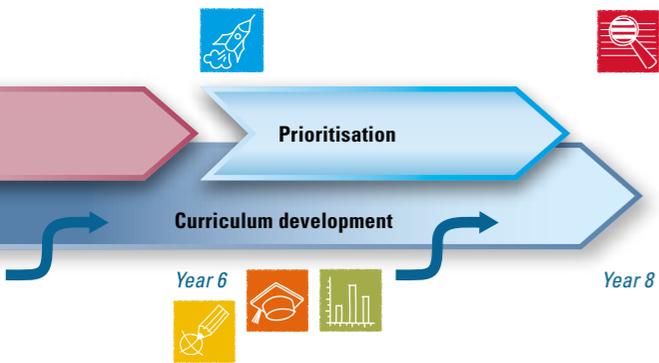


A further development of the study programmes is also possible at any time independent of the rhythms of the cycle.

A quality assurance system is effective if it succeeds in stimulating a dialogue on study and teaching between all of the actors involved. The results of the quality assurance procedures are therefore discussed in the study commissions of the respective disciplines and are incorporated into the strategy discussions between the Executive Board and the faculties.



- Key Figures
- Graduate Survey
- Student Survey

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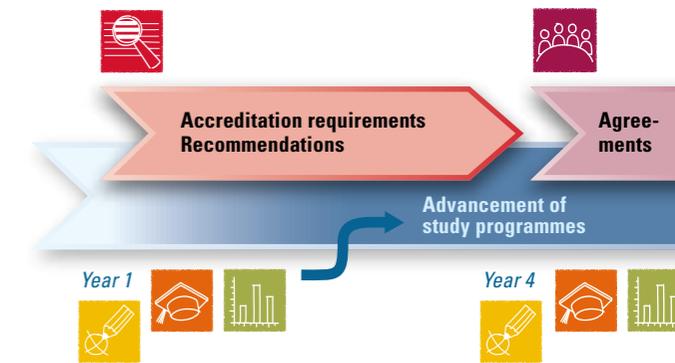
www.luq.uni-frankfurt.de

QUALITY ASSURANCE
at Goethe University Frankfurt



High quality study programmes, as well as excellence in research, are at the centre of Goethe University’s mission. Faculties aspire to continually improve and extend the quality of study and teaching. They are supported by a system of quality assurance that is oriented towards both dialogue and service. An 8-year cycle of accreditation and evaluation connects the different instruments dedicated to ensuring the quality of study programmes. These programmes are thus enhanced through a continual process of reflection and discussion.

Study programme evaluation cycle



The key instruments of quality assurance at Goethe University include:

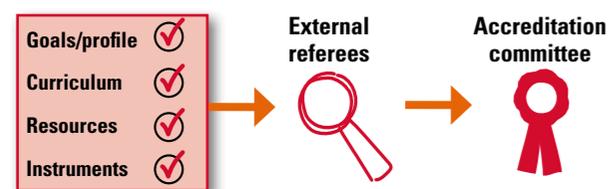
- Internal (Re)Accreditation
- Evaluation of study programmes
- Kick Off

INTERNAL (RE)ACCREDITATION



The quality assurance system of Goethe University has been accredited since 2016. As a result, we can independently implement and further develop programmes of study.

During the initiation phase of a course of study, we focus on requirements and perspectives. When reaccrediting an existing course of study, we devote particular attention to experiences previously gained and to modifications that are necessary for the future. The reaccreditation process, which can take up to one and a half years, starts with a kick-off workshop that includes both students and teachers. During this workshop, specific topics for the reaccreditation are defined and further opportunities for development of the curriculum are identified.



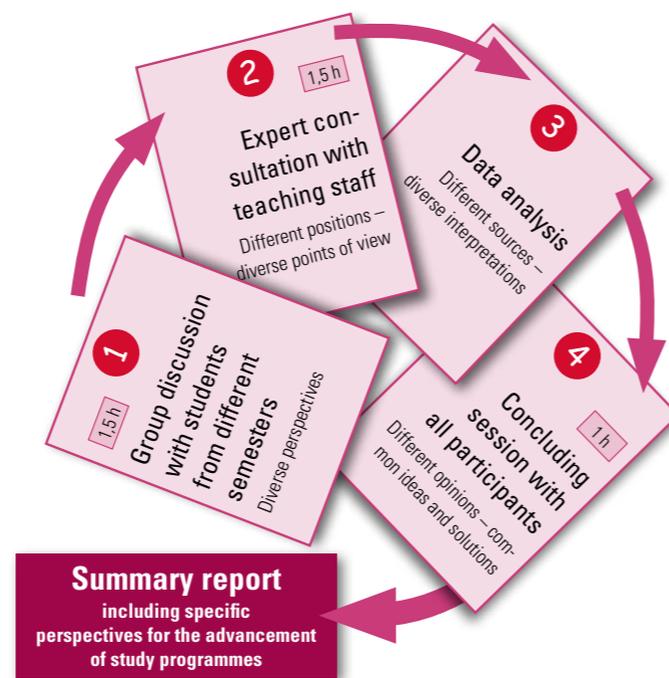
External referees contribute substantially to a fine-grained analysis of study programmes. This includes qualification goals, academic organisation and examination, and student workloads. Reaccreditation takes place every eight years. The external referees write a report that is usually based on an on-site audit. The university's internal accreditation committee is composed of representatives of the entire university community.

Contact: Henni Appell, Michelle Mallwitz, Annette Münch, Lisa-Maria Speck

EVALUATION OF STUDY PROGRAMMES



The evaluation of study programmes is a formative dialogue-oriented process. It combines qualitative and quantitative methods in order to advance the curricula. Results are generated in three rounds of discussion. Study programmes are evaluated in a cycle of eight years, each one approximately four and a half years prior to reaccreditation. The departmental committees that deal with curricula and teaching discuss the results. These results also contribute to the reaccreditation process. The Department of Teaching and Quality Assurance is responsible for moderating discussions, analysing data (key figures, student survey results) and writing the summary report.



Contact: Caroline Scherer

EVALUATION OF INDIVIDUAL COURSES



The evaluation of individual courses enables teaching personnel and students to engage in a dialogue in order to identify potential forms of advancement for the courses.

The teaching personnel can compile the questionnaire themselves from modules. The students respond online using their mobile devices in the respective course. This evaluation is mandatory for each faculty every third term. The design of the interim terms are subject to the discretion of the individual faculties, whereby teachers can voluntarily conduct evaluations at any time.

Contact: Susanne Helmschrott

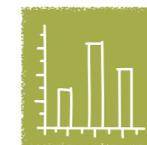
STUDENT SURVEY



Roughly every five years, all students at Goethe University are surveyed concerning conditions of study, infrastructure, stress factors and satisfaction. The purpose of the survey is to gain insight into the current reality of how students are living and studying. This serves as a means to identify and address potentials for optimising study programmes as well as overall study conditions at Goethe University. A concluding report then summarises the overall results. Additionally, disciplines can access specific reports regarding their students' responses. Further surveys are conducted in the "Starker Start ins Studium" programme, which offers support to students during their first semesters.

Contact: Lena Opitz

KEY FIGURES



In the university's quality assurance efforts, key figures serve the purpose of quantitatively describing the situation of students in diverse programmes of study and faculties. They can indicate areas for improvement when combined with effective contextualisation and interpretation. Key figures include, among others, the number of students and graduates, socio-demographic characteristics, capacity issues associated with programmes of study, as well as statistics relating to academic success. Faculty-specific reports are to be issued every two years.

Contact: Philipp Nolden, Lena Opitz

GRADUATE SURVEY



Goethe University conducts an annual graduate survey (KOAB) in cooperation with the Institute for Applied Statistics (ISTAT). All graduates are invited to participate one and a half years after graduating. Students are asked to evaluate their university experience in retrospect in order to analyse the potential relationship between these factors and their careers. The aim of the study is to analyse the effects of study conditions and programmes on the transition to employment. With the help of the data obtained, the university can make improvements to its courses of study as required.

Contact: Philipp Nolden