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UNIVERSITÄT
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Catalogue of Quality Criteria for
Studies and Teaching
– Courtesy Translation –

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The present catalogue is a compilation of the specifications from

- the [Hochschulgesetz of Saxony-Anhalt](#) (HSG–LSA) [in German]
- the [Studienakkreditierungsstaatsvertrag](#)
- the [Studienakkreditierungsverordnung](#) of Saxony-Anhalt (StakkrVo) [in German]
- the [approbation regulations for doctors](#) (ÄAppro) [in German]
- the Statue for the Assurance and Development of Quality in Teaching and Studies at OVGU (QS)
- the applicable regulations for cooperative and regulated study programs and study programs with a special profile requirement

Excerpt from the statutes for ensuring and developing quality in teaching and learning at OVGU
§ 6 Catalogue of quality criteria

(1) The catalogue of quality criteria in teaching and learning in Annex 1 reflects the guidelines and legal requirements for the quality development system in accordance with Section 2 (1) and thus represents the basic instrument for the continuous monitoring of processes in the faculties. This catalogue is continuously developed further and is generally adapted once every quality cycle by the central bodies of the University in accordance with Section 11 (1). Exceptions to this are adjustments that must be made promptly due to changes in framework requirements and laws.

(2) For regulated study programs, the criteria shall be adjusted in accordance with the regulations applicable to these study programs.

3) The basis for the study program discussions and conferences are, in particular, the subject-content criteria for the further development of the study programs. All other criteria are reviewed by the decentral and central quality officers and are taken into account as appropriate.

Content

| | |
|--|-----------|
| A. Formal Criteria..... | 3 |
| B. Subject–Content Criteria | 5 |
| C. Conceptual Criteria..... | 8 |
| D. Cooperation | 10 |
| E. Joint Degree | 11 |

A. Formal Criteria

Notes

- (1) Only criteria applicable to the study program are to be applied
- (2) Conformity is checked with the introduction of the study program
- (3) Review in the event of significant changes to a study program
- (4) Criteria are only applicable to the State Examination (StEx) in Human Medicine, if clearly named or marked with *

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| A I | Study structure and duration | StAkkrVO § 3 |
| A I.I | System tiered study programs 1) Bachelor first standard professional qualification 2) Master further professional qualification | |
| A I.II | Standard Period of Study 1) Bachelor six, seven or eight semester 2) Master two, three or four semester; total duration of consecutive study programs: 10 semesters 3) State Examination Medicine 13 semester (6 years and 3 months) | ÄApprO § 1 |
| A II | Study program profiles | StAkkrVO § 4 |
| | 1) Master application- or research-oriented 2) Master consecutive or further education 3) Master of Education with specific teacher training 4) Thesis as proof of the ability to work independently on a problem from the respective subject using scientific methods within a specified period of time 5) State Examination Medicine medical licensure act for doctors in the latest version is applied | |
| A III | Access Requirements and transition between study programs | StAkkrVO § 5 |
| | 1) Bachelor, State Examination Medicine University entrance qualifications; further admission criteria, which should take into account the special requirements of the study program, are regulated 2) Master first University degree qualifying for a profession 3) Master programs for further education Entrance examination possible instead of a professionally qualifying University degree (and regulated in an entrance regulation); qualified practical professional experience of usually at least one year 4) Further access requirements are possible (see §27 Abs. 7 HSG LSA) but have to be regulated in the study and exam regulations | HSG LSA § 27 HSG LSA § 27 |
| A IV | Degrees and Degree denomination | StAkkrVO § 6 |
| | 1) Conferment of a title (Bachelor, Master or State Examination) | |

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| | <p>2) Degree denomination after subject: Bachelor or Master of Arts (B.A./ M.A), of Science (B.Sc./ M.Sc.), of Engineering (B.Eng./ M.Eng.), of Education (B.Ed./ M.Ed.), State Examination</p> <p>3) State Examination human medicine Completion through State Examinations, which are taken in accordance with the regulations of the ÄApprO</p> <p>4) Diploma Supplement as part of the degree certificate provides information about the course of study on which the degree is based</p> | ÄApprO § 1 |
| A V | Modularization | StAkkrVO § 7 |
| | <p>1) The study programs are to be structured in study units (modules) that compile program contents thematically and chronologically</p> <p>2) The content of a module are to be calculated so that it can usually be taught within a maximum of two consecutive semesters</p> <p>3) Description of module after Constructive Alignment</p> <p>4) Usually one exam per module</p> <p>5) Usually at least 5 ECTS–Credit points per module</p> | StAkkrVO § 12 Abs. 5 |
| A VI | Credit points system | StAkkrVO § 8 |
| A VI.I | <p>Credit point allocation</p> <p>1) Each module shall be assigned a certain number of ECTS credit points depending on the work involved for the students</p> <p>2) 30 credit points should usually be taken as a basis in each semester. One credit point corresponds to an overall performance by the student in class time and self–study of 30 hours</p> <p>3) ECTS credit points are not necessarily awarded on the basis of an examination but for successful completion of the respective module</p> | |
| A VI.II | <p>Degree</p> <p>1) No fewer than 180 ECTS credit points must be proven for the Bachelor's degree.</p> <p>2) 300 ECTS credit points are needed for the Master's degree, including the previous study program up to the first professional qualification.</p> <p>3) In the case of teacher training programs Master's degree can be awarded if a total of 300 ECTS credit points will be reached including the preparatory service (60 CP), following at least 240 ECTS credit points at the higher education institution.</p> | |
| A VI.III | <p>Thesis</p> <p>1) Bachelor six to twelve CP</p> <p>2) Master 15 to 30 CP</p> | |

B. Subject-Content Criteria

Notes

- (1) Only criteria that apply to the study program are to be used
- (2) Subject-specific content criteria must be continuously, at least once every quality cycle, compared with the study program concept (introduction) and evaluated for their adequacy, topicality and further development
- (3) Both the corresponding references (e.g. place of regulation of the qualification objectives in the study and exam regulations at introduction/change) and the further development (measures, implementation, evaluation) must be documented.
- (4) Criteria are also to be applied to the State Examination in Human Medicine study program, with marked exceptions

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| B I | Qualification goals and qualification level | StAkkrVO § 11 |
| B I.I | <p>Goals of Higher Education</p> <ul style="list-style-type: none"> 1) Qualification goals are equal to qualification level 2) Professional and scientific requirements include the aspects of knowledge and understanding (broadening, deepening and understanding of knowledge), use, application and production of knowledge and art (use and transfer, scientific innovation), communication and cooperation as well as scientific and artistic self-image and professionalism 3) Personal development also includes the future civic, political and cultural role of graduates (critical and responsible reflection on social processes and significant participation in shaping a democratic sense of community) | |
| B I.II | <p>Qualification level</p> <ul style="list-style-type: none"> 1) Bachelor teaching scientific principles, methodological skills and qualifications related to the professional field, broad scientific qualification 2) Master in-depth, broadening, interdisciplinary or other subject-related study programs 3) Master further education courses take professional experience into account and build on it; the connection between the professional qualification and the course offered as well as the equivalence of the requirements for consecutive Master's degree courses is demonstrated 4) State Examination in Human Medicine are based on the National Competence-Based Learning Objectives Catalog for Medicine (NKLM) in the sense of a core curriculum for | ÄApprO |

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| | <p>the study of medicine in order to meet the goal of becoming a scientifically and practically trained physician who is capable of practicing medicine independently and autonomously, of continuing education and continuous professional development.</p> | |
| B II | Coherent study program concept and adequate implementation | StAkkrVO § 12 |
| B II.I | <p>Adequate Structure of Curricula</p> <ol style="list-style-type: none"> 1) Consideration of the specified entry qualifications 2) Achievability of the qualification objectives 3) Coherence of qualification objectives, course title, degree level and title and module concept (State Examination Human Medicine: course concept) 4) diverse forms of teaching and learning adapted to the respective subject culture and study format and, if applicable, practical components 5) Suitable framework conditions to promote student mobility without loss of time (except State Examination Human Medicine) 6) Student-centered teaching and learning as well as the opening of free spaces for self-designed studies 7) Study programs with a special profile have a self-contained program concept that adequately represents the special characteristics of the profile 8) reflects the mission statement and guidelines for studying and teaching 9) Consideration of the OVGU's internationalization strategy | <p>StAkkrVO § 17</p> <p>OVGU Leitlinie 5</p> |
| B II.II | <p>Implementation of Curricula</p> <ol style="list-style-type: none"> 1) Teaching staff is sufficiently qualified in terms of subject matter and didactic methods 2) Ensuring the link between research and teaching, in particular through full-time professors (undergraduate and postgraduate courses) 3) Suitable measures for staff selection and qualification 4) Adequate resources (non-academic/academic staff, room and material equipment, including IT infrastructure, teaching and learning materials) | |
| B II.III | <p>Examination System</p> <ol style="list-style-type: none"> 1) Examinations and examination types enable a meaningful assessment of the learning outcomes achieved 2) Examinations are module-related (except for the State Examination in Human Medicine) and competence-oriented, see Constructive Alignment | |

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| B II. IV | <p>Studyability</p> <ol style="list-style-type: none"> 1) Ensuring the ability to study within the standard period of study 2) Plannable and reliable study program 3) Suitable study and timetable design and study organization, in particular consideration of the individual needs and life situation of students 4) Extensive freedom from overlapping courses and examinations 5) Workload is plausible and appropriate to the examination load; this is validated regularly 6) Examination density and organization is adequate and appropriate to the workload 7) Teaching degree studyability is given in all possible subject combinations | <p>OVGU Leitlinie 3</p> <p>StAkkrVO § 31</p> |
| B III | Subject-Content Design | StAkkrVO § 13 |
| | <ol style="list-style-type: none"> 1) Topicality and adequacy of the professional and scientific requirements 2) Adaptation to further professional and didactic development with systematic consideration of the professional discourse at (inter)national level 3) Teaching degree Consideration of the assessment of educational sciences and subject-specific sciences as well as their didactics according to common and country-specific subject requirements and structural specifications 4) Teaching degree Integrative study of at least two subject areas and educational sciences in the Bachelor's and Master's phases 5) Teaching degree Practical school studies in the Bachelor's degree program 6) Teaching degree Differentiation of studies and degrees according to teaching profession 7) Teaching degree Exceptions to the teaching degree for vocational schools are permitted | |
| B IV | Academic Success | StAkkrVO § 14 |
| | <ol style="list-style-type: none"> 1) Reflection of student and lecturer satisfaction, especially in the study program dialogues 2) Evaluation of breaks in the course of studies 3) Continuous monitoring with the participation of students and graduates 4) Derivation of measures to ensure the success of the course, ongoing review of the measures and use of the results for the further development of the course and informing those involved about the results and measures taken | |
| B V | Gender equality and compensation of disadvantages | StAkkrVO § 15 |

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| | 1) Implementation of the university concepts for gender equality and the promotion of equal opportunities for students in special circumstances | |
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C. Conceptual Criteria

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| <p>Notes</p> <p>(1) Conceptual criteria are aimed at the quality development system as such (in particular statutes, regulations) and are to be taken into account when they are introduced and then continuously evaluated by all those involved at least once every quality cycle to ensure that they are adequate and up to date.</p> <p>(2) Criteria are also to be applied to the State Examination in Human Medicine course.</p> |
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| C I | Concept of the quality management system | StAkkVO § 17 |
| C I.I | <p>The Quality management system</p> <ol style="list-style-type: none"> 1) follows the values and standards of the mission statement for teaching 2) aims to continuously improve the quality of studies 3) ensures the systematic implementation of A and B 4) Decision-making processes, competencies and responsibilities for the establishment, review, further development and discontinuation of study programs and the university's own procedures for the accreditation of study programs are defined and published throughout the university 5) The system is created with the participation of the university's member groups and with the involvement of external expertise 6) Ensuring the independence of quality assessments 7) Procedures for dealing with internal university conflicts 8) Internal complaints system 9) Based on closed control loops 10) Covers all areas of the university's performance that are directly relevant to teaching and learning 11) Adequate and sustainable resources 12) Functionality and effectiveness with regard to study quality are regularly reviewed and continuously developed 13) The quality cycle, which covers the period in which the evaluation of all quality criteria takes place at least once, is a maximum of eight years; a shorter cycle applies when a study program is newly introduced 14) Faculty (or for study programs related to teaching: responsible faculties in consultation with the Center for | <p>OVGU, QS § 10</p> <p>OVGU, QS § 10</p> |

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| C I.II | <p>Teacher Education) adopts implementation regulations, which define decision-making processes, competencies and responsibilities as well as the quality cycle at the faculty on the basis of the quality statutes and refer to the mission statement for studying and teaching</p> <p>Mobility</p> <ol style="list-style-type: none"> 1) Processes for the recognition and crediting of educational qualifications and skills are transparent and clearly communicated 2) OVGU maintains cooperation with other universities in Germany and abroad, promotes international teacher exchange and provides suitable offers and support options for this purpose | OVGU Leitlinie 5 |
| C II | Measures to implement the quality management concept | StAkkVO § 18 |
| C II.I | <p>Evaluation</p> <ol style="list-style-type: none"> 1) regular evaluations of the study programs and the performance areas relevant to teaching and studies by internal and external students, external academic experts, representatives of professional practice and graduates 2) necessary measures in the QES are taken and implemented 3) program review annually, as well as once in the quality cycle with faculty-external participation 4) Study program conference once every quality cycle with participation from outside the study program and the university 5) Teaching degree with the involvement of the Ministry of Education LSA | <p>OVGU, QS §7</p> <p>OVGU, QS §7</p> |
| C II.II | <p>Documentation and Information</p> <ol style="list-style-type: none"> 1) Documentation of the evaluation of the study programs, including the votes of the external participants 2) Regularly informing university members, the public and the host country about measures taken 3) Informing the public about the accreditation decisions made | |
| C II.III | <p>Reporting and data collection</p> <ol style="list-style-type: none"> 1) Annual quality reports of the faculties and OVGU 2) Regular quality reports of the study programs and for the effectiveness review of the QES 3) Data required for implementation is collected regularly throughout the university | <p>OVGU, QS §4</p> <p>OVGU, QS §4</p> |
| C II. IV | Information, discussion and advice services | OVGU Leitlinie 6 |

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| | <ol style="list-style-type: none"> 1) At decentralized and central level 2) Information and advice on the structure and requirements of the degree program and on (professional) orientation | |
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D. Cooperation

Notes

These additional criteria must be taken into account according to their content for the relevant study programs; the corresponding instructions for processing and documentation from A, B and C apply.

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| D I | <p>Cooperation with Universities</p> <ol style="list-style-type: none"> 1) the degree-awarding higher education institution(s) guarantee the implementation and quality of the study program concept 2) The nature and scope of the cooperation are described and the agreements on which the cooperation is based are documented | StAkkVO § 20 |
| D II | <p>Cooperation with non-university institutions</p> <ol style="list-style-type: none"> 1) Contractual regulation of the scope and type of cooperation, including non-university learning locations and study components as well as the languages of instruction 2) Publication of the regulations on the university's website 3) When applying credit transfer models, comprehensible presentation of the equivalence of the content of non-university qualifications to be credited and their equivalence in accordance with the desired qualification level 4) Presentation of the added value for future students and the degree-awarding higher education institution 5) University is responsible for compliance with the requirements under A and B 6) Decisions on the content and organization of the curriculum, on admission, recognition and credit transfer, on the assignment and assessment of examinations, on the administration of examination and student data, on quality assurance procedures and on criteria and procedures for the selection of teaching staff may not be delegated by the degree-awarding higher education institution | StAkkVO § 9 and §19 |

