

Degree programme description for the accreditation of a newly developed Bachelor's /Master's degree programme

The process for the establishment of a new degree programme is structured in three stages: the planning stage, the development stage and the stage of formal authorisation and implementation.

The present document serves as a basis for the rectorate to decide on the accreditation of a degree programme prior to its approval in the senate and further committee procedures.

The Rules for the Accreditation of Study Programmes and for System Accreditation (Studienakkreditierungsverordnung, StAkkVVO) and the quality objectives of your faculty serve as the basis for the accreditation of degree programmes.

Your main contact for this process is the Department for Quality Management (qmllehre@zv.uni-freiburg.de).

Note: *If the requested information is already available in one of the attached documents (module handbook, examination regulations, rough concept), you may simply refer to the document and the relevant page number in the free text fields.*

IV. Description of the degree programme

The information in this section and the required appendices must only be submitted after the decision of the rectorate (based on the rough concept) to continue planning the new degree programme.

Profile and content of the degree programme

1. Qualification objectives (cf. Section 11 StAkkVVO)

Which abilities, skills and knowledge will graduates have after completing this degree programme? In particular, the following areas should be included:

- *ability to work scientifically*
- *ability to obtain gainful employment appropriate to qualifications*
- *ability to be an engaged member of society*
- *personality development*

Please make reference to the quality objectives of the University of Freiburg and your faculty, as well as the corresponding qualification profile.



2. Curriculum / programme structure (cf. Section 12, Paragraph 1, Sentence 1-3 and 5 StAkkrVO)

Please outline the most important elements of the curriculum and the planned programme structure.

3. Admission requirements (cf. Section 5 StAkkVO)

Which entry requirements, e.g. language skills, must be fulfilled?

4. Advising and support services (cf. Section 12, Paragraph 3 StAkrVO)

How will advising and support services be organized? Will there be a degree programme representative?

5. Examination office and examination committee (cf. Section 12, Paragraph 3 StAkkrVO)

Which examination office and which examination committee will be responsible?

6. Teaching and learning methods (cf. Section 12, Paragraph 1 and 2 StAkrVO)

Which type of courses do you plan to offer (e.g. lectures, seminars, exercises, field trips, etc.)?

7. Instructional improvement (cf. Section 12, Paragraph 2 and Section 13 StAkkVO)

Do you plan to implement specific teaching and learning methods (e.g. special didactic approach, digital media/e-learning) to improve your instruction? To what extent are your instructors qualified and motivated to use these teaching and learning methods?

8. Personality development

How will you support your employees in their continuing education both as researchers (cf. Section 12, Paragraph 5 StAkrVO) and instructors (cf. Section 13 StAkrVO)?

9. Research-oriented teaching (cf. Section 13 StAkrVO)

Will research-oriented teaching be part of the didactical concept of the degree programme?

Yes (how?)

No (explanation required)

10. Practical study phase/internships (cf. also Section 12, Paragraph 1 StAkrVO)

Will a practical study phase/internship be integrated into the programme?

Yes (how?)

No (explanation required)

11. Please describe the overall composition and types of testing methods you will use. (cf. Section 7 und Section 12, Paragraph 4 StAkrVO)

12. Which (status) groups took part in the planning of this new degree programme? (cf. Section 13 StAkkVO)

- Professors
- Research associates
- Students
- Professionals (e.g. also alumni)
- Other:

Internationalisation

13. Courses offered in foreign languages

Do you plan to offer courses in foreign languages?

Yes (please specify which language and the overall proportion within the degree programme):

No

14. Study abroad at a partner university (cf. Section 12, Paragraph 1, StAkkVO)

Is a study abroad program at a partner university planned as part of the degree programme?

Yes, it is required

Yes, but it is only recommended

No

15. Internship abroad (cf. Section 9 StAkkVO)

Is an internship abroad planned as part of the degree programme?

Yes, it is required

Yes, but it is only recommended

No

16. Mobility windows (cf. Section 12, Paragraph 1 StAkkVO)

Can study abroad at partner universities and internships abroad be completed without extending the standard period of study?

Yes

No (explanation optional):

17. Which semester is best suited for studying at another university or doing an internship? (cf. Section 12, Paragraph 1 StAkkVO)

18. Joint programme content with partner universities (cf. Sections 10 and 16 StAkkVO)

Will course content (modules, seminars, field trips, entire degree programmes – with or without joint/double degree) be developed with partner universities?

Yes

No (explanation optional):

19. Cooperation agreements (cf. Sections 10 und 16 StAkkVO)

Have you already established pertinent cooperation agreements with other universities or institutions?

Yes

No

20. If so, please describe what type of agreement it is as well as the contents, and include the agreements where appropriate,

e.g. student registration, exchange, study abroad, staff mobility

21. Funding (e.g. DAAD, DFH etc.)

Do you plan to apply for third-party funding for your degree programme?

- Yes
 No

22. If so, please indicate the funder, the planned period of funding, and the status of the funding application, etc.

When is the funding likely to start? How will the degree programme be financed after the funding period?

Modularisation and studiability

23. All modules are described in a module handbook (cf. Section 7 StAkrVO)

In particular, this includes information regarding:

- a) *Teaching objectives and course content of the module*
- b) *Course types in the module*
- c) *Entry requirements according to the examination regulations*
- d) *Application of the module (where appropriate, for use in other degree programmes)*
- e) *Credit points and method of evaluation*
- f) *Graded assessments and type of assessments*
- g) *Frequency with which the modules will be offered*
- h) *Total workload and workload per credit point*
- i) *Duration of the modules*

Yes

No (explanation required)

24. All modules have a minimum load of 5 credit points (cf. Section 12, Paragraph 5 StAkkVO)

Yes

No (explanation required)

25. Each module will be completed with no more than one graded assessment (cf. Section 12, Paragraph 4 and 5 StAkkVO)

Yes

No (explanation required)

26. The final thesis counts for 6-12 credit points in a Bachelor's degree and 15-30 ECTS points in a Master's degree (cf. Section 8, Paragraph 3 StAkrVO):

- Yes
- No (explanation required)

27. For each semester, a total of ca. 30 ECTS points is required. (cf. also Section 8, Paragraph 1 und Section 12, Paragraph 5 StAkkrVO)

Yes

No (explanation required)

Quality assurance and advancement

28. Quality assurance and advancement processes (cf. Section 14 StAkrVO)

Please outline all relevant internal processes related to quality assurance and quality advancement as they pertain to the degree programme and teaching (where appropriate, also visually). In particular, this outline should explain how these processes ensure that the current standards for the degree programme and teaching will be regularly reviewed and how potential problems will be analysed. The outline should also name persons responsible for implementing the resulting measures and describe how the progress of such measures will be regularly evaluated, taking the effects of the measures into account. Finally, ways of adequately integrating students into these processes should be included.

Gender equity and equal opportunities

29. Gender equity (cf. Section 15 StAkrVO)

Please indicate if you expect an asymmetrical gender distribution in the degree programme and explain how you plan to deal with this.

Please also describe the role that gender will play in teaching.

30. Equal opportunities

Please describe what measures will be put in place to ensure equal opportunities. How will you compensate for disadvantages among students (e.g. chronic illness, disability)?

Transparency and documentation

31. Where will information for those interested in your degree programme be made available?

Attachments

32. Attached documents and paperwork

- Examination regulations
- Admission and selection procedure bylaws
- Module handbook
- Programme structure (possibly as part of the module handbook)
- Graduation documents: Course records (only Section 4.2), diploma
- Agreements about instructive import, if any
- Cooperation agreements, if any
- Other:

