

CATALOG OF QUALITY CRITERIA IN TEACHING AND LEARNING VERSION 3.0

ANNEX TO THE QUALITY STATUTE AS A RESOLUTION OF THE SENATE OF 20.11.2024

- * The catalog is a **compilation of the specifications** from
- The [Hochschulgesetz of Saxony-Anhalt](#) (HSG-LSA) [in German]
 - The [Interstate study accreditation treaty/ Studienakkreditierungsstaatsvertrag](#)
 - The [Studienakkreditierungsverordnung of Saxony-Anhalt](#) (StakkrVo) [in German]
 - The [approbation regulations for doctors](#) (ÄAppro) [in German]
 - The [approbation regulations for psychotherapist](#) (PsychThApprO) [in German]
 - The [Statute concerning the assurance and development of quality in teaching and learning at OVGU](#) (QS)
 - [Mission statement and guidelines for studying and teaching](#) [in German]
 - The applicable regulations for cooperative and regulated study programs and study programs with a special profile requirement

Content

A Formal Criteria	3
B Subject-Content Criteria	6
C Conceptual Criteria.....	8
D Cooperation	10
E Joint Degree.....	11

- * **Excerpt from Statute concerning the assurance and development of quality in teaching and learning at Otto von Guericke University Magdeburg dated October 24, 2024**

§ 6 Catalog of quality criteria

- (1) The catalog of quality criteria in teaching and learning in Annex 1 reflects the guidelines and legal requirements for the quality development system in accordance with § 2 para. 1 and thus constitutes the basic tool for ongoing support of the processes in the faculties and for the further development of the study programs. This catalog is continuously evaluated and any adjustments that are needed are undertaken as a rule once during the quality cycle of the university by its central bodies. This excludes adjustments that must be undertaken in a more timely fashion on the basis of changes to underlying specifications and laws. The relevant current version is published in the Official Announcements of the university.
- (2) For regulated study programs, the criteria are adapted in accordance with the applicable regulations for these study programs.
- (3) The quality criteria are taken into account in the design of study programs upon introduction and when drawing up program documentation. The formal criteria are checked upon introduction, whilst the academic criteria are taken into account on a conceptual basis. During the first quality cycle of a study program, it is assumed that, based on the small amount of experiential information available at this point in time from actual day-to-day delivery of the study program, it will not be possible to

comprehensively evaluate all academic criteria. The non-applicable criteria and the academic criteria that can only be assessed conceptually on the basis of the study documentation are marked accordingly in the quality criteria catalog.

- (4) The study program meetings and conferences on the further development of the study programs are based, in particular, on the academic criteria. All other criteria are evaluated by the decentralized and central quality officers and are taken into account as appropriate or if applicable.
- (5) The assessment of the academic criteria by the external participants in accordance with § 4 para. 4 d) must be adequately documented. This can be done in the minutes of the study program conference or by means of a separate document as an addendum to the minutes. The principle applies that criteria shall be deemed to have been satisfied if they are not addressed or criticized.

A Formal Criteria

Notes

- (1) Only criteria applicable to the study program are to be applied (see labelling)
- (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 stated or marked with *
- (5) Criteria are only applicable to the specific study program: B = Bachelor, M = Master, H = S State Examination Medicine, P = Klipp, L = Teaching Programs, W = Further Education

Processed by K33 in consultation with the faculty

Criteria		Sources
A I Study structure and duration*		
(1B) Bachelor's first professionally qualifying university degree with six, seven or eight semesters	(1M) Master's further professionally qualifying university degree with four, three or two semesters; total standard period of study for consecutive study programs ten semesters	<i>StAkkrVO § 3, ÄApprO § 1, PsychThG § 9</i>
<i>Regulated study programs</i>		
(1H) StEx has 13 semesters (6 years and 3 months)	(1P) Training as a psychotherapist: Master and Bachelor in total 5 years	
A II Study program profiles*		
(1) Bachelor's and master's degree programs conclude with a final thesis, which serves as proof of the ability to work independently on a problem from the respective subject using scientific methods within a specified period of time (2) Masters can be divided into application-oriented or research-oriented (3) Master is consecutive or further education		<i>StAkkrVO § 4, ÄApprO, PsychThG</i>
<i>Regulated study programs</i>		
(4I) Teaching Programs: has a specific teacher training	(4H) StEx: the medical licensure ÄApprO in its currently valid version applies	(4P) Training as a psychotherapist: The PsychThApprO in its currently valid version applies
A III Access requirements and transitions*		
(1B) Bachelor's degree requires a university entrance qualification; further admission criteria, which consider the special requirements of the study program, are regulated	(1M) Master's degree requires first professionally qualified university degree; further admission requirements for the master's degree are possible according to §27 para. 7 HSG LSA and are to be regulated in the study and exam regulations	(1W) Further education master's degree also allows entrance examination instead of a professionally qualifying university degree
<i>Regulated study programs</i>		
(1H) StEx requires a university entrance qualification; further admission criteria, which consider the special requirements of the study program, are regulated		

A IV Degrees and degree denomination*	
<p>(1) A degree is awarded upon graduation (Bachelor's, Master's, or StEx)</p> <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) Diploma Supplement is issued as part of the degree certificate upon graduation</p> <p><i>State Examination Medicine</i></p> <p>(4H) Completion through state examinations in accordance with the provisions of the ÄApprO</p>	<p><i>StAkkrVO § 6, ÄApprO § 1</i></p>
A V Modularization	
<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 is to be calculated so that it can usually be taught within a maximum of two consecutive semesters</p> <p>(3) Description of the module according to § 7 para. 2 and 3 StAkkrVO or Constructive Alignment</p> <p>(4) Usually, one exam per module</p> <p>(5) Usually at least (a multiple of) 5 ECTS credit points per module</p> <p>(6) optional: imported modules from another faculty may only be changed in the overall concept (consistency of prerequisites, crediting, workload, and examination load)</p>	<p><i>StAkkrVO §§ 7, 12</i></p>
A VI Credit point system and awarding	
A VI.I Credit point system	
<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) ECTS credit points are not necessarily awarded based on an examination but for successful completion of the respective module</p>	<p><i>StAkkrVO § 8</i></p>
A VI.II Scope of credit points	
<p>(1) 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 and self-study of 30 hours</p> <p>(2B) Bachelor's thesis 6 to 12 CP; bachelor's degree in total at least 180 CP</p>	<p>(2M) Master's thesis 15 to 30 CP; master's degree with a total of 300 CP including previous studies up to the first professionally qualifying degree</p>
<i>Regulated study programs</i>	
<p>(2L) In the case of teacher program: 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 VII Qualification goals and qualification level*	
A VII.I Goals of higher education	
<p>(1) Qualification goals are equal to qualification level</p> <p>(2) Subject education comprises the following aspects:</p> <ul style="list-style-type: none"> • Knowledge and understanding (broadening, deepening, and understanding knowledge) • Use, application and production of knowledge and art (utilization and transfer, scientific innovation) 	<p><i>StAkkrVO § 11</i></p>

<ul style="list-style-type: none"> • Communication and cooperation • academic and artistic self-image and professionalism <p>(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)</p>				
<p>A VII.II Qualification level</p> <table border="1" data-bbox="199 414 1181 739"> <tr> <td data-bbox="199 414 454 739">(1B) The bachelor's degree teaches scientific principles, methodological skills and qualifications related to the professional field</td> <td data-bbox="454 414 718 739">(1M) The master's degree is designed as an in-depth, broadening, interdisciplinary or other subject-related study program</td> <td data-bbox="718 414 1181 739">(1W) Further education master's courses take professional experience into account and build on it; the connection between the professional qualification and the course offered and the equivalence of the requirements for consecutive master's courses must be demonstrated</td> </tr> </table> <p><i>Regulated study programs</i></p> <p>(1H) StEx are based on the National Competence-Based Learning Objectives Catalog for Medicine (NKLM) in the sense of a core curriculum for 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>	(1B) The bachelor's degree teaches scientific principles, methodological skills and qualifications related to the professional field	(1M) The master's degree is designed as an in-depth, broadening, interdisciplinary or other subject-related study program	(1W) Further education master's courses take professional experience into account and build on it; the connection between the professional qualification and the course offered and the equivalence of the requirements for consecutive master's courses must be demonstrated	<p><i>StAkkrVO § 11, ÄApprO</i></p>
(1B) The bachelor's degree teaches scientific principles, methodological skills and qualifications related to the professional field	(1M) The master's degree is designed as an in-depth, broadening, interdisciplinary or other subject-related study program	(1W) Further education master's courses take professional experience into account and build on it; the connection between the professional qualification and the course offered and the equivalence of the requirements for consecutive master's courses must be demonstrated		
<p>A VIII Implementation of curricula*</p>				
<p>(1) Teaching staff is sufficiently qualified in terms of subject matter and didactic methods</p> <p>(2) The combination of research and teaching is guaranteed by a sufficient number of full-time professors</p> <p>(3) Appropriate measures are taken to select and qualify teaching staff</p> <p>(4) The study program has adequate resources (non-academic/academic staff, room and material equipment, including IT infrastructure, teaching and learning material)</p>	<p><i>StAkkrVO § 12</i></p>			
<p>A IX Study documents*</p>				
<p>(1) The compliance of all study documents with the Higher Education Act and the StakkrVo of the State of Saxony-Anhalt and, if applicable, the quality criteria further listed here are checked and documented when a study program is introduced or changed</p> <p>(2) Optional: In the case of teaching imports, agreements have been made by the faculties</p>				
<p>A X Design of the teaching program curriculum</p>				
<p>(1L) Assessment of educational sciences and subject-specific sciences as well as their didactics according to common and country-specific subject requirements and structural guidelines are considered</p> <p>(2L) Includes an integrative study of at least two subject areas and educational sciences in the bachelor's and master's phases</p> <p>(3L) Includes practical school studies in the bachelor's program</p> <p>(4L) Studies and degrees are differentiated according to teaching specializations</p> <p>(5L) Exceptions to (2) to (4) are permitted for teaching programs for vocational schools</p>	<p><i>StAkkrVO § 13</i></p>			
<p>A XI Cooperation (optional)</p>				

(1) The criteria in Part D <i>Cooperation</i> apply to course-related cooperation with other universities and/or non-university institutions in Germany (2) In the case of joint degree programs with one or more universities abroad (double/joint degrees), the criteria in Part E <i>Joint Degree</i> apply	<i>StAkkrVO §§ 9, 10, 16, 19, 20, 32</i>
---	--

B Subject-Content Criteria

Notes

- (1) Subject-content criteria must be continuously compared with the study program concept (introduction) at least once every quality cycle and evaluated for their adequacy, topicality, and further development
- (2) Criteria that can only be assessed with reservations when introducing a study program, considering the basic concept, are marked with (K)
- (3) The results of the evaluation and any further development (measures, implementation, evaluation) must be documented in Curricula
- (4) Criteria are only applicable to the specific study program: B = Bachelor, M = Master, H = S State Examination Medicine, P = Klipp, L = Teaching Program, W = Further Education

Processed by the faculty

Criteria	Sources
B I Study program concept	
B I.I Curriculum and qualification goals (1) The curriculum is structured appropriately, considering the specified entry qualification and regarding the attainability of the qualification objectives (2) Qualification objectives, course title, degree level and title as well as module concept are coordinated with each other (3) The forms of teaching and learning as well as any practical components are varied and adapted to the respective subject culture and study format (4) Teaching and learning is study-centered and includes scope for self-directed study (5) optional: study programs with a special profile claim have a self-contained study program concept that adequately represents the special characteristics of the profile	<i>StAkkrVO §§ 12, 17, OVGU Mission statement and guidelines for studying and teaching</i>
B I.II Consideration of university-wide concepts (1) University concepts for gender equality and the promotion of equal opportunities for students in special circumstances are implemented at study program level (2) Mission statement and guidelines for studying and teaching are reflected in the curriculum (3) The OVGU's internationalization strategy is considered in the curriculum	
B I.III Mobility (1) Processes for the recognition and crediting of educational qualifications and skills are transparent and clearly communicated (2) Student (international) mobility without loss of time (<i>does not apply to StEx</i>) is supported	<i>StAkkrVO § 12, OVGU Leitlinie 5</i>
B II Program organization and implementation (K)	
B II.I Implementation of the study program concept (K) (1) The study program has adequate quantitative and qualitative resources (room/material equipment, IT infrastructure, teaching and learning material) (2) Study and timetable design and study organization also consider the individual needs and life situation of students	<i>StAkkrVO §§ 12, 17</i>

<p>B II.II Exams (K) (1) Examinations and examination types enable a meaningful assessment of the learning outcomes achieved (2) Examinations are module-related (except StEx) and competence-oriented, see Constructive Alignment</p>	<p><i>StAkkVO § 12</i></p>
<p>B II.III Study organization and academic feasibility (K) (1) The ability to study within the standard period of study is guaranteed (2) The study program is reliable and plannable (3) Courses and examinations are offered largely without overlaps (4) The workload is plausible and appropriate to the examination load (5) The examination density and organization are adequate and appropriate to the workload <i>Regulated study programs</i> Teaching program: (6L) academic feasibility is given in all possible subject combinations</p>	<p><i>StAkkVO § 12</i></p>
<p>B III Subject-content design (K)</p>	
<p>(1) The professional and scientific requirements are up to date (2) Study program undergoes further professional and didactic development, considering the professional discourse at (inter)national level</p>	<p><i>StAkkVO §§ 13, 15</i></p>
<p>B IV Academic success and satisfaction (K)</p>	
<p>(1) Students and lecturers are satisfied with the study program (2) Breaks in the course of study are evaluated (3) Measures to ensure the success of the study program are derived and reviewed and used to further develop the study program</p>	<p><i>StAkkVO § 14, OVGU</i></p>

C Conceptual Criteria

Notes

(1) Conceptual criteria are aimed at the quality development system as such (in particular statutes, regulations) and are to be considered 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

(2) Criteria are only applicable to the specific study program: B = Bachelor, M = Master, H = S State Examination Medicine, P = Klipp, L = Teaching Program, W = Further Education

C I Processed by K33

C II Processed by the faculty

Criteria	Sources
C I The university's quality development system	
C I.I Concept of the quality management system (QES) (1) The QES follows the values and standards of Mission statement and guidelines for studying and teaching (2) The QES aims to continuously improve study quality (3) 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 (4) The QES is based on closed control loops (5) The QES covers all areas of the university's performance that are directly relevant to studying and teaching (6) The allocation of resources is appropriate and sustainable, both centrally and decentrally (7) Data required for the QES is collected regularly throughout the university (8) Functionality and effectiveness of the QES regarding study quality and ensuring the systematic implementation of Parts A, B, C II, D and E are regularly reviewed and continuously further developed (9) Information, discussion and advisory services with information and advice on the structure and requirements of the degree program and on (professional) orientation are offered centrally	<i>StAkkrVO §§ 17, 18</i>
C I.II Involvement of stakeholders in the QES (1) The system shall be further developed with the involvement of the university's member groups and external expertise (2) It is ensured that quality assessments are independent (3) There is a procedure for dealing with internal university conflicts (4) There is an internal complaints system (5) The public shall be informed about accreditation decisions (6) (University) public and host country are informed about measures taken	<i>StAkkrVO §§ 17, 18</i>
C I.III Internationalization and mobility OVGU cooperates with other universities in Germany and abroad, promotes international teaching staff exchanges and provides suitable opportunities and support for this purpose	<i>OVGU Leitlinie 5</i>
C II Measures for implementing the QES in the study program	
C II.I Evaluation (1) Study program meetings are held at least every two years within the study program	<i>StAkkrVO §§ 14, 18; OVGU QS §§ 7, 9, 10; PsychThG § 9</i>

<p>(2) At least once every quality cycle, study program conferences are held with the participation of external expertise (3) The faculty's courses are evaluated at least once every three semesters (4) Necessary measures for quality assurance and further development are taken and implemented (5) Stakeholders are informed about measures and monitoring results (6) The quality cycle is a maximum of eight years; a shortened cycle applies to new study programs, which ends with the standard period of study of the first cohort</p> <p><i>Regulated study programs</i> Teaching program: (7L) Involvement of the LSA Ministry of Education and other relevant institutions</p> <p>Training as a psychotherapist: (7P) In the bachelor's program, the body responsible for health in accordance with state law is involved in professional practice via the representative (8P) In the master's program, the body responsible for healthcare under state law shall decide on compliance with the professional requirements</p>	
<p>C II.II Documentation and information (1) The quality cycle report (QTB) documents the assessment of the study program (2) The votes of the external stakeholders are included in the QTB</p>	<p><i>QS §§ 6, 10</i></p>
<p>C II.III Information, discussion, and advice services Information and advice on the structure and requirements of the study program as well as (professional) orientation are offered</p>	<p><i>OVGU Leitlinie 6</i></p>

D Cooperation

Notes

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

Processed by the faculty

Criteria	Sources
D I Cooperation with universities	
(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	<i>StAkkrVO § 20</i>
D II Cooperation with non-university institutions	
(1) The scope and type of cooperation, including non-university learning locations and study components as well as the languages of instruction, are contractually regulated (2) Regulations are published on the university's website (3) when using credit transfer models: comprehensible presentation of the equivalence of the content of non-university qualifications to be credited and their equivalence according to the desired qualification level (4) The added value for future students and the degree-awarding university is outlined (5) The 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	<i>StAkkrVO §§ 9, 19</i>

E Joint Degree

Notes

- (1) These additional criteria must be considered according to their content for the relevant study programs; the corresponding instructions for processing and documentation from A, B and C apply
(2) Criteria are only applicable to the specific study program: B = Bachelor, M = Master, H = S State Examination Medicine, P = Klipp, L = Teaching Program, W = Further Education

Processed by the faculty

Criteria	Sources
E I Features	
(1) A joint degree is a tiered study program that is coordinated and offered by a German higher education institution together with one or more higher education institutions from foreign countries in the European higher education area and leads to a joint degree (2) Joint Degree has an integrated curriculum (3) The proportion of studies at one or more foreign universities is generally at least 25% (4) The cooperation is regulated by a specific contract (5) The access and examination systems are coordinated (6) Quality assurance is a joint responsibility (7) The quality cycle is 6 years by way of derogation	<i>StAkkVO §§ 10, 32</i>
E II Lissabon–Convention	
(1) Application of the ECTS (B) Bachelor 180 to 240 LP (M) Master at least 60 LP (2) Essential study information is published and accessible at all times (3) Qualifications and periods of study are recognized	<i>StAkkVO § 10</i>
E III Non–European cooperation partners	
(1) Application of the StAkkVO at the request of the domestic university if the cooperation partners agree to do so in the cooperation agreement	<i>StAkkVO § 10</i>
E IV Special regulation for subject–content criteria	
(1) § 11 (1) and (2) and § 12 (1) sentences 1 to 3, (2) sentence 1, (3) and (4) and § 14 StAkkVO shall apply accordingly (2) Admission requirements and selection procedures are appropriate to the level and subject discipline (3) Requirements for the recognition of professional qualifications are considered, where relevant (4) The diversity of students and their needs are respected in the supervision, design of the study program, forms of teaching and learning and the specific requirements of mobile students are considered	<i>StAkkVO § 16</i>