

REGULATIONS OF THE KARLSHOCHSCHULE INTERNATIONAL UNIVERSITY KARLSRUHE FOR QUALITY DEVELOPMENT AND ASSURANCE (QUESO)

of 19 January 2009 as amended on 21 January 2022

On the basis of § 70 para. 6 in conjunction with § 8 para. 5 of the Law on Universities in Baden- Württemberg (Landeshochschulgesetz - LHG: Art. 1 of the Third Law on the Amendment of Higher Education Regulations) of 01.04.2014 (GBl. Baden-Württemberg 2014,6, p. 99 ff.), last amended by Article 1 of the Act of 24.06.2020 (GBl. Baden-Württemberg 2020, p. 426) and § 16 Para. 2 No. 13 of the Basic Regulations of Karlsruhochschule International University, the Senate of the University amended the Regulations on Quality Development and Assurance on 21 January 2022 as follows:

Preamble

With its services and programs, Karlsruhochschule International University Karlsruhe sees itself as a link between science, education and the job market. In order to assert itself as a private university on these markets, the university strives for a permanently high and constantly improving quality in its service areas.

The university bases its concept of quality on the "European Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG), as well as the EFQM model.

This means in particular that the quality management system, quality concept as well as criteria and procedures are developed and refined in a discursive and participatory process with the participation of all member and interest groups and with the involvement of external expertise.

General part

1. Section: Scope

§ 1 Scope of application

These regulations for quality development and assurance apply to research, teaching, studies, further education, management and administration at Karlshochschule International University Karlsruhe.

2. Section: Principles

§ 2 Principles

The aim of the quality development and quality assurance system at Karlshochschule International University Karlsruhe is to realise the mission statement of the university in its individual functional areas and to provide concrete instruments for agreeing, measuring and improving quality. This includes the regular and systematic collection, processing and publication of data on the achievement of objectives using quantitative and qualitative methods. In doing so, the university is guided by the following principles:

- Results orientation
- Scientific
- Customer satisfaction
- Goal-oriented management (SMART)
- Continuous learning, innovation and improvement
- Social responsibility

§ 3 Process of quality development and assurance

The process of quality development and assurance comprises the following steps

- Definition of objectives
- Establishment of procedures
- Indicators of target achievement
- Evaluation (internal and external)
- Dealing with the results
- conflict resolution proceedings

3. Section: Quality objectives

Chapter 1: Quality objectives of leadership

§ 4 Mission statement

As an orientation framework for actions and behaviors of all employees, students and service providers of Karlshochschule International University Karlsruhe, the

university has set itself a mission statement for the long-term orientation of the university, its identity, its culture, its values, its demands and its self-image.

The strategies, goals and principles derived from the mission statement are to be the basis for the independent action of each individual in mutual respect for the views, interests and rights of the other participants. They should be the basis for the motivation of the members and their identification with the university as a whole.

The mission statement sets fixed points for the development and implementation of programmes and projects in teaching and research and commits university staff to compliance with the standards. It serves as a quality benchmark for internal and external evaluations and forms the basis for controlling.

The mission statement is (further) developed with the involvement of all those involved, published, visualised and regularly made the subject of a reflection on aspiration and reality.

§ 5 Strategy

The university management develops a formulated strategy for various time horizons in accordance with the mission statement. The strategy is updated annually and is incorporated into the university's current structural and development plan. It is formulated so precisely that all members of the university are able to derive goals and priorities for their own area of responsibility. It is published and transparent. The strategy also deals with the continuous improvement of quality.

§ 6 Leadership

The management of the university is committed to the principles described in § 2 of these regulations. For its legitimacy, it requires the acceptance of the led.

It sees itself as a service provider supporting the members of the university in fulfilling their core tasks in research, teaching, studies, further education and administration and assumes overall responsibility for the university.

It ensures that all functional areas of the university are provided with the human, material and financial resources and information required to fulfil their tasks and that resources are used effectively and efficiently.

It creates adequate, clear and transparent decision-making, opinion-forming and consensus-building processes, responsibilities and organisational structures and promotes - in particular through adequate and timely information - the active participation of all stakeholders in such processes. In the event of internal university conflicts, it provides adequate conflict resolution and mediation procedures.

It ensures that each individual knows, understands and can make his/her contribution to the achievement of the overall objectives and receives regular feedback on the extent to which they are achieving them.

Every manager at the university is measured in his or her conduct and decisions by the standards of clarity and consistency, respect and fairness, a sense of proportion and comprehensibility. Every manager should ask for and give appreciative feedback, be ready for criticism and self-criticism and work actively and continuously on improving their own leadership skills.

§ 7 Employees

The satisfaction of the employees is a prerequisite for the satisfaction of the customers. All employees of the university contribute to the success of Karlsruhochschule International University Karlsruhe through their knowledge and potential.

The principle of unity of task, competence and responsibility applies: whoever has a task has the decision-making authority for it and bears the responsibility. Employees are involved in the decision-making processes that affect them and are regularly informed about all important processes.

All employees should know the goals of the university and how they can contribute individually, as a team and as part of the university to the achievement of goals and continuous improvement.

All employees see themselves as service providers to their internal and external customers. They know their customers and their expectations and actively ask for feedback.

§ 8 Services

The services of the university are oriented towards the goal of customer satisfaction. The support provided to students has a significant influence on this and on the success of their studies. The university's services (Student Relations, Corporate Relations, Career Service, International Office and Examinations Office) play a significant role in the support provided alongside the teaching staff.

Teachers, staff and students communicate openly and respectfully with each other. Criteria for evaluating the quality of service are, in particular, expertise, reliability, accuracy, accessibility, speed of processing, flexibility, fairness, empathy, respect, transparency, traceability and efficiency.

Service levels are defined as part of the target agreement.

The services of the university are regularly evaluated by students and teachers.

Chapter 2: Quality standards for study and teaching

1. Subchapter: Planning of study programmes

§ 9 Design and development of study programmes

(1) The design and development of study programmes must follow a formalised process that meets the following quality standards:

1. The head of the study programme is responsible for the conception of a new study programme in terms of content and didactic-methodical aspects, for the regular review and further development of the qualification objectives and for the continuous evaluation and further development of existing study programmes with regard to their topicality and adequacy of the professional and scientific requirements, their compliance with the qualification framework for German higher education degrees, the requirements of the relevant markets, as well as with the mission statement and strategy of the university. From the continuous evaluation of the study programme, it derives the appropriate measures to ensure the success of the study programme and uses the results of the continuous review for the further development of the study programme. Sufficient time, personnel, material and financial resources are available for the quality-oriented development of the respective degree programme. § Section 6 (3) shall apply accordingly.
2. Active and former students, potential employers and external experts are involved in the development and further development of study programmes.
3. A study programme will only be accepted if both the demand on the education market and the demand on the labour market have been determined and described beforehand.
4. The development of a study programme begins with the elaboration of concrete qualification and competence goals that students will have acquired upon successful completion.
5. The qualification and competence objectives are formulated and published as learning outcomes. They are in line with the Qualifications Framework for German Higher Education Qualifications and comprise subject-specific and interdisciplinary aspects, in particular
 - a. scientific qualification,
 - b. the ability to take up skilled gainful employment,
 - c. the ability to engage in social activities within the meaning of Section 11 (1) MRVO and
 - d. Personality Development
6. When developing and refining a curriculum, it must be ensured that the respective course of study or programme as a whole and in its individual modules complies with Baden-Württemberg state law,

complies in particular with the State Higher Education Act and the Ordinance of the Ministry of Science Baden-Württemberg on Study Accreditation, the Qualification Framework for German Higher Education Qualifications as well as the relevant resolutions of the KMK in the respective current version and follows a learning dramaturgy in terms of structure, content and didactics which is intended to ensure the achievement of the qualification and competence objectives. In the development and further development of a curriculum, it must be ensured that the curriculum is adapted to further technical and didactic developments, taking systematic account of the technical discourse at national and international level.

7. When planning the teaching units, contact and self-study times and forms of examination, the ability to study within the standard period of study is ensured by a plausible average workload appropriate to the examination load and an estimate of the student workload that is as accurate as possible. Learning outcomes of a module are to be measured in such a way that they can usually be achieved within one semester or one year. As a rule, only one examination should be scheduled for a module and modules should have a scope of at least five ECTS credit points.
- 7a. The study programme concept actively involves students in the design of teaching and learning processes (student-centred teaching and learning), opens up scope for self-designed study and creates suitable framework conditions to promote student mobility, enabling students to spend time at other universities without losing time.
8. In order to achieve the didactic goals, instructional, constructive and reflective components are appropriately linked and related to one another in terms of content and sequence. Different forms of teaching (face-to-face teaching, self-directed learning, e-learning) are offered according to requirements. The study programme concept includes diverse forms of teaching and learning adapted to the respective subject culture and study format, as well as practical components where appropriate. The methodical didactic approaches of the curriculum are continuously adapted to further didactic developments.
9. Module descriptions are prepared and published in a module handbook, which provide information in as much detail as possible about the qualification and competence objectives, contents, methods, forms of teaching and learning, persons responsible for the module and lecturers, literature, prerequisites for participation, usability of the module, prerequisites for the award of ECTS credit points in accordance with the European Credit Transfer System (ECTS credit points), examination achievements, ECTS credit points and grading, frequency of offering the module, workload and duration of the module.
- 9a. For each module, a module supervisor is appointed who is the contact person for lecturers and students in the module concerned. He or she is to be appointed in agreement with

the head of the study programme and is responsible for

- ensuring that teaching, coursework and module examinations comply with the specifications of the module handbook
- the updating, further development and modification of modules with regard to topicality and adequacy of the professional, content-related, scientific, didactic and pedagogical requirements and developments and the consideration of the professional discourse on a national and international level
- communication and information to all persons involved in the implementation of the module
- the coordination between the teachers in the module
- coordination with other module leaders in the case of modules that are related to each other
- the tasks according to §§ 25 and 28 in the context of evaluation

The appointment of module supervisors is the responsibility of the head of the degree programme. § Section 11 (4) of the Regulations on Appointments applies accordingly.

10. The availability of human and material resources is a prerequisite for the enrolment of a course or programme.

11. For programs of the university that are not degree programs, these quality standards apply accordingly.

(2) The achievement of the objectives intended for a degree programme is continuously monitored and periodically reviewed within the framework of the internal evaluation (§ 20). This review includes both the degree to which the objectives have been achieved as well as the conformity of the objectives with the requirements of the relevant markets. The results of the internal quality assurance flow into the further development of the study programme.

(3) In addition, compliance with the quality standards defined in paragraph 1 shall be reviewed in a formalised external evaluation procedure. The details are regulated § 21 in conjunction with § 40 of these regulations.

(4) The head of the programme informs the advisory board once a year about the results of the programme evaluation and the status of the achievement of objectives.

(5) The process of designing and developing study programmes is recorded in a process description and documented in the quality manual.

2. Subchapter: Implementation of study programmes

§ 10 Public relations

Karlsruhochschule International University Karlsruhe informs the public and in particular potential interested parties and employers about profile

and programs of the university.

It communicates innovations to all relevant target groups at an early stage and tailors information about individual study programmes to the needs of the relevant target groups.

It creates transparency by providing complete information about the possibilities and requirements of the study programmes.

It provides information on requirements and entry conditions, workload and criteria for success.

Karlsruhochschule International University Karlsruhe expresses its positioning and distinctiveness in its public relations work.

§ 11 Application and admission procedure

- (1) In particular, young people should be recruited as students who, in addition to their intellectual and social skills, bring with them the inner attitude and talent to assume leadership responsibility in an ethically reflective manner.
- (2) The focus of the procedure for the recruitment, selection and admission of students is on applicants who have already drawn attention to themselves before their studies by taking on responsibility and a particular motivation, e.g. in their profession, voluntary work or international experience, and who can be expected to bring this commitment to the learning and living environment of Karlsruhochschule.
- (3) During the selection process, applicants are examined to see whether they have reflected on their choice of degree programme and applied for a degree programme that matches their inclination, aptitude and individual abilities.
- (4) The composition of the student body reflects the internationality and diversity of the university.
- (5) The application and admission procedure is regulated in detail in the matriculation regulations. They are published on the internet.

§ 12 Didactic and content-related implementation

The content and didactic implementation must at least meet the following quality standards:

1. At least once a semester, a "teaching day" should take place with all professors and teaching assistants in preparation for the next semester. The teaching day serves to coordinate the teachers in a module and across module boundaries with regard to qualification and competence goals, content, didactics and methodology, materials and media, literature used and examination performance. Participation is obligatory for professors and lecturers and is contractually secured.

2. Only those who have acquired the formal, content-related and didactic qualifications on the basis of their academic training and/or their professional experience and further didactic training may teach in a module as a lecturer.
3. The lecturers should prepare the lectures according to didactic aspects. In doing so, they are to be guided by the mission statement of the university, the principles of learning dramaturgy, the triad of instruction, construction and reflection, playful, discovering and self-directed learning, didactic reduction, the learning ZIMMER method (objectives, content, methods & forms of interaction, media, measurement of success, reflection) and the goal of an individually adapted and varied learning experience. They actively involve students in the design of teaching and learning processes (student-centred teaching and learning) and open up scope for self-designed study.
4. The lecturers should prepare materials for the preparation and follow-up of the lessons and make them available in good time.
5. The number of students in a course is based on the didactic requirements in the respective module; it should regularly not exceed 30 students and in languages and interactive exercises 15 students (+/- 10%).
6. When planning the respective semester, didactic aspects and student concerns (workload, avoidance of peak loads, time restrictions) should be taken into account first and foremost. Postponements of lectures should be announced in good time. The ability to study within the standard period of study is ensured by a plannable and reliable course of study and the largely non-overlapping of courses and examinations.
7. Lecturers and students communicate openly and respectfully with each other. The lecturers respond individually to the respective learning profiles, needs and situations and support the respective learning process of the students. They are available for individual counselling and personal feedback.

§ 13 Examinations

Examinations are conducted on the basis of study and examination regulations. The study and examination regulations and their amendments are subjected to a legal review before a resolution is passed and, if necessary, revised by the Examinations Office. Study and examination regulations are published on the internet.

Forms of examination are determined and examinations are designed in such a way that they are appropriate to the examination objective. Studyability within the standard period of study is ensured by an adequate and workload-appropriate examination density and organisation. Compliance is ensured by the examination board through appropriate measures.

Examinations and types of examinations enable a meaningful review of the learning outcomes achieved. They are module-related and competence-oriented. They serve to monitor learning objectives and thus to check the achievement of objectives with regard to the targeted qualification and competence goals and at the same time to check the effectiveness of teaching and to support students in the learning process.

Examination requirements, modalities and assessment criteria are to be clear, transparent and comprehensible. The forms of examination are specified and published in the module descriptions, examination modalities are specified in the study and examination regulations and are published in detail by the examination office on the university intranet before the beginning of each semester.

Only those who have taken part in a university-internal didactic training and briefing in which the role of the examinations for the learning progress with regard to the intended qualification and competence goals was thematised receive the examination authorisation according to § 23 Para. 3 of the SPO.

When submitting the examination documents to the examination office, the examiner also submits a sample solution (horizon of expectation), which also contains the criteria for the assessment. Maximum durations are specified for the correction of examination performances. Students can inspect their examination documents and the horizon of expectations after the examinations have been completed.

Upon request, students receive a Transcript of Records as information about their own achievement of goals in their studies. This provides them with an instrument for monitoring their own level of achievement. If at any time more than two examinations have not been completed by the scheduled deadline or more than four examinations have been graded 3.7 or worse, the head of the degree programme receives information from the examinations office and conducts a counselling interview.

The results of the examinations, the distribution of grades, deviations from the normal distribution, failed and repeatedly failed examinations are the subject of internal evaluation (§§ 20ff).

3. Subchapter: Discontinuation of study programmes

§ 13 a Decision-making Processes, Powers and Responsibilities for the Discontinuation of Courses of Study

The discontinuation of study programmes due to identified quality deficiencies follows the procedure described in § 21 Para. 3 - 5. The self-accreditation commission is responsible for the determination of quality deficiencies according to § 21 Para. 3.

If the self-accreditation commission refuses to grant approval in accordance with § 21 Para. 4 or if conditions imposed by it are not fulfilled within a period of nine months, the bodies responsible for decision-making and proposals in connection with the establishment, amendment and discontinuation of study programmes in accordance with the basic regulations of the higher education institution shall decide, on the proposal of the Presidential Board, whether the study programme is to be discontinued or a complete redesign is to be initiated in compliance with the quality standards.

Responsible for the initiation of a self-accreditation, the determination of the exact time, the implementation of the self-accreditation and the composition of the self-accreditation commission is, according to § 38 para. 3, 2nd alternative in connection with § 21 para. 3, the quality representative, in the case of an occasion-dependent self-accreditation according to § 21 para. 3 sentence 1 in consultation with the quality committee.

In other respects, the bodies responsible under the university's basic regulations for passing resolutions and making proposals in connection with the establishment, amendment and discontinuation of degree programmes shall decide, on the basis of a proposal from the Presidential Board, whether a degree programme is to be discontinued.

If an accredited study programme is discontinued, the higher education institution shall ensure by means of suitable transitional regulations in the study and examination regulations that all students can complete their chosen study programme in compliance with the quality standards specified in Chapter 2 within the defined deadlines for the standard period of study, permissible exceeding of deadlines and extension of the period of study. In this case, the accreditation can be extended for students still enrolled at the end of the period of validity of the accreditation.

Chapter 3: Quality standards for research

§ 14 Research

The research foci should correspond to the mission statement and strategic concept of the university. To this end, the university develops a research programme that serves as orientation for the faculties and teaching staff in terms of content and the expansion of research activities.

The principles according to which the research efforts of the professors are supported by personnel, material or financial resources and exemptions should be developed in a participatory manner and made transparent.

Research activities should be closely interlinked with teaching. As far as possible, students should be involved in the research activities of the faculties. This applies in particular to the student consultant projects, the practical project studies and the preparation of the thesis in a company context. In accordance with § 11 of the study and examination regulations, the projects and practical phases must be integrated into the studies, regulated by the university, determined in terms of content and supervised by courses.

A significant proportion of research projects should be application-oriented and carried out in cooperation with commercial enterprises. The professors are to be encouraged to acquire third-party funding and to participate in tenders within the framework of research funding by means of an incentive system and to be enabled to do so by means of administrative support.

In its internationalization strategy, the university includes the possibility of cooperations with international scientific institutions.

The research is regularly evaluated internally and externally.

4. Section: Establishment of procedures

§ 15 Selection of full-time employees

The appointment of professors and the selection of lecturers are regulated in the appointment regulations.

The curriculum is implemented by sufficient teaching staff who are qualified in terms of subject matter and methodology and didactics. In accordance with the profile of Karlshochschule, the combination of research and teaching is ensured in particular by full-time professors in both undergraduate and postgraduate courses. The university takes appropriate measures for the selection and qualification of personnel.

A staff selection procedure applies to the selection of non-teaching staff, which ensures that new staff members have the level of competence required to perform their duties. The subject of this procedure are at least the

- Prior definition of the requirements
- Elements of aptitude testing
- Selection by at least two persons on the part of the university, at least one of whom must have specific knowledge and skills in personnel selection through their previous education and at least one of whom must have the professional competence to assess suitability for the position to be filled. Consistent use of the probationary period to assess suitability, aptitude and ability at different levels and for different types of work.

The staff selection process is regularly reviewed in terms of its effectiveness and efficiency in achieving the overall objectives of the University.

§ 16 Personnel development and further training

New professors and other teaching staff are regularly prepared for their tasks in training courses on higher education didactics before taking up their posts. As a matter of principle, heads of study programmes are prepared for their tasks and for compliance with the quality standards defined in §§ 9 - 13a in the conception, development, further development, implementation and discontinuation of study programmes in internal or external university training courses before they take up their duties and subsequently in regular cycles. The same applies to module supervisors with regard to their tasks.

At least once a semester, all lecturers take part in a regular advanced training course on didactics at the university to promote the competence of lecturers in teaching and examinations; attendance is mandatory. If required, individual didactic training courses are offered.

The participation of professors in scientific conferences is actively encouraged.

Professors have the option of taking a regular sabbatical, which serves to further their own qualifications and exchange with the scientific community and is preferably spent in whole or in part at a partner university abroad or in a company.

As part of the target agreements, individual qualification needs are identified for all employees and qualification measures are defined. The success of these measures is reviewed periodically.

In addition to individual development goals, systematic personnel development is also of great importance for quality assurance and improvement. The training courses for employees in the service units and administration are oriented to the standards set in § 2 of these regulations and the specific requirements of the task in question.

§ 17 Target agreement process (transformation dialogue)

The university institutionalizes a university-wide goal-setting process.

Without prejudice to the regular trusting and open communication between the employee and his/her supervisor, a transformation dialogue takes place between each employee and his/her supervisor once a quarter (once a semester in the case of professors). The subject of the discussion is the identification of situation potentials in the employee's area of responsibility, the employee's satisfaction with his/her work situation, and, depending on the specific nature of the task, the clarification, identification and agreement of goals for the following period, the agreement of indicators for measuring success, the point in time by which the respective goal should be achieved, the evaluation of goal achievement, the development of concrete steps for goal achievement and the agreement of supporting measures.

The main results of the transformation dialogue are recorded in writing.

§ 17 a Complaint management

The university institutionalises a systematic complaint management with the quality officer to actively solicit feedback from students and facilitate suggestions for improvement. For this purpose, easily accessible complaint options and channels are opened and a systematic process is developed that regulates at least the stimulation of complaints/feedback, acceptance of the complaint, processing of the information, reaction towards the student and follow-up. The same applies to complaints from teachers, staff and other stakeholders of the university. The university's quality officer is responsible for this (§ 37).

§ 17 b Process descriptions

The essential processes of the university are recorded in process descriptions and documented in the quality manual.

The responsible organisational unit is responsible for the creation of the process descriptions. The quality representative is responsible for the documentation of the quality management, the adopted regulations and the process descriptions in the quality manual.

5. Section: Indicators of target achievement

§ 18 Indicators

Quality indicators are agreed for the objectives and criteria, which define observable characteristics of the achievement of the objectives. The indicators show whether and to what extent the target is being met, thereby enabling the quality characteristics to be assessed and providing pointers for improvement measures. The parties concerned must be involved in the agreement of the indicators.

6. Section: Quality assurance and evaluation of the achievement of objectives

§ 19 Quality assurance

- (1) The university regularly reviews the following with the participation of students and graduates
 - The quality of its programmes, processes, outputs and outcomes
 - Compliance with the procedures and quality standards defined in the third and fourth sections and the achievement of the quality objectives described therein.
 - Achievement of further quality objectives and compliance with further quality standards at the initiative of the Quality Committee
 - The effectiveness of internal university control
 - The effectiveness and efficiency of the internal quality assurance system

- (2) Within the framework of quality assurance, the university
 - internal evaluations (§ 20 in conjunction with §§ 22 - 27) and
 - external evaluations (§ 21).

- (3) Furthermore, once a year the Quality Committee, taking into account the strategic priorities (§ 5), the findings of the Complaints Management (§ 17 a), the results of the evaluations and the suggestions of the study programme and faculty advisory boards, determines a focus of quality assurance in which the achievement of the quality objectives and the compliance with the quality standards in the area of study, teaching and research are examined on the basis of specific characteristic samples.

§ 20 Internal evaluation

The internal evaluation of the institutions, areas and processes of Karlsruhochschule International University Karlsruhe is carried out in a procedure that contains at least the following procedural steps:

- Target definition
- Data collection
- follow-up(data analysis,self-report and action planning for quality assurance and development)
- Conflict Resolution

As part of the internal evaluation, the following in particular are continuously reviewed and documented:

- Program Objectives
- Course contents
- Application procedure
- Student profile (related to cohort),
- Number of first-year students
- Attrition rates (dropout, change of university or course of study, exmatriculation, other reasons)
- Examination success rates (grade averagegrade distribution, deviation from normal distribution)
- Duration of studies
- Verification of the actual workload
- Study progress (ratio of possible to actually acquired ECTS credits)
- Vocational aptitude, professional situation, future and development of students and graduates
- Human (tutors, mentors, contact persons) and material (library, IT, equipment) resources and their availability/accessibility
- Counselling and support situation for students
- Information offers
- Teaching and examination organisation
- Satisfaction of students with their studies (in particular, students' evaluations of the course of studies, effectiveness of teachers, and general conditions)
- Evaluation of the contacts between the university, graduates and companies
- Technical and content-related design and methodical didactic approaches of the curriculum
- topicality and adequacy of the professional and scientific requirements and the adaptation of the curriculum to professional and didactic developments
- Measures for quality assurance and quality development in studies and teaching, including indicators and criteria for the achievement of objectives
- Research profile and research achievements.

In order to be able to present the evaluation of the study programme and the quality of the study programme, the results of the following surveys in particular, which are carried out by means of questionnaires, are included in the internal evaluation:

- Freshman Survey

- Student course evaluations
- Survey of all active students
- Survey of graduates
- Survey of the teachers
- Survey of the employees
- Survey of the partner companies

On the basis of the internal evaluation, measures are derived to ensure the success of the study programme, including in particular the measures defined in section 7. These are continuously reviewed and the results are used for the further development of the study programme. Those involved will be informed about the results and the measures taken, taking into account data protection concerns.

In the event of conflicts in connection with internal evaluations, the quality officer shall decide. For this purpose, he may call upon external expertise (if necessary within the framework of mediation). If the quality representative is himself a party to the conflict, the quality committee shall decide in his place.

§ 21 External evaluation (self-accreditation)

- (1) The design and development of study programmes, their implementation and their further development shall be subject to self-accreditation in accordance with paragraphs 2 - 4.
- (2) Prior to the admission of a study programme, the Self-accreditation Commission (§ 40) examines whether the quality standards specified in § 9 Para. 1 have been complied with in the development of the respective study programme. In doing so, it is guided by the respective valid requirements of the Accreditation Council for system-accredited higher education institutions. It is entitled to examine criteria going beyond the minimum standards in general or in individual cases on the basis of its own question and evaluation catalogue. Sentences 1 to 3 apply accordingly to significant changes and further developments of a study programme.
- (3) If, on the basis of the internal evaluations, the quality representative of the higher education institution has reasonable cause to doubt the quality of a study programme, in particular the compliance with the quality standards mentioned in Chapter 2 or the compliance with the requirements of the Accreditation Council, he/she may, in consultation with the Quality Committee, initiate a self-accreditation. Irrespective of the reason, the self-accreditation commission examines 8 years after the last accreditation decision on a study programme whether the quality standards for studies and teaching (§ 9 - 13 and 15 - 17 b) have been complied with in the further development and implementation of the study programme concerned. Para. 2 sentence 2 shall apply accordingly. The Quality Officer decides on the exact date of the self-accreditation.
- (4) If the quality standards are met, the self-accreditation commission simultaneously issues a release with its statement and awards the seal of the Accreditation Council. If the Self-accreditation Commission identifies deficiencies and is of the opinion that the higher education institution is in a position to remedy these deficiencies within 9

months, it shall grant release subject to conditions. Otherwise, it shall refuse release.

- (5) The bodies responsible under the university's basic regulations for passing resolutions and proposals in connection with the establishment, amendment and cancellation of study programmes shall, when making their decision, check whether the programme development procedure and the self-accreditation procedure have been carried out correctly. A new degree programme is only approved if clearance has been granted within the scope of self-accreditation. If deficiencies are identified in the course of the self-accreditation procedure and if the bodies responsible under the basic regulations of the higher education institution for decision-making and proposals in connection with the establishment, amendment and cancellation of study programmes are of the opinion that the self-accreditation commission is able to remedy these deficiencies within 9 months, it shall grant approval subject to conditions. Otherwise, the bodies responsible under the university's basic regulations for passing resolutions and proposals in connection with the establishment, amendment and discontinuation of study programmes decide, on the proposal of the Presidential Board, whether the study programme is to be discontinued or a complete redesign is to be initiated in compliance with the quality standards. The same applies if requirements have not been met within a period of nine months. If the bodies responsible for decision-making and proposals in connection with the establishment, modification and discontinuation of study programmes according to the basic regulations of the higher education institution are unanimously of the opinion that the decision of the self-accreditation commission is grossly erroneous and if mediation by an expert familiar with accreditation issues does not lead to a consensus, the higher education institution may apply for programme accreditation at an external accreditation agency.

§ 22 Student teaching evaluation

Student satisfaction with the effectiveness of the lecturers and the quality of the courses are continuously evaluated by the students every lecture period.

The basis of the course evaluation is a questionnaire with which teachers and courses are evaluated with regard to their didactic and content-related quality with regard to the achievement of the qualification and competence goals.

Subject of this evaluation are at least:

- preparation and follow-up
- Structure and organization
- Goals and contents
- Methods & forms of interaction, media
- Measuring success and reflecting on learning outcomes
- Teaching activities of the lecturers, and
- Overall impression

The course evaluation is carried out anonymously in the 2nd half of the lecture period.

The results of the course evaluation are included in the quality report.

The evaluation results are made known to the respective lecturers and the responsible dean.

§ 23 Student Evaluation of the Framework

The general conditions of the study program are regularly evaluated once a year by all active students. The subject of the evaluation are at least:

- Student satisfaction with human and material resources (tutors, mentors, contact persons, library, IT, equipment) and their availability/accessibility.
- Students' satisfaction with their counselling and support situation (lecturers, service points, third parties)
- The students' satisfaction with the information offered by the university
- Students' satisfaction with the organization of teaching and examinations.

§ 24 Graduate survey

The college conducts graduate surveys to evaluate the achievement of program objectives and to identify areas for improvement. The following graduate surveys are planned:

- Survey of graduates of the final semester (annually)
- Survey of graduates whose exams were taken at least one and at most three years ago (every three years)
- Survey of graduates who passed their exams at least five years ago (as required)

The subject of the survey of graduates/graduates of the final semester is the satisfaction of the students with their studies and the whereabouts of the graduates/graduates. The questions should refer to:

- the students' satisfaction with their course of study (structure, logical structure, learning dramaturgy, studyability, coordination of content and time, topicality and innovation, theory-practice transfer, opportunities for in-depth study)
- student satisfaction with the effectiveness of teaching in achieving the qualification and competence goals
- the satisfaction of the students with the general conditions
- an assessment by the students of the value of their studies and the significance of the individual qualification and competence goals with regard to career entry, professional qualification, academic qualification, personal development and civic participation
- an assessment of the general importance and individual benefit of the practical components and stays abroad

- a presentation of the current professional situation, the first job, the search path and the duration of the search, differentiated according to appropriate criteria.

The object of the survey of graduates whose exams were taken at least one year and at most three years ago is the significance of the qualification and competence goals for career entry and professional qualification and the retention of the graduates. The questions should refer to:

- an assessment by the students of the value of their studies and the importance of the individual qualification and competence goals with regard to career entry, occupational aptitude and professional success
- a description, differentiated according to appropriate criteria, of the current professional situation, the search path and the duration of the search, the first job and the professional development to date.

The survey of graduates who graduated at least five years ago focuses on the significance of the qualification and competence goals for their own professional and personal development, trends in the requirements of employers, the retention of graduates and their personal development needs.

§ 25 Questioning the teachers

A survey of the teaching staff takes place once a year. The faculty survey evaluates the extent to which the respective managers (presidency, deans, heads of study programmes, module supervisors) have supported the faculty in fulfilling their core tasks. At the same time, the contribution of the supporting processes by service and administrative staff to the achievement of objectives will be evaluated.

The subject of this evaluation is in particular

- clarity of objectives and feedback on the degree of achievement of objectives
- the proper provision of resources and information
- effective, efficient and participatory decision-making, opinion-forming and consensus-building processes,
- clear responsibilities and organisational structures
- Orientation of the management towards the values anchored in the mission statement
- the satisfaction of the teachers with their working conditions

as well as

- the contribution of the service staff to the quality of teaching
- the degree of target achievement with regard to the framework conditions for studying and teaching

§ 26 Survey of employees in service units and administration

Once a year, a survey is conducted among the employees in the service offices and administration. This survey is used to evaluate the extent to which the respective managers (presidium, heads of administration) have supported the employees in the service units and administration in fulfilling their core tasks.

The subject of this evaluation are in particular

- clarity of objectives and feedback on the degree of achievement of objectives
- the proper provision of resources and information
- effective, efficient and participatory decision-making, opinion-forming and consensus-building processes,
- clear responsibilities and organisational structures
- Orientation of the management towards the values anchored in the mission statement
- the satisfaction of the employees with their working conditions

§ 27 Survey of partner companies and employers

The university conducts surveys of its partner companies and employers at intervals of three years in order to evaluate the correspondence of the qualification and competence objectives with the requirements of the labour market and the correspondence of the acquired qualifications and competences of the students, trainees and graduates with these requirements and to identify any need for improvement.

7. Section: Handling the results

§ 28 Information on the results of the teaching evaluation

"The results of the teaching evaluation will be forwarded to the relevant lecturer(s). In addition, the teaching evaluation of the module(s) taught will be received by the

- responsible module supervisor
- Responsible course director
- responsible dean
and
- the members of the Presidium
- the quality representative of the university
- the student representative on the quality committee appointed by the student council".

§ 29 Discussion of the results of the teaching evaluation

As a rule, the respective lecturer discusses selected results in aggregated form with the spokesperson of the respective student group. The main results of this discussion are discussed with the student group.

If the evaluation results are in the lower third, the head of the programme will hold a discussion with the lecturer. If several programme directors are involved, they will conduct the discussion together. The subject of the discussion is the agreement of concrete goals for quality improvement and related measures. This includes, in particular, the offer of assistance and training. In the case of serious problems, a discussion is held between the university management, course director and lecturer.

The teaching evaluation of a programme director is discussed between the programme director and the dean; in the case of serious problems, with the participation of another member of the university management.

§ 30 Comparison of results

The evaluations are cross-compared as follows:

- Comparison of the evaluation of all lecturers working in a study group
- Comparison of the evaluation of all lecturers working in a module
- Comparison of the evaluation of all lecturers working in a study programme
- Comparison of the evaluation of all lecturers working at the university
- Comparison of the evaluation of all lecturers working in a group of lecturers (assistant lecturers, lecturers, professors)
- Comparison of the evaluation of the individual lecturer over several semesters
- Comparison of the evaluation of all lecturers over several semesters

The results are prepared graphically by the university's quality officer (§ 37); deviations from the median are shown.

§ 31 Renewal of the teaching assignment

A teaching assignment will not be renewed if, despite a prior interview and existing offers of assistance and training, the instructor has serious deficiencies in

- the orientation towards the qualification and competence goals
- compliance with the curricula
- the guarantee of the level according to the descriptors of the National Qualifications Framework
- the didactic or methodological quality
- the topicality of the teaching and examination material
- the traceability of audit results
- the willingness to cooperate with the study programme management,
- self-discipline (adherence to course deadlines and correction periods)
- Appearance, behaviour, respect towards students

The decision is made by the head of the study programme in agreement with the university management.

If a permanent lecturer has problems which would lead to the teaching contract not being renewed in the case of an adjunct lecturer, the university management shall decide on the appropriate quality assurance measures permissible under labour law, taking into account all aspects.

§ 32 Student Evaluation of the Framework

The student evaluation of the framework conditions is given to the respective responsible

Staff member. In addition, the student evaluation of the framework conditions

- the members of the Presidium
- the quality representative of the university
- the quality representative of the student council
- the members of the Quality Committee

The responsible employee submits a statement in which, in particular, potentials, concrete goals and related measures for quality improvement are addressed.

The results and the statement are discussed between the respective employee and his/her superior as well as in aggregated form in the Presidium. The Presidium decides on quality assurance priorities and ensures that the quality improvement objectives and measures are incorporated into the target agreement process.

§ 33 Survey of teaching staff and staff in service units and administration

The results of the survey of the teaching staff and the staff in the service offices and administration are available

- the members of the Presidium
- the quality representative of the university
- the quality representative of the student council

The results are discussed in the Executive Board. The Executive Board decides on quality assurance priorities and, on the basis of these surveys, develops concrete goals and related measures to improve quality.

It discusses the results of the surveys and the conclusions it draws from them with the group of teachers and with the group of staff in the service offices and administration.

§ 34 Other evaluations

Obtain results from other evaluations

- the members of the Presidium
- the quality representative of the university
- the quality representative of the student council

The Executive Board decides on priorities for quality assurance and, on the basis of these surveys, develops concrete goals and related measures to improve quality.

§ 35 The quality report

The quality representative (§ 37) shall prepare a summary quality report once a year, in which the results of the evaluations and the conclusions are presented.

The quality report is adopted by the Executive Board and submitted to the Senate and Supervisory Board for comment.

§ 36 Communication

The publication of the evaluation results and the quality report serves the transparency of the courses offered as well as the presentation of the quality assurance processes carried out at Karlsruhochschule International University Karlsruhe.

The quality report is submitted to the Presidential Board, the Senate and the university's committees for comment. The report forms the basis for the implementation of external evaluations and accreditation procedures.

The university documents the evaluation of the study programs of the university-internal quality management system, including the votes of the external stakeholders, and regularly informs university members, the public, the sponsor and the host state about the measures taken. In doing so, data protection concerns are to be observed.

The university informs the public about the accreditation decisions made on the basis of the internal university procedure and provides the Accreditation Council with the information required for publication in accordance with § 29 of the Baden-Württemberg Study Accreditation Ordinance. In doing so, it shall take into account the resolutions, notices and regulations of the Accreditation Council.

The Quality Assurance Officer is responsible for the publications according to paragraphs 1, 3 and 4.

8. Section: Responsibilities

§ 37 Member of the Executive Board responsible for quality in studies, teaching and research

A member of the Presidential Board who is also a professor at the university is responsible for quality in studies, teaching and research.

§ 38 Quality representative of the university

To support the introduction, implementation and further development of quality management, there is a quality representative of the university. If this person is not a member of the Presidential Board, he/she is appointed by the Presidential Board and reports directly to it.

The Quality Assurance Officer is responsible for quality assurance in accordance with § 19 Para. 1 - 3, unless otherwise stipulated in these regulations or in the other regulations of the university.

He/she shall be responsible in particular for:

- the regular review of the procedures of programme development, programme

implementation, programme evaluation and programme further development, with regard to their effectiveness and their improvement as well as with regard to compliance with the provisions of these quality development and assurance regulations.

- the continuous monitoring, communication and documentation of current changes in the legal framework and the applicable requirements, criteria and procedures for the development, implementation, evaluation and further development of study programmes and (self-)accreditation as well as initiation of necessary changes in the regulations and processes of the university.
- the initiation of a self-accreditation, the determination of the exact date, the implementation of the self-accreditation of study programmes, the composition of the self-accreditation commission, the supervision of the self-accreditation procedure and the preparation of the self-accreditation report to be submitted by the members of the self-accreditation commission. It may appoint an external expert with accreditation experience as procedure supervisor in its place.
- the implementation and further development of the evaluations;
- conceptual support in the development of the surveys
- the organisational implementation of the surveys
- the evaluation and analysis of the evaluations
- support in the implementation of evaluation results in action plans and development concepts for the further development of study programmes
- the preparation of the quality report
- the publications pursuant to § 36 (1), (3) and (4)
- the university's internal complaints management
- the implementation of procedures for dealing with internal university conflicts in accordance with § 20 para. 4 sentences 1 and 2.

The quality representative shall be independent in the performance of his duties and shall not be bound by any instructions.

§ 39 Quality Committee

The Quality Committee consists of the member of the Presidential Board responsible for quality in studies, teaching and research, the quality representative of the university, a representative of the students, a representative of the service units and the administration, a professor and a representative of the teaching staff and lecturers.

The Quality Committee is responsible for

- Supporting the Quality Officer in the continuous review of the procedures of programme development, programme implementation, programme evaluation and programme further development, with regard to their effectiveness and their improvement as well as with regard to compliance with the provisions of these Quality Development and Assurance Regulations.
- the regular review and improvement of the effectiveness of the evaluation procedures and instruments. The results of the review flow into the further development of the evaluation procedures at Karlshochschule International University Karlsruhe.
- supporting the quality officer and the heads of study programmes in translating evaluation results into action plans and development concepts for the further

development of study programmes.

- the conceptual development of the questionnaires for the student evaluation of courses and for the student evaluation of the framework conditions
- the opinion on other evaluations.
- the implementation of procedures for dealing with internal university conflicts in accordance with § 20 para. 4 sentence 3.

The Quality Committee shall be independent in the performance of its duties and shall not be bound by any instructions.

§ 40 Self-accreditation commission

- (1) The self-accreditation commission consists of the quality representative of the higher education institution (as procedure supervisor without voting rights) as well as five expert members from outside the higher education institution, including at least two representatives from the higher education sector as well as one representative each from professional practice and students. The quality representative can appoint an external expert with accreditation experience as procedure supervisor in his place. The quality representative and the external procedure supervisor appointed by him ensure that there are no conflicts of interest in the person of the members of the self-accreditation commission and support them through appropriate training/briefing. If several study programmes are accredited at the same time, it must be ensured that the required expertise is represented in the commission for each study programme. The composition of the commission shall take into account personal, professional and spatial diversity and experience in other accreditation procedures. The commission decides by majority.
- (2) The self-accreditation commission is responsible for the implementation of the self-accreditation in accordance with § 21 Para. 1 - 4 and the awarding of the seal of the Accreditation Council. It is independent in the fulfilment of its tasks and not bound by instructions.
- (3) To this end, it examines the documents made available by the university and, in the course of an on-site inspection, interviews programme directors, professors and lecturers, students, alumni and, if applicable, cooperation partners. In its opinion, it may also make use of interviews with external members of the programme advisory board and/or inspect the minutes of the advisory board meetings.
- (4) The commission is appointed by the quality representative. He/she is not bound by instructions in this respect and in the implementation of the procedure. This applies accordingly to an external procedure supervisor within the meaning of § 40 Para. 1, Sentence 2.

9. Section: Final provisions

§ 41 Data protection

Personal data may only be processed in evaluations if this is necessary for the purpose of the evaluation and if data protection regulations are complied with.

The data protection officer shall verify compliance with data protection.

Persons involved in the collection and processing of data shall not be entitled to use such data for any purpose other than that for which they were collected.

§ 42 Entry into force

These Regulations for Quality Development and Assurance (QUESO) come into force on the day after they are published in the "Public Announcements of Karlsruhochschule International University Karlsruhe".

Karlsruhochschule International University Karlsruhe

Karlsruhe, 21 January 2022



The President
Prof. Dr. Michael Zerr

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