparent process in a suitable period, generally within a month of application, on the basis of the pertinent regulations (amongst others, the Lisbon Recognition Convention). The rejection of a credit transfers must be justified to the student. If the student provided all the documentation requested for evaluation, rejection can only be justified by showing that the attested competences differ significantly from the curricular components substituted. Should the student's application for recognition of credits be rejected, the student may be informed of ways in which recognition may be achieved later on.</p>	<ul style="list-style-type: none"> • The application procedure is transparent for students. Students who have planned a mobility arrangement are actively directed to follow procedures and are requested to sign a learning agreement. • The competent faculty ensures that the application for recognition of credits is decided within the appropriate time period, generally within a month. Substitute solutions, in particular outside lecture times, are regulated and transparent to students. 	<ul style="list-style-type: none"> • Quality review • FlexStat • Candidates' dossiers • Websites

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3. Course-related cooperation agreements		
<p>3.1 Cooperation with scientific institutions</p> <p><i>Quality target:</i> Existing cooperation agreements with other universities or scientific institutions are advertised and actively promoted to students depending on their nature and relevance to the degree programme. They are identifiably beneficial for course qualification objectives and students' skill acquisition and are covered by contractual agreements.</p> <p>If the other university or institution provides part of the programme alone or together with university institutions, the contractual regulation ensures that the university can influence the organisation and the content quality of the course in a suitable manner, generally in a comprehensive and a prompt manner; this requirement may be waived if the other university or institution itself basically guarantees ESG compliance.</p> <p><i>Profile target:</i> Cooperation agreements with other universities and scientific institutions are closely aligned with the strategic direction of the providing faculty(ies) and are intensively nurtured. They are designed principally for the achievement of qualification objectives and to enable students to acquire competences. Cooperation agreements with other universities lead to the award of joint/multiple degrees.</p>	<ul style="list-style-type: none"> • The cooperation agreements are freely available and are documented. They are regularly updated to meet all developments. • The university guarantees the organisational and content quality of the external course, if the partner institution is involved in the delivery of the course. • Those responsible for the further development of the course are in regular contact with the partner institutions, in particular in relation to the further development of the common course of study. • There are common study activities of an appropriate scale, e.g. student and teacher exchanges, mutual exchange of teaching materials, collaborative courses. • Modules offered by partner institutions are updated on the module directory. • Partner agreements on <i>joint programmes</i> provide binding cover for the key components of the course programme (in particular, curriculum, mobility, possibly fees, award of grades, and quality assurance). • An evaluation of mobility is provided by Göttingen, provided there is no dedicated course evaluation system in force, such as the ERASMUS+ system. 	<ul style="list-style-type: none"> • Quality review • PStO, MvZ • Cooperation agreements/ contracts • Class evaluation • External evaluation reports • Candidates' dossiers • Data on the perception of partner institutions' courses.

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<p>3.2 Cooperation with non-scientific institutions</p> <p><i>Quality target:</i></p> <p>Existing cooperation agreements with other companies or non-scientific institutions are advertised to students according to their nature and relevance to the degree programme. They contribute to the achievement of course qualification objectives and the student's skill acquisition.</p> <p>The student commitment to or the agreement with the partner body ensure the quality of course-based internship programmes and ensure that they are available to the required extent.</p>	<ul style="list-style-type: none"> • The cooperation agreements are freely available and are documented. They are regularly updated to meet all developments. • The university guarantees the organisational and content quality of the external course, if the partner institution is involved in the delivery of the course. • Those responsible for the further development of the course are in regular contact with the partner institutions. • Internship agreements between students and providers are provided and corresponding samples are available. • Guidelines for the recognition of practical activities, and, in particular, internships, for example, internship regulations, are available and freely available to all students. • There is an assessment of the suitability of the activities taking place during the internship. • Comments from students on the link between practical activity and the qualification objectives are established in the relevant modules. • If internships are obligatory, there is a sufficient range of internships on offer. 	<ul style="list-style-type: none"> • Quality review • Internship agreements • Evaluation of internship reports • MvZ • Internship regulations • Candidates' dossiers

Criteria/Part criteria	Indicators	Instruments and sources
4. Facilities		
<p>4.1 Teaching staff 4.1.1. Number, status, and subject-specific qualification <i>Quality target:</i> The number, status and scientific qualifications of teaching personnel are, allowing for aspects of interlocking teaching commitments, sufficient for running the degree programme, and guarantee the achievement of the qualification objectives. Teaching capacity is available to the required extent. The proportion of the course to be taught by professors and full-time teachers ensures that an appropriate scientific level is met for the intended qualification level. The qualification or teaching areas of the professorships involved cover the programme topic areas, especially for stipulated study focus areas, in a suitable manner. (In further study programmes, the proportion of full-time teachers may be reduced if the courses can be largely delivered by those with teaching assignments or by those employed by universities or scientific institutions.)</p>	<ul style="list-style-type: none"> • The teaching load of teaching personnel involved is sufficient to ensure that planned courses are delivered in the stipulated frequency with suitable group sizes. • The required courses are guaranteed even when there are absences or teaching loads are reduced. • Adherence to the relevant teaching commitments is monitored. • There is sufficient supervision for final thesis. • A proportion of professorial staff is stipulated for all qualification levels and is suited to the specific course. • The proportion of non-professorial staff is suitable for the course. • Teaching personnel are involved in teaching and assessment in accordance with their qualifications. • Procedures for monitoring scientific qualifications of teaching personnel are in place. Scientific qualifications are validated by reference to publication of relevant subject qualifications. 	<ul style="list-style-type: none"> • Assessment of capacity • SAP HR • PStO; MvZ • Faculty course teaching schedules • UniVZ • WLH statistics of fulltime and part-time teaching personnel. • Candidate's dossier (documentation of the respective procedures for checking scientific qualifications) • FactScience and other publication databases • Performance-based allocation of teaching resources

Criteria/Part criteria	Indicators	Instruments and sources
<p>4.1.2 HE didactics qualification</p> <p><i>Quality target:</i> The university teaching qualifications of teaching staff is in line with programme requirements and targets.</p> <p><i>Profile target:</i> Teachers have excellent university teaching qualifications, participate in the development of innovating learning and teaching formats and use these on the course. Teachers are encouraged to take part in ongoing university training courses.</p>	<ul style="list-style-type: none"> Procedures to monitor teacher's university qualifications are applied, e.g. by means of regular course evaluations, account taken university teaching skills in appointment procedures, 5 yearly or yearly interviews. There are a sufficient number of further teaching qualifications aimed at specific target groups. These are advertise to and observed by teachers. Teachers are encourage to take notice of courses available and their participation is supported by providing them with time to participate or through financial incentives. Teachers are encourage to develop and try out innovative teaching formats by means of the provision of extra time or financial incentives. 	<ul style="list-style-type: none"> Quality review Class evaluation Appointment procedures Teaching in Higher Education website Data on the perception and quality of university teaching courses. Performance-based allocation of teaching resources Teaching awards Candidates' dossiers
<p>4.1.3 Engagement of visiting scholars</p> <p><i>Profile target:</i> Visiting scholars are engaged in order to differentiated and specialist teaching.</p>	<ul style="list-style-type: none"> The curriculum has sufficient free capacity to bring in visiting scholars. Visiting scholars provide teaching on the course. There are incentives for visiting scholars Organisational support for the accommodation of visiting scholars is available. 	<ul style="list-style-type: none"> Quality review MvZ Class evaluation Candidates' dossiers Teacher survey
<p>4.1.4 Engagement of practising professionals</p> <p><i>Profile target:</i> Practitioners are engaged in order to extend course provision with an applied/practice-related perspective.</p>	<ul style="list-style-type: none"> The curriculum has sufficient opportunities to bring in practitioners to teach. Practitioners provide teaching on the course. There are incentives for practitioners Organisational support for practitioner course delivery is available. 	<ul style="list-style-type: none"> Quality review MvZ Class evaluation Candidates' dossiers Teacher survey

Criteria/Part criteria	Indicators	Instruments and sources
<p>4.2 Coordination <i>Quality target:</i> A person is assigned to be responsible for coordination, e.g. a programme coordinator. Teachers are required by means of organisational measures to work systematically with other to coordinate and align course modules. There is regular alignment of content and organisation within the jointly-taught modules.</p>	<ul style="list-style-type: none"> • The appointment of the person responsible for the coordination of the course is binding and is made known to all parties. • There are appropriate formats to ensure alignment of all those involved in course delivery. • There are regular meeting and other meetings when needed for planning teaching and coordination or to align corresponding courses within a module. 	<ul style="list-style-type: none"> • Quality review • Candidates' dossiers • Websites
<p>4.3 Teaching infrastructure 4.3.1. Rooms, equipment and IT <i>Quality target:</i> The quantity and quality of media, IT and other equipment and teaching rooms should correspond to what is needed to deliver the programme. Suitable rooms with special technical equipment are made available for special course formats and content (e.g. group work, role plays, simulation games, virtual components). There is comprehensive Wi-Fi coverage with the required capacity for student use .</p>	<ul style="list-style-type: none"> • Students and teachers judge the quantity and quality of media, IT, other equipment and rooms to be adequate. • Students judge the Wi-Fi coverage to be adequate. 	<ul style="list-style-type: none"> • Quality review • Teacher survey • Class evaluation • Candidates' dossiers

Criteria/Part criteria	Indicators	Instruments and sources
<p>4.3.2 Scientific literature, collections and databases <i>Quality target:</i> Appropriate access to relevant current literature, subject related databases, collections and further study materials is guaranteed.</p>	<ul style="list-style-type: none"> • The libraries have sufficient stocks, workstations with up-to-date equipment, and offer appropriate opening times and access. • User-friendly, where applicable, digital support materials that are up-to-date and in line with the course level are made available to students. • Students and teachers receive suitable support to enable the use of the study infrastructure. 	<ul style="list-style-type: none"> • Quality review • Websites • Candidates' dossiers • Class evaluation
<p>5. Transparency and documentation</p>		
<p>5.1 Transparency of regulations <i>Quality target:</i> The rights and obligations of the university and students are regulated and binding at programme, module, and course level. All course-related regulations are at least accessible for all involved in the main teaching and examination language (German or English). <i>Profile target:</i> All relevant regulations and documents are accessible to all involved and are available in English, even for courses where German is the course language.</p>	<ul style="list-style-type: none"> • Courses, course schedules and examination requirements are comprehensively set out, contain current documentation and are transparently accessible in regulations and module catalogues. • For English-language courses, the relevant regulations and module catalogues and the relevant forms and documentation for the course are available in an English translation and are easily accessible. • A current events directory is accessible (also in digital format). • Examination dates and locations are advertised promptly and appropriately, generally a week before the course start. 	<ul style="list-style-type: none"> • Quality review • Websites • PStO, regulations • MvZ • UniVZ

Criteria/Part criteria	Indicators	Instruments and sources
<p>5.2 Access to current information</p> <p><i>Quality target:</i> Students and teachers are guaranteed to have ongoing access to course matters by means of efficient information channels.</p>	<ul style="list-style-type: none"> • Students and teacher are sufficiently informed of ways of obtaining advice (course and examination advice, ombudsman office, etc.) • The university publishes qualitative and quantitative information on the course (e.g. newsletter, blogs, websites, etc.) 	<ul style="list-style-type: none"> • Quality review • Sectional surveys • Candidate's dossier • Websites
<p>5.3 Graduation documents</p> <p><i>Quality target:</i> A degree certificate, transcript of records and a diploma supplement in English will be issued shortly after graduation. These contain the individual student grades and a final, overall degree grade that is transparent to non-specialists. The diploma supplement is in line with the sample from the German Kultusministerkonferenz (KMK) und the Hochschulrektorenkonferenz (HRK).</p> <p>Degree certificates and reports are also available in a digital format.</p> <p><i>Profile target:</i> Degree certificates are issued in German or in an English translation.</p>	<ul style="list-style-type: none"> • In accordance with APO regulations, reports are drawn up soon after successful completion of the course. • Provided students are able to see options in the report (inclusion of optional module, voluntary additional examinations, grade withdrawal, etc.), they are informed of these in advance. • The degree supplement also contains statistical data on the relative classification of the degree according to the current ECTS user guide. • Course and competence profile descriptions in the degree supplement are regularly checked and aligned with the current curriculum. 	<ul style="list-style-type: none"> • Quality review • Final degree document sample

Criteria/Part criteria	Indicators	Instruments and sources
6. Diversity, gender equality and equal opportunities		
<p>6.1 Equal opportunities guarantee</p> <p><i>Quality target:</i> The university policies on diversity, gender equality and the promotion of equal opportunities in specific circumstances are transparent and implemented at the programme level.</p> <p><i>Profile target:</i> The university has established specific targets and measures to promote diversity-sensitive learning and teaching cultures at the programme level.</p>	<ul style="list-style-type: none"> • Possible types of impediments and discrimination may be checked and where necessary may result in suitable measures. • Gender equality is taken account of in teaching staff selection. • Course access criteria take into account equality of opportunity (e.g. possibility of admission to basic study without university entry qualification). • There are policies and measures on recruiting students from groups that are under-represented on the course. • Students are aware of points of contact they can go to if they feel disadvantaged or discriminated against. Contact points are easily accessible. • The reproduction of stereotypes is avoided (e.g. job perspectives and fields of activity are dealt with in a differentiated manner and attract all students equally). • Suitability criteria in selection procedures that address the various applicant groups are take into consideration (e.g. professional or international experience, volunteer work). • The introductory phase (also with respect to differing prior knowledge) is designed to be sensitive to diversity. • Student schedules are flexible with regard to the diverse circumstances of students (employment, supervision and care tasks, etc.), e.g. by means of part-time options, e-learning, and visibility events during core supervision times. • Study materials are barrier-free and are made accessible in advance for sense-impaired students. • Teachers receive further training on how to deal with diversity. • Diversity competence is one of the qualification objectives of the course. 	<ul style="list-style-type: none"> • Quality review • External evaluators • Candidates' dossiers • Websites • Sectional surveys • The combined reports of ombudsman/complaint points • MvZ • Faculty equality plans • Equality monitoring

Criteria/Part criteria	Indicators	Instruments and sources
<p>6.2 Compensation for disadvantages</p> <p><i>Quality target:</i> There are examination regulations available that cover compensation for affected students that are applied in an appropriate manner.</p>	<ul style="list-style-type: none"> • Opportunities to take advantage of such compensation are clearly described and accessible (digitally and barrier-free). • Suitable advice is available for affected students. • The suitability and effectiveness of the compensation is reflected upon with a view intended examination outcomes. 	<ul style="list-style-type: none"> • Candidate’s dossier • Websites • Quality review • Sectional survey • The combined reports of ombudsman/complaint points
<p>7. Quality Assurance</p>		
<p><i>Profile target:</i> Specific targets and measures to develop quality by means of the university’s quality assurance system have been established at programme level.</p>	<ul style="list-style-type: none"> • Additional surveys, interview formats and analytical methods on selected topic areas are applied, on the basis of which measures for the further development of the course may be derived • There is (possibly) an (external) course-specific advisory council whose expertise provides input into course development, or other suitable means of regular participation by external parties. • Involvement in (international) quality development networks, including exchange of examples of best practice. • Testing and possible adoption of measures to improve study and teaching quality (e.g. innovative teaching and learning formats, study infrastructure) 	<ul style="list-style-type: none"> • Quality review • Candidates’ dossiers, project reports • Assessment reports on quality assurance instruments • External experts • Recommendation from advisory council meetings

Criteria/Part criteria	Indicators	Instruments and sources
8. Special degree programmes [additional criteria]		
<p>8.1. Teacher training courses</p> <p><i>Quality target:</i> The course approach takes into account the “German content requirements for teaching academic disciplines and specialised didactics in teacher education” and “Standards for teacher education: Educational sciences”</p> <p><i>Profile target:</i> The course approach takes into special account measures to build up and extend practical teaching skills and teacher training.</p>	<ul style="list-style-type: none"> • With the help of specific formats and projects, students may try out and extend their practical teaching skills and their proficiency in research into educational science or subject pedagogy. • Students are specially trained for societal challenges that are reflected in daily school life, such as diversity of the student body and digitalisation. • New teaching formats or elements are tested out in university school labs by trainee teachers. 	<ul style="list-style-type: none"> • Quality review • Websites • Candidates’ dossiers • PStO, regulations • MvZ
<p>8.2 Multiple subject programmes</p> <p><i>Quality target:</i> There are established approaches at the programme level to ensure that the course can be studied successfully. When extra-subject modules are stipulated in the programme approach, these nevertheless contribute to the achievement of the programme targets.</p> <p><i>Profile target:</i> Regular alignment takes place between the institutions involved with regard to the content and the organisation of multiple subject programmes.</p>	<ul style="list-style-type: none"> • Approaches to avoid overlapping classes, e.g. by agreement on time slots, are applied. • Availability of a contact person for practical study issues arising from the combined courses. • Existence of regulations regarding the handling of modules that are offered in several combinable partial courses. • Approaches for the arrangement of a professionalisation area are available and are applied. • A network to align the involved institutions is established and meets on a regular basis to discuss quality assurance the further development of the joint courses. 	<ul style="list-style-type: none"> • Quality review • Websites • Candidates’ dossiers • PStO, regulations • MvZ

Criteria/Part criteria	Indicators	Instruments and sources
<p>8.3 Further education courses</p> <p><i>Quality target:</i> The course approach takes into account the practical professional experience of students and bring them into play.</p>	<ul style="list-style-type: none"> • Practical professional experience is a prerequisite for access to study. • Study contents relate to practical professional experience. 	<ul style="list-style-type: none"> • Quality review • Candidates' dossiers • PStO, regulations • MvZ
<p>8.4 Intensive courses</p> <p><i>Quality target:</i> The course approach guarantees practical study by suitable measures to deal with the increased student workload.</p>	<ul style="list-style-type: none"> • Workload is distributed equally over the entire course period enabling students to meet the increased workload by means of specially organised course measures, such as e.g. breaking up course structure boundaries and the implementation of suitable examination periods. • Proof that the stipulated workload is really achieved is provided by regular workload surveys. • Special supervision and advice services are available. • Availability of financial support, as, e.g. grant programmes. 	<ul style="list-style-type: none"> • Quality review • Websites • Candidates' dossiers • PStO, regulations • MvZ • Results of workload surveys
<p>8.5 Distance courses</p> <p><i>Quality target:</i> The course approach guarantees feasibility of study via suitable measures to deal with the special conditions of distance learning. Study material is conceived on the basis of pedagogical findings on distance study.</p>	<ul style="list-style-type: none"> • The course approach meets requirements for distance learning by means of special organisational measures, such as the use of suitable teaching and learning platforms and the appropriate design of teaching materials and courses . 	<ul style="list-style-type: none"> • Quality review • Websites • Candidates' dossiers • PStO, regulations • MvZ • Teaching materials