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## Catalogue of Quality Criteria for Studies and Teaching

The basis for the following criteria A-D in the catalogue (as of June 6, 2021) is a consolidation of the guidelines:

- the Higher Education Act of the State of Saxony-Anhalt (HSG LSA of December 14, 2010, as amended on September 29, 2020),
- the Model Legal Regulation (MRVO according to Articles 1-4 of the State Treaty on Accreditation of Studies following the resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany as of November 21, 2024),
- the Study Accreditation Ordinance of the State of Saxony-Anhalt (StAkkrVO LSA as of August 1, 2025),
- the requirements of the Accreditation Council (AR; Drs. AR 20/2013),
- European Approach to Quality Assurance of Joint Programmes (EA 2014),
- the Common Structural Guidelines of the Länder for the Accreditation of Bachelor's and Master's Programs as per resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (KMK) as of October 10, 2003, version of February 4, 2010,
- the Recommendation of the Main Committee of the Federal Institute for Vocational Education and Training (BIBB as of June 21, 2017)
- the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG),
- the Teaching and Learning Guidelines of Magdeburg-Stendal University of Applied Sciences (LLL as of March 4, 2019),
- as well as additional requirements listed in the preliminary remarks of the Model Study and Examination Regulations of Magdeburg-Stendal University of Applied Sciences (Model-SPO as of April 11, 2018).

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## A Formal Criteria

The responsible entities are the Academic Departments with support of the Service Department of Quality Development, Didactics and Digitisation in Teaching and Learning, as well as the Service Department of Study and International Affairs. The compliance of a degree programme with the formal criteria must be demonstrated upon introduction of the study programme through the Study and Examination Regulations (based on the Model- SPO), the module handbook, and any other relevant documents. The evaluation according to the following formal criteria takes place during the revision of the study programme and as needed on specific occasions.

| Criterion | Sources |
|---|---|
| **A 1.1 Programme structure**<br>• The Bachelor's degree is the first professional qualifying standard degree.<br>• The Master's degree is an advanced professional qualifying degree. | MRVO § 3<br>StakkrVO § 3 |
| **A 1.2 Standard period of study**<br>• The standard period of study for a full-time Bachelor's study programme is six, seven or eight semesters.<br>• The standard period of study for a full-time Master's study programme is four, three or two semesters, so that the total duration of studies in case of consecutive study programmes amounts to five years (ten semesters).<br>• Deviating standard periods of study may be established in justified cases. This applies particularly to programmes with special study formats such as dual study programmes and part-time study programmes. | MRVO § 3<br>StakkrVO § 3<br>HSG LSA § 9 (8) |
| **A 1.3 Examination system**<br>• Arrangements to compensate for disadvantages have been made.<br>• Processes for recognition and credit transfer of educational qualifications and competencies are transparent and clearly communicated.<br>• Academic achievements are recognised if there is no substantial difference compared to the achievements they are intended to replace through recognition.<br>• Knowledge and skills acquired outside of higher education are credited if they are equivalent to the achievements that are to be replaced.<br>• The Study and Examination Regulation has been legally verified. | MRVO § 3<br>StakkrVO § 3<br>AR 2.5; 2.8<br>HSG LSA § 13<br>LLL Part D.9 |
| **A 1.4 Profile types of Master's study programmes**<br>• The Master's study programmes are consecutive or continuing. | MRVO § 4<br>StakkrVO § 4<br>KMK A 3.2, A 4. |
| **A 2.1 Admission requirements for Bachelor's programmes**<br>• Qualifications that allow the holder to access higher education include the general university entrance qualification, the subject-specific university entrance qualification, the entrance qualification for universities of applied sciences and comparable other previous qualifications recognised by the relevant ministry. | § 27 HSG_LSA<br>(2)-(7) and (10) |

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| Criterion | Sources |
|---|---|
| • To pursue an artistic-scientific study programme, proof of special artistic aptitude is required. The university specifies further details through regulations.<br>• Additional admission criteria that are intended to consider the specific requirements of a study programme may be set out in the Study and Examination Regulations.<br>• Further admission requirements are stipulated covered in § 27 HSG LSA paras. 3–6 and 10. The application of these admission requirements presupposes a provision in the relevant regulations or, where applicable, in the University's Study and Examination Regulations. | |
| **A 2.2 Admission requirements for Master's study programmes**<br>• Admission requirement for a Master's study programme is typically a professional qualifying university degree.<br>• Additional admission requirements that consider the specific criteria of a study programme, contribute to quality assurance, or are necessary due to capacity constraints shall be explained and specified in the Study and Examination Regulations. | MRVO § 5<br>StakkrVO § 5<br>HSG LSA § 27 (8)-(10) |
| **A 2.3 Admission requirements for continuing Master's study programmes**<br>• Admission requirement for a continuing Master's study programme is typically a professional qualifying university degree.<br>• Additional admission requirements that consider the specific criteria of a study programme, contribute to quality assurance, or are necessary due to capacity constraints shall be explained and specified in the Study and Examination Regulations.<br>• Entrance examinations may be provided in place of the first professional qualifying degree. The university specifies the details through a regulation.<br>• Continuing Master's study programmes require at least one year of qualified professional experience. Exceptions may be made for individual students in justified cases. | MRVO § 5<br>StakkrVO § 5<br>HSG LSA § 27 (8)-(10)<br>KMK A 4.2 |
| **A 2.4 Transitions**<br>• Transitions between the programmes of the different graduation systems (Bachelor and Master) are possible according to the general credit transfer regulations.<br>• A Bachelor's degree provides the higher education entrance qualification equivalent to the general university entrance qualification. | KMK A 2.2<br>HSG LSA § 27 (9)<br>KMK A 2.4 |
| **A 3.1 Degrees**<br>• Only one degree (Bachelor or Master) is awarded in each case.<br>• The degrees are not differentiated based on the standard period of study. | KMK A5.1 and 5.3<br>MRVO § 6<br>StakkrVO § 6<br>HSG LSA § 17 |

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| Criterion | Sources |
|---|---|
| **A 3.2 Degree titles**<br>• For Bachelor's and consecutive Master's degrees, one of the following designations is used according to the subject groups: Bachelor or Master of Arts (B.A. or M.A.), Bachelor or Master of Science (B.Sc. or M.Sc.), Bachelor or Master of Engineering (B.Eng. or M.Eng.).<br>• For continuing Master's degrees divergent designations are possible. | MRVO § 6<br>StakkrVO § 6<br>KMK A 6 |
| **A 4.1 Module**<br>• Study programmes are structured into study units (modules) that are thematically and temporally differentiated through a consolidation of study content. The module duration typically spans a maximum of two consecutive semesters. In justified exceptional cases, a longer duration is possible.<br>• The awarding of ECTS credits does not necessarily require an examination, but rather the successful completion of the respective module. If a module is completed with an examination, this usually takes the form of one examination per module. Exceptions to this rule may be made if an examination concept coherently justifies the didactic necessity as well as the adequate and appropriate examination frequency and organisation.<br>• The module size typically comprises at least five credits. | MRVO § 7 and 8<br>StakkrVO § 7<br>HSG LSA § 12 (7)<br>AR 2.5, MRVO § 12 |
| **A 4.2 Module descriptions include at least the following points:**<br>1. Intended learning outcomes and study content of the module<br>2. Forms of teaching and learning<br>3. Requirements for participation<br>4. Applicability of the module<br>5. Requirements for the award of credits<br>6. Credits and grading<br>7. Frequency with which the module is offered<br>8. Workload<br>9. Duration of the module<br>10. Brief description of the module | MRVO § 7<br>StakkrVO § 7 |
| **A 5 Credit point system** | |
| **A 5.1 Awarding of credit points**<br>• A certain number of credits are allocated to each module depending on the workload required of the students.<br>• The Standard Study and Examination Schedule typically stipulates 30 credits per semester for full-time study programmes. For part-time study programmes and continuing study programmes, there may be fewer credits per semester, with the standard study duration being extended accordingly.<br>• One credit point corresponds to a total workload of 25 to 30 hours (typically 30 hours for on-campus and full-time study programmes and 25 hours for continuing study programmes). | MRVO § 8<br>StakkrVO § 8 |

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| Criterion | Sources |
|---|---|
| • Credits are awarded upon proof of the performance as stipulated by the Study and Examination Regulation.<br>• The awarding of credit points does not necessarily require an examination but rather the successful completion of the respective module. | |
| **A 5.2 Graduation**<br>• The Bachelor’s degree comprises a minimum of 180 credits.<br>• The Master's degree, in consecutive Master's study programmes comprises of 300 credits and may take into account preceding studies up to the first professional qualifying degree.<br>• The number of credits depends on the different standard period of study.<br>• In individual cases where students are suitably qualified, deviations from the minimum number of credits required may be permitted.<br>• Proven equivalent competencies and skills that have been acquired outside of higher education may be credited upon application up to a maximum of half of the credits designated for the programme if they correspond to the qualification level envisaged and their equivalence has been clearly demonstrated. | MRVO § 8<br>StakkrVO § 8<br>KMK A 1.3 |
| **A 5.3 Thesis**<br>• The thesis is mandatory.<br>• The Bachelor’s thesis comprises of 6 and 12 credits.<br>• The Master’s thesis comprises of 15 and 30 credits. | MRVO § 8<br>StakkrVO § 8 |
| **A 6 Transparency and Documentation**<br>• Study programme, course progression, examination requirements, access conditions and rules for compensating for disadvantages are documented and published. | AR 2.8 |

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## B Subject- and Content-Related Criteria

The responsible entities are the Academic Departments, particularly the study programme coordinators, who evaluate the study programmes in accordance with the following criteria through regular discussion formats (especially study programme consultations and conferences) within the study programme, with external expertise as well as with the support of the Service Department of Quality Development, Didactics and Digitisation in Teaching and Learning.

Study programmes are continuously, but at least once in every quality cycle to be evaluated against the study programme concept in accordance with the following subject- and content-related criteria in terms of adequacy, timeliness, and further development. In the process, both appropriate references (e.g., the location of qualification objectives in the Study and Examination Regulations when introducing or modifying study programmes) as well as plans for quality development (actions, implementation, evaluation) are to be documented.

| Criterion | Sources |
|---|---|
| **B 1.1 Qualification objectives and degree level**<br>• Qualification objectives correspond with the intended degree level and are clearly competence-oriented formulated.<br>• They encompass both subject-specific and generic aspects,<br>• scientific or artistic competency,<br>• the ability to take on a skilled occupation,<br>• and the ability to help shape social processes in a critically reflective, responsible, and democratically aware manner. | MRVO § 11,<br>StakkrVO § 11<br>AR 2.1<br>LLL Part B.2 |
| **B1.2 Qualification profile**<br>• Bachelor's study programmes convey scientific fundamentals and methodological competencies as well as professional qualifications and ensure a broad scientific or artistic qualification.<br>• Consecutive Master's study programmes are designed as in-depth, broadening, interdisciplinary, or subject-different programmes.<br>• Continuing Master's study programmes take into account professional experiences typically of not less than one year in the programme concept and build upon these experiences in order to attain the competency goals. The study programme concept outlines the connection between professional qualifications and the study offerings as well as the equivalence of requirements in relation to consecutive Master's study programmes.<br>• The specification of a profile type (application-oriented or research-oriented) for Master's study programmes is optional. If a profile type is specified, the qualification profile must correspond to it. | KMK A 4.1<br>MRVO §§ 4 und 11<br>StakkrVO §§ 4 und 11 |

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| Criterion | Sources |
|---|---|
| **B 1.3 Qualification framework**<br>• Subject-specific, scientific, or artistic requirements and qualification objectives correspond to the desired degree level of the study programme and encompass the following aspects:<br>– knowledge and understanding (broadening of knowledge, deepening of knowledge and understanding of knowledge)<br>– usage, application and generation of knowledge or art (use and transfer, scientific innovation)<br>– communication and cooperation<br>– scientific self-perception and professionalism | MRVO § 11<br>StakkrVO § 11<br>AR 2.2 |
| **B 2.1 Adequate curriculum structure**<br>• The curriculum considers the objectives of a University of Applied Sciences trough an orientation towards professional practice, the conveyance of necessary research-based competencies for professional practice, typically compulsory practical elements, and the reflection upon socially relevant issues.<br>• The curriculum is properly structured with regards to the specified entrance qualification and the achievability of the qualification objectives. The programme description sets out the qualification objectives and competency profiles.<br>• The curriculum clearly identifies subject-related and generic competency goals.<br>• Study programme description, study programme concept, qualification objectives, module concepts as well as degree and degree title are coherently related to each other.<br>• The study programme concept encompasses a wide range of teaching and learning methods, examination types and formats as well as practical elements that are aligned with the relevant subject culture and study format.<br>• The modules form meaningful and comprehensible teaching units.<br>• Mobility windows, as far as provided, are integrated within the curriculum.<br>• The students are offered the opportunity to study at other universities without losing any time.<br>• The students are actively involved in shaping their teaching and learning processes and have the freedom to direct their studies themselves.<br>• The curriculum is well-structured from a higher education didactic perspective. | AR 2.3; 2.4<br>ESG 1.2<br>MRVO § 12<br>StakkrVO § 12<br>LLL Part B.3<br>ESG 1.3 |
| **B 2.2 Implementation of the curriculum**<br>• Personnel, adequately qualified in methodological and didactic terms, is available to a sufficient extent.<br>• The combination of research and teaching is ensured by employment of full-time professors in accordance with the profile of a University of Applied Sciences.<br>• The University takes appropriate action in terms of personnel selection and qualification. | MRVO § 12<br>StakkrVO § 12<br>AR 2.7<br>ESG 1.5<br>AR 2.7<br>LLL Part C.4 |

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| Criterion | Sources |
|---|---|
| • The study programme has qualitatively and quantitatively adequate human, material, and spatial resources. Interconnections with other study programmes are considered.<br>• The teaching personnel takes suitable action for methodical-didactical qualification. | |
| **B 2.3 Examination system**<br>• Examinations and a variety of types of examinations enable the meaningful assessment of the qualification objectives achieved.<br>• Examinations are module-related, knowledge- and competence-oriented.<br>• A variety of coordinated types of examinations are offered.<br>• Re-examinations should not have the effect of extending the period of study. | MRVO § 12<br>StakkrVO § 12<br>AR 2.5 |
| **B 2.4 Study programme feasibility / Studyability**<br>• Studyability within the standard period of study is guaranteed.<br>• An appropriate study or class schedule and study programme organisation is warranted, considering the individual needs and life situation of the students.<br>• The student workload is specified in terms of credits and is validated on a regular basis.<br>• Examination density and organisation are adequate and appropriate in terms of student workload.<br>• The supervision situation in teaching is appropriate.<br>• High quality support services are hold available.<br>• Subject-specific and general student advisory service is offered. | MRVO § 12<br>AR 2.4<br>LLL Part D.9 |
| **B 2.5 Subject- and content-related standards**<br>• The timeliness and adequacy of the subject-specific and scientific requirements is guaranteed, considering the national and international discourse.<br>• The subject- and content-related structure and the methodological-didactic approaches of the curriculum are continuously reviewed with the involvement, where required, of higher education didactics experts, and adapted to further developments in the subject and in professional practice. | MRVO § 13<br>StakkrVO § 12 |
| **B 3.1 Continuous monitoring**<br>• The satisfaction of students and lecturers is determined through surveys, evaluations, and appreciative communication formats (in particular student surveys, study programme consultations and study programme conferences).<br>• Evaluation results, investigations of student workload, study success and destination of graduates are considered.<br>• Actions to ensure study success are derived from the monitoring. These actions are reviewed on an ongoing basis. The results are used for the development of the study programme. | AR 2.9; 6.2<br>ESG 1.7 |

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## C Conceptual Criteria

The responsible entities are the University, in particular the central committees entrusted with themes on studies and teaching as well as the Service Department of Quality Development, Didactics and Digitisation in Teaching and Learning, and the Academic Departments.

Conceptual criteria address the Quality Development System as such (especially statutes and regulations).

| Criterion | Sources |
|---|---|
| **C 1.1 Teaching and Learning Guidelines**<br>• The Teaching and Learning Guidelines are obligatorily implemented at the study programme level. | MRVO § 17<br>StakkrVO § 12<br>Quality statute |
| **C 1.2 Mobility**<br>• Processes for recognition and credit transfer of educational qualifications and competencies are transparent and clearly communicated.<br>• Based on its internationalisation strategy, the university cooperates with other universities in Germany and abroad, it promotes the international exchange of lecturers and students and provides suitable offers and support options. | LLL Part D.9<br>University mission statement 5. |
| **C 1.3 Diversity, equality of opportunity and compensation for disadvantages**<br>• The University's concepts related to diversity, gender equality and protection against discrimination and the promotion of equal opportunities for students in special life circumstances are implemented in the study programmes. | MRVO § 15<br>StakkrVO § 12, AR 2.11, LLL Part D 9; 10 |
| **C 1.4 Quality development system**<br>• The university uses continuous procedures to review and develop the qualification objectives.<br>• Decision-making processes, responsibilities and accountabilities for the establishment, review, further development and discontinuation of study programmes and the university's own procedures for the accreditation of study programmes are defined and published.<br>• Human and material resources ensure sustainability.<br>• The functionality and effectiveness of the quality development system regarding study programme quality is regularly reviewed and continuously developed.<br>• The quality cycle, which covers the period in which the evaluation regarding all quality criteria must be carried out at least once, amounts to a maximum of eight years. For the introduction of a study programme, a shorter cycle applies. | AR 6.1; 6.3,<br>Quality statute<br><br>MRVO § 30<br>StakkrVO § 29 |

| Criterion | Sources |
|---|---|
| • Accreditation processes may be implemented in bundles of up to four study programmes if these programmes are closely related in terms of subject matter. If more than four study programmes are involved, approval must be obtained from the Extended Commission for Studies and Teaching. | |
| **C 2.1 Regular evaluation of the study programmes**<br>• The study programmes are regularly evaluated through the participation of students, lecturers, administrative staff, graduates, professorial experts from other universities and representatives of professional practice.<br>• There will be a study programme consultation at least once a year.<br>• A study programme conference with external university participation takes place at least once every quality cycle. | AR 6.1; 6.3 |
| **C 2.2 Reporting system and data collection**<br>• An internal reporting system is used that documents the structures and processes in the development and implementation of study programmes, the structures, processes, and actions of quality assurance as well as their results and interventions.<br>• The results are presented in an appropriate form, transparently and with due regard to data protection.<br>• Study programme-specific data will be analysed and considered.<br>• For the information of the public outside the University, the University provides the Accreditation Council with the accreditation decisions and a summary of the quality assessment. | MRVO § 18<br>StakkrVO § 12<br>AR 6.4 |
| **C 2.3 Documentation and information**<br>• The university informs the committees responsible for studies and teaching at least once a year as well as the public in an appropriate manner.<br>• The Prorector for Academic and International Affairs reports annually to the Senate.<br>• The Dean of Studies reports annually to the Committee for Studies and Teaching.<br>• The study programme directors report based on the minutes of the study programme consultations and conferences to the Dean of Studies at least once per year. | AR 6.6 |
| **C 2.4 Information, consultation, and advisory services**<br>• Information, consultation, and advisory services are institutionalised at decentralised and centralised levels.<br>• They offer information and advice on the structure and requirements of the study programmes as well as professional and personal orientation. | LLL Part A 3.3 |

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## D Additional Criteria for Cooperative and Regulated Study Programmes and for Study Programmes with Special Profile Requirements

Depending on the specific case, the academic departments are responsible at the decentralised level and the university at the central level.

| Criterion | Sources |
|---|---|
| **D 1 University cooperations**<br>• The degree-awarding universities guarantee the implementation and quality of the study programme concept.<br>• The scope and nature of existing cooperations are described and the agreements on which the cooperation is based are documented.<br>• In case of multiple degrees from international cooperations, several degrees may be awarded in deviation from A 3.1. | AR 2.6<br>MRVO § 16 |
| **D 2 Cooperations with non-university institutions**<br>**D 2.1 Subject matter and publication**<br>• The university is responsible for the implementation and quality of the study programme concept.<br>• The scope and nature of existing cooperations with companies and other institutions, including non-university learning locations and study components as well as the languages of instruction, are regulated by contract and described on the university website.<br>• Decisions on the following may not be delegated by the university: content and organisation of the curriculum, admission, recognition and credit transfer, assignments and assessment of examinations, administration of examination and student data, quality assurance procedures and procedures for the selection of teaching personnel. | AR 2.6<br>MRVO §§ 9, 19 |
| **D 3 Study programmes with special profile requirements**<br>• Study programmes with special profile requirements have a self-contained study programme concept, which adequately presents the special requirements and characteristics of the profile.<br>• The criteria set out in part A-C above must be applied considering these requirements. | AR 2.10 |
| **D 4 Joint Programmes**<br>• Joint Programmes are study programmes that are coordinated and offered jointly by various universities from the European Higher Education Area (EHEA) and lead to double or multiple degrees, respectively a joint degree.<br>• Joint Programmes can also be offered with universities from non-EHEA countries. For an accreditation by the quality system of Magdeburg-Stendal University of Applied Sciences, section D 4.5 of this catalog applies. | EA Part A |

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| Criterion | Sources |
|---|---|
| **D 4.1 Features of Joint Programmes**<br>• A Double-Degree programme is a Joint Programme in which separate degrees are awarded by two universities, which confirm the successful completion of this programme.<br>• A Multiple-Degree programme is a Joint Programme in which separate degrees are awarded by more than two universities, which confirm the successful completion of this programme.<br>• A Joint-Degree programme is a Joint Programme in which a single degree is awarded by universities offering the Joint Programme and is considered the nationally recognised degree programme.<br>• The participating universities are recognised as higher education institutions by the responsible authorities in their own countries and the respective national framework conditions allow their participation in Joint Programmes. | AR 1.5; 6.7<br>ESG 1.9<br>MRVO § 10 |
| **D 4.2 Subject- and content-related criteria**<br>• There is an integrated curriculum.<br>• The proportion of studies at one or more foreign universities is usually at least 25%.<br>• Admission requirements and selection procedures are appropriate to the level and discipline in which the study programme is located.<br>• It is proven that the intended qualification objectives are achievable with the study programme.<br>• The requirements for the recognition of professional qualifications, where relevant, have been considered.<br>• In terms of the supervision and design of the study programme and the forms of teaching and learning used, the diversity of the students and their needs are respected, and the specific requirements of mobile students are considered.<br>• The quality management of the university guarantees the implementation of the measures contained in the Model Legal Regulation and/or the State Treaty on Accreditation of Studies. | MRVO § 10, 16 para. 1 |
| **D 4.3 Organisational Criteria**<br>• The cooperation is contractually regulated.<br>• The admission and examination system is coordinated.<br>• There is a joint quality assurance. | MRVO § 10 |
| **D 4.4 Compliance with the Lisbon Convention**<br>• Qualifications and periods of study are recognised.<br>• The European Credit Transfer System is applied.<br>• Important study information are published and available at all times. | ESG 1.2; 1.4; 1.9 |
| | |

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|---|---|
| **D 4.5 Cooperation partners outside of Europe**<br>• At the request of the domestic university, the Model Legal Regulation applies accordingly, if the cooperation partners commit themselves in the cooperation agreement to an accreditation as defined by § 16 para. 1 of the Model Legal Regulation. | MRVO § 16 para. 2 |
| **D 4.6 Procedural rules for accreditation using the European Approach to Quality Assurance of Joint Programmes**<br>• For joint programmes involving a domestic higher education institution and other higher education institutions from the European Higher Education Area, the accreditation decision may be made by an agency listed in the European Quality Assurance Register for Higher Education (EQAR).<br>• The quality cycle shall, C 1.4 notwithstanding, amount to a maximum of 6 years. | MRVO § 33 para. 1<br>StakkrVO § 32 |
| **D 5. Dual Study Programmes**<br>**D 5.1 Features**<br>• A dual study programme is a staged study programme that systematically interlinks learning locations (at least university and company) in terms of content, organisation and contract.<br>• It is either training-integrated, practice-integrated, or career-integrated.<br>• It can also be a continuing study programme. | MRVO § 12<br>BIBB |
| **D 5.2 Criteria for interlinks in terms of content**<br>• Dual study programmes are equivalent to non-dual study programmes and meet the same requirements of scientific qualification as non-dual study programmes.<br>• The university and practice partners agree on the study objectives, content and responsibilities in the supervision of the study elements. The study programme concept and the curriculum serve as the basis for the planning of the practical phases.<br>• In the case of training-integrated dual study programmes there is a chronological content structure of the training or a company training plan available.<br>• Training, practical experience and professional activity are systematically interlinked with the study programme, i.e. theory and practical phases are related to each other in the study programme concept in terms of content and coordinated in terms of timing.<br>• The content-related reference and the timing as well as the learning objectives can be found in the module description.<br>• There are suitable formats for practice preparation, practice reflection and a learning-friendly environment in the practical phase.<br>• The systematic interlinking of content with the place of practice accounts for at least 20% of all credits of the | BIBB pp. 5, 6, 8, 11 |

| Criterion | Sources |
|---|---|
| study programme and takes place in different study phases. (20% corresponds in a **Bachelor's programme** with 180 credits to 36 credits, with 210 credits to 42 credits and in a **Master's programme** with 120 credits to 24 credits and with 90 credits to 18 credits).<br>• All study components are awarded with credits (ECTS).<br>• For dual study programmes at least 20% of the time must be spent studying at the learning location of the practice partner. Both interlinked and non-interlinked practical components can be considered.<br>• The maximum limit for the recognition of credits acquired in practice is 50% of all credits to be acquired in the study programme (50% corresponds in a Bachelor's programme with 180 credits to 90 credits, with 210 credits to 105 credits and in a Master's programme with 120 credits to 60 credits and with 45 credits to 22 credits).<br>• The practical phases are documented in a suitable form. | |
| **D 5.3 Criteria for interlinks in terms of organisation**<br>• The learning phases at the different educational locations, including the examination periods, can be completed without overlapping.<br>• It is ensured that students know when they should complete which study element and to what extent at which learning location.<br>• At all learning locations, the respective responsible persons and supervisors for the interests of the study programme are clearly named.<br>• The students are familiar with the designated contact persons at each learning location.<br>• It is ensured that the supervisors at all learning locations have the necessary professional and personal competencies.<br>• Organisational and content-related topics of the study programme development as well as the results of the student evaluation are regularly discussed between the university and the practice partners. A two-year cycle is recommended within the framework of study programme consultations and conferences. | BIBB pp. 5, 7, 11, 12 |
| **D 5.4 Criteria for interlinks in terms of contracts**<br>• The basis of the cooperation between the university, the practice partners and, if applicable, other cooperation partners is contractually regulated, usually through a cooperation agreement. The contractual regulations include:<br>  • the rights and obligations of the involved partners<br>  • the conditions and modalities of contract termination<br>  • the participation of practice partners in the evaluation and further development of the study programme<br>  • the criteria according to which the students are selected<br>  • the form of involvement of the practice partners in the quality system or in the accreditation process | |

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| Criterion | Sources |
|---|---|
| • the requirements for the contract between the practice partner and the student<br>• When enrolling in the dual study programme, students must present a contract with a practice partner bound to the university by a cooperation agreement (training, practice or employment contract) that matches the study option (training-, practice-, or career-integrated). This contract must contain at least:<br>• the rights and obligations of the involved partners<br>• the renumeration<br>• the provision of the necessary training resources by the practice partner<br>• regulations for leave of absence and vacation entitlement<br>• contract duration, probationary period and regulations on contract termination<br>• if applicable, regulations for the payment of study fees<br>• Students can already see at the time of enrollment what options are available to them in the event of premature termination of their training or loss of employment with the company partner. Usually, the Study and Examination Regulation explicitly specifies how the study programme can be successfully completed in such cases. | BIBB p. 6 |