

Quality management regulations for academic study and teaching at Technische Hochschule Ingolstadt

Version 2 from 29 July 2024

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Contents

Part 1: Basic provisions	2
§ 1 Scope of application	2
§ 2 Objective	2
§ 3 Roles and responsibilities	2
Part II: Procedures and instruments of quality planning	4
§ 4 Guiding principles	4
§ 5 Target agreements and university development plan	5
§ 6 Programme development, modification and closure	6
Part III: Procedures and instruments of quality implementation	7
§ 7 Study programmes	7
Part IV: Quality review procedures and instruments	7
§ 8 Evaluation procedure	7
§ 9 Internal accreditation procedures	19
§ 10 Teaching report	19
§ 11 Standard report on teaching	20
Part V: Procedures and instruments for quality improvement	20
§ 12 Annual review	20
§ 13 Round table	20
§ 14 Discussion between the Student Representation and the University Governing Board ...	21
Part VI: Further procedures and further development of the QM system	22
§ 15 Further quality assurance and development procedures	22
§ 16 QM development dialogue	22
§ 17 Entry into force	23
Document history	24
Attachments	25

Part 1: Basic provisions

§ 1 Scope of application

Based on Art. 7 of the BayHIG of 5 August 2022 and the BayStudAkkV of 13 April 2018, these quality management regulations govern the procedures for evaluation and quality assurance (university-wide quality management) of academic studies and teaching, including continuing education courses at THI. The quality management regulations apply to all (study) faculties and institutions at THI.

§ 2 Objective

The aim of university-wide quality management (QM) is the regular and systematic planning, review, assurance and improvement of quality in all areas of academic study and teaching at THI.

§ 3 Roles and responsibilities

(1) Senate

- a) The Senate is responsible for passing resolutions on central QM procedures and instruments for academic study and teaching at THI in accordance with the principles set out in Art. 35 Para. 3 BayHIG.
- b) The Senate decides on the appointment of the members of the Accreditation Commission. Details are regulated in the university's accreditation regulations.

(2) Steering Committee System Accreditation (LK Sys)

- a) The LK System Accreditation is the central body for cross-faculty reflection, coordination and further development of central QM measures and instruments in teaching and further education. Significant changes to the QM instruments and procedures are submitted to the Senate for resolution.
- b) The Deans and Deans of Studies (SD) of the (study) faculties, the President, the Vice-President Teaching (VP Teaching), the Chancellor, the Quality Management Officer of THI (QMB), two student representatives from the Convention or Advisory Council and the Chair of the Accreditation Commission are represented on the System Accreditation Committee.
- c) The meetings take place at least once per semester and are chaired by the VP Teaching. The QM supports the preparation and follow-up of the meeting.
- d) If necessary, the VP Teaching can set up working groups or committees to prepare or further develop QM measures or instruments.

(3) Vice President for Teaching (VP Teaching)

- a) The VP Teaching has overall responsibility for QM and evaluations in academic studies

and teaching.

- b) The VP Teaching is responsible for the strategic development of the QM system in teaching.
- c) The VP Teaching chairs the LK System Accreditation and participates in the meetings of the Accreditation Commission as a representative of the University Governing Board without voting rights.
- d) The VP Teaching is responsible for the standard report on academic study and teaching in accordance with §10.

(4) Accreditation Commission (AK)

- a) The central committee for accreditation at THI is the Accreditation Commission. The chairperson of the commission takes part in the meetings of the System Accreditation Committee.
- b) The composition, tasks and working methods of the Accreditation Commission are regulated in the THI Accreditation Regulations.

(5) Advisory Board (FB)

- a) In internal accreditation procedures, the Advisory Board is responsible for evaluating the subject-specific criteria in accordance with BayStudAkkV.
- b) The objectives and tasks of the Advisory Board in the internal accreditation procedure are regulated in the accreditation regulations.
- c) The establishment and working methods of the committee are regulated in the advisory board regulations.

(6) Quality Management Representative of THI (QMB)

- a) The QMB supports the VP Teaching in the strategic further development of the QM system in academic studies and teaching and is responsible for the overall process coordination for evaluation and quality assurance in academic studies and teaching.
- b) The QMB manages the central evaluation software and only assigns roles and rights for the sub-areas of the faculties after consultation with the respective dean of studies.
- c) The QMB coordinates the first-year student and graduate surveys centrally for the faculties.
- d) The QMB provides the deans of studies with the data basis for the teaching reports and status reports by the end of the lecture period in the winter semester.
- e) The QM coordinator coordinates the preparation and follow-up of the system accreditation course and the QM development meetings in consultation with the VP Teaching and coordinates the internal accreditation procedures at THI. Details are regulated by the THI accreditation regulations.

- f) The QMB is supported in the fulfilment of his or her tasks by employees of the university administration department responsible for QM in compliance with data protection regulations.

(7) Dean of studies (SD)

- a) The SD is responsible for implementing the QM procedures and instruments at (academic study) faculty level.
- b) He or she informs the faculty members in good time about the dates and procedures of QM procedures.
- c) He or she is the person of trust and contact person for students, graduates and lecturers with questions regarding QM procedures and instruments. Furthermore, the SD serves as a contact person for students and lecturers in connection with the quality development of lectures.
- d) The SD can obtain internal support from the (academic) faculty in carrying out his/her task in compliance with data protection regulations.

(8) Programme director (SGL)

- a) The (designated) SGL is responsible for the process of programme development, modification and closure in accordance with § 6 in coordination with the faculty management.
- b) The SGL ensures that the QM procedures and instruments are implemented in the study course.
- c) The SGL analyses the QM results and, if necessary, initiates targeted measures. The derived results and measures are documented in the study course status report.

(9) Lecturer

All lecturers active in teaching are obliged to participate in the QM instruments and procedures in accordance with § 6 - § 9 and § 13.

(10) Students and graduates

- a) The students participate in the QM instruments and procedures in accordance with § 4, § 5, § 7 - §10, and § 12 - §15. The graduates participate in the graduate survey
- b) They must be informed in advance about the purpose and procedure of the QM processes and instruments.

Part II: Procedures and instruments of quality planning

§ 4 Guiding principles

(1) The main tasks and objectives of the **university** are described in **its mission statement**.

- a. The mission statement is developed and regularly updated by the Extended University Governing Board with the involvement of university members and committees.
- b. The mission statement is adopted by the University Council.

(2) The university's main tasks and objectives in the area of academic study and teaching are described in the **mission statement for teaching**.

- a. The mission statement for teaching is developed and regularly updated by the LK System Accreditation with the involvement of university members and committees.
- b. The Senate adopts the mission statement for teaching.
- c. The degree programme profiles must be consistent with the guiding principles.

(3) The (academic study) faculties and central research institutes of THI can adopt their own mission statements, provided that they are consistent with the two mission statements of the university.

§ 5 Target agreements and university development plan

(1) The University Governing Board concludes _____ under lead _____ management of the President _____ President regularly concludes [target agreements](#) with the Bavarian State Ministry of Science and the Arts.

- a. In addition, individual (internal) target agreements are concluded between the University Governing Board, under the leadership of the President, and the individual (academic) faculties or central organisational units for a four-year period. The internal target agreements define the framework for quality development in academic study and teaching in the (study) faculties.
- b. In addition to quantitative targets (student numbers, establishment/closure of study courses, etc.), qualitative targets (measures to reduce the dropout rate, etc.) and resources are also included.

(2) In addition to the target agreements, the **University Development Plan** (HEP) serves as the university's central management tool.

- a. The HEP describes THI's long-term strategic plan. In addition to operational planning for the current four-year target agreement period, it also includes strategic long-term planning and the university's current mission statement.
- b. The HEP is developed in an iterative process by the Extended University Governing Board under the leadership of the President in consultation with the university's organisational units on the basis of the target agreements.

- c. The HEP is presented to the university's central committees (Research Directors' Conference, Transfer Management Conference, (Academic) Faculty Councils and Senate) and adopted by the University Council.
- d. The university administration department responsible for strategy provides support during the development process.

§ 6 Programme development, modification and closure

- (1) The process and committee procedure for **setting up, changing and cancelling academic studies** is defined by corresponding processes (see myTHI).
 - a. The processes, including systems, are regularly updated by the QMB.
 - b. The approval of the processes, including systems, is carried out in the System Accreditation SC.
- (2) The formal-legal and subject-related content of the study courses is regulated in the central documents of the study courses (study course concept, study and examination regulations (SPO), module handbook (MHB), Diploma Supplement (DS)) and their annexes.
 - a. Study programme concept
 - i. The programme concept defines the objectives, target groups and professional fields, resources, curriculum including module content and the results of the needs and competition analysis.
 - ii. The programme concept is developed by the programme director on the basis of the model programme concept and approved by the (Faculty) Council.
 - b. Academic study and examination regulations (SPO)
 - i. The SPO regulates the objective of the degree programme, the standard period of study, the structure of the academic study programme, the requirements for advancement, examination requirements and the degree to be awarded.
 - ii. The annex to the SPO contains the module and course overview divided into degree phases.
 - iii. The SPO including annexes is drawn up by the Legal Office together with the programme director/developer on the basis of the model SPO and approved by the Senate.
 - c. Module Handbook (MHB)
 - i. The modules of the study course are described in the MHB in accordance with § 7 BayStudAkkV.
 - ii. The MHB is by the head of the degree programme

programme director in coordination with the module coordinators on the basis of the sample MHB and approved by the (Faculty) Board of Studies.

d. Diploma Supplement (DS)

- i. The DS is part of the degree certificate and documents the university degree and the associated qualifications.
- ii. The DS is prepared by the office responsible for student services in consultation with the programme director on the basis of the sample DS and handed out to the students together with the final documents.

Part III: Procedures and instruments of quality implementation

§ 7 Study programmes

- (1) The faculties and subject administration units jointly organise the day-to-day running of studies.
- (2) The organisation is regulated by general and faculty-specific regulations and statutes, which are published on the [THI homepage](#), as well as the schedule of responsibilities.

Part IV: Quality review procedures and instruments

§ 8 Evaluation procedure

- (1) The following internal evaluation procedures are carried out at THI in academic studies and teaching:

Kind	Timing	Frequency
Survey of first-year students (ESB)	Within the first 10 weeks of the semester	At least every two years the Bachelor's and Master's students in the winter semester
Lectures evaluation (LVE)	In the second half of the lecture period	• Each event at the latest in the third cycle after the last evaluation. • Every event offered for the first time. • Additionally at the request of the students.
Study programme survey (SGB)	In the middle of the semester	At least every two years in the summer semester; students of all semesters
Graduate survey (ASB)	For the first time: no later than 2 years after completion	Every two years

- (2) There are mandatory core questionnaires for the surveys and course evaluations (see appendix).
- a) The core questionnaires cover the following topics: Didactics and methodology, workload, student satisfaction, increase in competences, academic success, facilities, supervision and practical orientation.
 - b) The (academic) faculties are free to include further content in the course evaluation and in the study programme survey. Further education-specific content can also be added to the first-year student and graduate surveys.

(3) Survey of first-year students (ESB)

General	
Survey	Survey of first-year students
Coordination	QMB
Target group	At least all Bachelor's and Master's students in the winter semester

Timing	During the first 10 weeks after the start of lectures
Frequency	Every 2 years
Objective	In particular, the focus is on university-wide, interdisciplinary and cross-faculty topics – Evaluation of the application and study start phase – Recognising strengths and weaknesses in the application and study start phase – Improving the application and study start phase
Type of survey	Online questionnaire survey during the lecture
Evaluation	The evaluation is carried out by the QMB: – Individual evaluation of the results per study course with open comments – Overall evaluation with results per study course, faculty and university-wide averages and university-wide topics
Publication	– The overall evaluation of the first-year student survey is presented in the System Accreditation Committee and, if necessary, extracts are published throughout the university together with the corresponding protocol – Extracts from the overall evaluation are also made available to students via the QM area in Moodle

Procedure	
Preparation & realisation	QMB If necessary, update the questionnaire in coordination with the specialist departments and SD and create it in the system Present and approve the survey, timetable and any changes to the content in the system accreditation committee Provide the SD with questionnaires and a link to the online survey
	SD Forwarding the necessary information on the first-year student survey and the link to the SGL
	SGL* Communicate link to the survey as part of a highly attended first semester lecture Provide a corresponding time slot in the lecture and have the questionnaires completed online
	*The SGL can also ask another lecturer to conduct the survey in a suitable lecture.
	QMB Tracking the response rate at degree programme level during the term Communication of the response to the SD

	SD	Reminder from the SD to the SGL to conduct the interview, if applicable
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Evaluation & distribution	QMB	Generate programme-specific standard evaluation Distribution of the programme-specific standard evaluation to the SGL and the SD
	QMB	Create an overall evaluation with results per study course, faculty and university-wide averages and university-wide topics Distribution of the evaluation to the SD, SGL, LK System Accreditation. Presentation of the overall evaluation in the LK System Accreditation
Discussion & derivation of measures	SGL	Discussion of decision-relevant results and derivation of improvements for the study course
	SD	Coordination with the SGL Discussion of the faculty-wide results and findings at least in the (academic) faculty council and / or the SGL round table If necessary, definition and initiation of measures
	LK System accreditation	Discussion of the university-wide results and findings If necessary, definition and initiation of measures
Realisation	Affected parties	Implementation of the agreed measures
Documentation & follow-up	QMB	Documentation in the standard report on teaching, which measures have been decided for the university and who is responsible for implementation Regular tracking of status and implementation
	SGL	Documentation of the derived measures in the status report for the study course Regular tracking of status and implementation
	SD	Documentation in the teaching report of which measures have been decided for the (academic) faculty and who is responsible for implementation Regular tracking of status and implementation

(4) Course evaluation (LVE)

General	
Survey	Course evaluation
Coordination	SD
Target group	All students of a lecture
Timing	In the second half of the lecture period
Frequency	• Each event at the latest in the third cycle after the last evaluation. • Every event offered for the first time • Additionally at the request of the students
Objective	Derivation of concrete measures to improve teaching programmes – Continuous reflection and improvement of the teaching-learning process by lecturers and students – Ensuring trusting communication between lecturers and students
Indicators	– Skills and content taught – Procedure and organisation of the lectures – Teaching didactics – Evaluation of the documents provided – Motivation and commitment of lecturers – Care situation – Workload
Type of survey	Online questionnaire survey during the lecture Alternative: An alternative method (e.g. group discussion) can be chosen in consultation with the supervisor. The lecturer must document the result and submit it to the SD.
Evaluation	The evaluation is carried out by the SD and is made available to the lecturer
Publication	The results should be presented by the lecturer and discussed with the students in the last lectures at the latest

Procedure		
Preparation & realisation	SD	Update questionnaire if necessary Coordinate modules to be evaluated with lecturers Create courses for the respective semester with all associated master data in the system Send link with event universal token to lecturers Check the response rate and send a reminder to carry out the evaluation if necessary In the event that an evaluation is not carried out several times in accordance with the regulations of these regulations, the dean of studies may, at the request of the students, order the course evaluation outside the lecture.
	lecturer	Provide a corresponding time slot in the lecture and have the questionnaires completed online
Evaluation & distribution	SD	Generate standard evaluation for lectures (= all individual questions with results as well as statistical evaluation and details of the free text fields) Distribution of the standard evaluation for lectures to lecturers Preparation of an evaluation with the key results of the LVE If the LVE has been ordered by the dean of studies, the results are published to the lecturer and the students. Generate overall evaluation for the teaching report (number of evaluated courses in the semester)
Discussion & derivation of measures	lecturer	The results should be presented to the students and discussed in the last lectures at the latest
	SD	If required: feedback discussions with lecturers based on the respective evaluation Presentation of the evaluation with the main results of the LVE in the Faculty Council
Realisation	lecturer	Implementation of the measures agreed in the dialogue with the students
Documentation & tracking	lecturer	Self-declaration by the lecturer on the implementation of the LVE in accordance with these regulations in the semesterly LUFV declaration or contractual agreement
	SD	Random checks of self-declarations and evaluations carried out with regard to plausibility

(5) Study programme survey (SGB)

General	
Survey	Study programme survey
Coordination	SD
Target group	Students of all semesters
Timing	In the middle of the semester
Frequency	At least every two years in the summer semester
Objective	In addition to university-wide, study course and cross-faculty topics (e.g. satisfaction with university-wide offers and services), the survey focuses in particular on the further development of the study course
Indicators	- General student satisfaction - Structure and organisation of the study course - Workload - Student Counselling - Spatial and personnel conditions - Infrastructure and basic services
Type of survey	Online questionnaire survey during the lecture
Evaluation	The evaluation is carried out by the SD and is made available to the SGL
Publication	The results should be discussed with the students of the study course in round tables or other formats

Procedure	
Preparation & realisation	SD If necessary, update the questionnaire in coordination with the specialist departments and the SGL and create it in the system Present the survey, schedule and any changes to content in the (S)FR Provide the SGL with a link to the online survey and the necessary information
	SGL* Communicate link as part of a course with many participants Provide a corresponding time slot in the lecture and have the questionnaires completed online *The SGL can also ask another lecturer to conduct the survey in a suitable lecture.
	SD Tracking the response rate at degree programme level during the term Communication of the response to the SGL

	SD	Reminder to conduct the survey to the SGL, if applicable
	SD	Checking the data
Evaluation & distribution	SD	Generate programme-specific standard evaluation Distribution of the programme-specific standard evaluation to the SGL
	SD	Create an overall evaluation with results per study course and faculty-wide averages Presentation of the overall evaluation in FR and / or SGL round Distribution of faculty or university-wide topics to those responsible or affected departments
Discussion & derivation of measures	SGL	Analysing the results and deriving improvements for the study course Exchange with students in the context of round tables or other formats
	SD	Coordination with the SGL Discussion of the (academic study) faculty-wide results and findings at least in the (S)FR and / or the SGL round table If necessary, definition and initiation of measures
	(S)FR	Discussion of the (academic study) faculty-wide results and findings If necessary, definition and initiation of measures
Realisation	Affected parties	Implementation of the measures agreed in the (S)FR
	SGL	Initiation and implementation of internal programme measures, if necessary
Documentation & tracking	SD	Documentation in the teaching report of which measures have been decided for the (academic) faculty and who is responsible for implementation Regular tracking of status and implementation
	SGL	Documentation in the study course status report of which measures have been decided for the study course and who is responsible for implementation Regular tracking of status and implementation

(6) Graduate survey (ASB)

Procedure	
Survey	Graduate survey
Coordination	QMB
Target group	All graduates who have completed their academic studies at THI within the past year
Timing	June / July
Frequency	Every two years
Objective	– Regular feedback from graduates on the teaching and study conditions – Recognising strengths and weaknesses in the degree programme profile and general framework conditions in academic study and teaching – Improving degree programme profiles and the general framework conditions for academic study and teaching
Indicators	– Student satisfaction – Organisation – Support – Practical orientation – Increased expertise – Study success – Appointment, if applicable, admission to further academic studies
Type of survey	Online-based questionnaire survey
Evaluation	The evaluation is carried out by the QMB – Individual evaluation of the results per study course to the SGL and the SD; with open comments – Overall evaluation with results per study course, faculty and university-wide averages; with clustered comments
Publication	– The overall evaluation of the graduate survey is presented to the university's committees and, if necessary, extracts are published throughout the university together with the corresponding protocol – Extracts from the overall evaluation are also made available to students via the QM area in Moodle – The overall evaluation is also made available to the participants (in extracts if necessary)

Procedure		
Preparation & realisation	QMB	If necessary, update the questionnaire in consultation with the departments and the SD and create it in the system Present the survey, timetable and any changes to the content in the System Accreditation SC
	ZITS / SCS	Provision of the necessary contact details (private e-mail address) of the addressed graduates and creation of the mailing lists
	QMB	Send out invitations to the graduate survey Check response rate and send reminders if necessary Initiation of accompanying communication measures if necessary
Evaluation & distribution	QMB	Generate programme-specific standard evaluation Distribution of the programme-specific standard evaluation to the SGL and the SD of the faculty
	QMB	Create an overall evaluation with results per study course, faculty and university-wide averages and clustered university-wide topics Presentation of the Overall evaluation of system accreditation in the LK
Discussion & derivation of measures	SGL	Analysing the results and deriving improvements for the study course
	SD	Coordination with the SGL Discussion of the (academic) faculty-wide results and findings in the (S-)FR If necessary, definition and initiation of measures
	LK System accreditation	Discussion of the university-wide results and findings If necessary, definition and initiation of measures
Realisation	Affected parties	Implementation of the agreed measures for the further development of the study course
Documentation & tracking	QMB	Documentation in the standard teaching report of which university-wide measures have been decided and who is responsible for their implementation Regular tracking of status and implementation
	SD	Documentation in the teaching report of which (academic) faculty-wide measures have been decided and who is responsible for their implementation Regular tracking of status and implementation

(7) Procedural principles Evaluation procedure**a) Data protection**

When conducting the evaluation, the general data protection regulations must be observed by all departments, members and members of THI involved.

b) Anonymity of respondents

The surveys and evaluations are generally anonymous for students and graduates; no personal data is required. Personal data (e-mail, name, address, etc.) may be requested on a voluntary basis, provided that it is used exclusively for information or incentivisation purposes (e.g. participation in the competition, sending of the results report, etc.) and is not used for evaluation purposes.

c) Inspection

Access to the raw data and individual analyses of the surveys and evaluations is regulated as follows:

Kind	Access and inspection of survey data (raw data)	Inspection of the raw data in the individual evaluation
Survey of first-year students (ESB)	QMB	SD, SGL
Lectures evaluation (LVE)	SD	SGL after enquiry with the SD for part-time Teaching staff in his study course
Study programme survey (SGB)	SD	SGL
Graduate survey (ASB)	QMB	SD, SGL

Upon request to the QMB or the SD and after consultation with the SD or the SGL, the raw data can also be made available to other persons.

d) Analyses

No individual analyses are generated for the surveys and no analyses are generated for the LVE if five or fewer participants took part.

When analysing, passing on and presenting the results outside their circle, the QMB, the SD and the SGL must ensure that no personal data is published and that the information provided cannot be traced back to individual persons (tracking). Key results of the surveys are made known to the members of the (academic) faculty in the (academic) faculty council. This also means that the Student Representatives present in the Faculty Councils are given an insight into the evaluation of the key results of the LVE.

e) Use of the data and results

The survey and evaluation data/results are for the purpose for the purpose of quality development.

For marketing purposes, selected results may be published after consultation with

- the QMB for the THI,
- the SD for the faculty,
- the SGL for the study course
- The lecturer may also publish the results for an individual lecture in consultation with the SGL and the SD.

Lecturers are free to use the results of their course evaluations for other purposes.

f) Retention periods

Survey data (raw data) from course evaluations and surveys are stored for a period of four years by the SD or QMB. After this period, the relevant data and documents are destroyed.

§ 9 Internal accreditation procedures

- (1) THI's internal accreditation procedures are coordinated by the QMB.
- (2) Procedures and responsibilities are regulated in detail in the THI accreditation regulations.
- (3) The advisory boards evaluate their meetings in accordance with the advisory board regulations.

§ 10 Teaching report

- (1) At faculty level, the teaching report is the key document in which the application of the individual QM instruments and the measures derived from them and their implementation are documented.
- (2) The teaching report provides an overall impression of the teaching situation at the (academic) faculty. In particular, it contains the relevant data for assessing the teaching and academic study situation and describes measures taken or planned to improve the quality of teaching at (degree) faculty level.
- (3) The teaching report is prepared annually by the respective SD for the previous academic year with the participation of the (academic) faculty members and central service and organisational units.
- (4) Mandatory sample templates exist for the preparation of the teaching report (appendix). The

(academic study) faculties are free to include additional content.

- (5) The teaching report is submitted by the VP Teaching after an internal faculty vote in the Faculty Council by 1 June of the year following the reporting period.

§ 11 Standard report on teaching

- (1) At the level of the entire university, the standard report on teaching provides an aggregated report on the university's performance and ongoing or planned quality improvement measures in the area of academic study and teaching.
- (2) The teaching reports of the (academic) faculties as well as further data and evaluation results serve as the basis for the standard report on teaching.
- (3) The standard report on teaching is prepared annually by the VP Teaching with the involvement of the QMB and the deans of studies and presented to the Senate at the end of the lecture period of the summer semester together with the deans of studies.
- (4) The key content and agreed measures from the presentation are recorded in the Senate minutes and serve as the basis for further monitoring.

Part V: Procedures and instruments for quality improvement

§ 12 Annual review

- (1) Once a year at the beginning of the year, the university and faculty management meet for an annual meeting.
- (2) In the annual meeting, the status of the qualitative and quantitative goals agreed in the target agreement is discussed, the situation in academic study and teaching in the faculty is reflected upon and concrete measures and goals for the upcoming academic year are agreed, taking into account the university and faculty strategy.
- (3) The teaching report of the (academic) faculty and a data-based status report on the target agreement, which is prepared or updated annually by the university administration department responsible for QM, serve as the basis for the discussions. It can be supplemented by further (university statistical) data. The data report is made available to the (academic) faculty and University Governing Board in advance.
- (4) The main points discussed and agreements reached during the annual appraisal are recorded in a record of the results and serve as the basis for subsequent annual appraisals.

§ 13 Round table

- (1) Round table discussions between representatives of the faculty or study course and students are held in the faculties at least once per academic year. The specific organisation is regulated by the faculties.
- (2) The annual round table discussions serve this purpose:

- a. to engage in a direct exchange between students and study course or faculty representatives on quality-related issues,
- b. to give students the opportunity to make suggestions and proposals for improving study conditions and organisation on the basis of the evaluation results and
- c. initiate measures in the event of quality deficits.

§ 14 Discussion between the Student Representation and the University Governing Board

- (1) The Student Representation holds a meeting with the University Governing Board at least once per semester.
- (2) The talks between the University Governing Board and the Student Representation serve this purpose:
 - a. to discuss quality-related issues in a direct exchange between students and the University Governing Board,
 - b. to give students the opportunity to make suggestions and proposals for improving study conditions and organisation, and
 - c. initiate measures in the event of quality deficits.
- (3) The President, the VP Teaching, the Chancellor, elected members of the Student Representation and the QMB take part in the meeting.
- (4) The results of the discussions are documented and made available to all participants.

Part VI: Further procedures and further development of the QM system

§ 15 Further quality assurance and development procedures

Due to a special, time-limited occasion and for the purpose of testing, further university-wide or faculty-internal QM procedures and instruments may be carried out by resolution of the LK Sys in addition to the evaluation procedures regulated in the regulations.

§ 16 QM development dialogue

- (1) The LK Sys meets with the Accreditation Commission at least once a year for a QM development meeting. External experts are invited to the meeting at regular intervals as "critical friends".
- (2) The development review serves to systematically review and evaluate the QM system for academic study and teaching at THI in order to ensure its continued suitability, appropriateness and effectiveness.
- (3) The QM development meeting is chaired by the VP Teaching. The QM representative assists with the preparation, follow-up and organisation of the meeting.
- (4) The agenda includes the following items:
 - a) TOP 1: Opening and objectives
 - b) TOP 2: Review of quality planning procedures and instruments (including mission statement(s), university development plan, target agreements, etc.)
 - c) TOP 3: Review procedures and instruments for quality implementation
 - d) TOP 4: Review procedures and instruments of quality assessment (including internal accreditation procedures, teaching report, evaluation procedures, etc.)
 - e) TOP 5: Review procedure and instruments for quality improvement (annual meetings, round table)
 - f) TOP 6: Action planning
 - g) TOP 7: Miscellaneous
- (5) The QM development meeting is based in particular on evaluations by the QM on the results and recommendations of the Accreditation Commission as part of the accreditation of study programmes as well as the reports and evaluations of the advisory boards. In addition, further documents and documentation of the QM procedures and instruments used in the previous year are made available by the QM representative if required.
- (6) The results of the QM development meeting are documented and made available to all those involved.

§ 17 Entry into force

These regulations were adopted by the Senate on 29 July 2024 and approved by the President.
They enter into force on 01 October 2024.

Ingolstadt, 29 July 2024

signed
Prof Dr Walter Schober
President

signed.
Prof Dr Christian Stummeyer
Chairman of the Senate

Document history

Version	date	Creation	Authorisation	Changes
1	23.01.2023	St SQ / QMB	President / Senate	
2	29.07.2024	St SQ / QMB	President / Senate	• Period for carrying out the course evaluation • Insight of the Student Representation into the evaluation of the main results of the course evaluation as part of a presentation to the Faculty Council • Definition of the procedure if lecturers refuse to carry out the course evaluation

Attachments

Appendix 1: Core questionnaire of the first semester survey

Appendix 2: Core questionnaire of the course evaluation

Appendix 3: Core questionnaire of the study programme survey

Appendix 4: Core questionnaire of the graduate survey



Core questionnaire of the first semester survey

(Core questionnaire = highlighted questions / items
Can be supplemented with specific content for further education)

Choice of university and degree programme

How did you become aware of THI as a university?

Please indicate whether you used the following channels for your choice of university and how helpful you found them.

	very helpful	helpful	not very helpful	not helpful at all	not used
THI Website	☐	☐	☐	☐	☐
Social media (Facebook, Instagram and THI's YouTube account)	☐	☐	☐	☐	☐
Websites and portals for study orientation (e.g. studycheck.de, hochschulkompass.de, studieren.de, etc.)	☐	☐	☐	☐	☐
University rankings and comparisons (e.g. CHE ranking from ZEIT Studienführer Campus, UNIRANK from Unicum, etc.)	☐	☐	☐	☐	☐
HIT (THI University Information Day)	☐	☐	☐	☐	☐
Other university / career fairs	☐	☐	☐	☐	☐
Information from the school	☐	☐	☐	☐	☐
THI reports in print and online media	☐	☐	☐	☐	☐
THI events for prospective students (e.g. Walk and Talk, Online Infotalk, taster programme, etc.)	☐	☐	☐	☐	☐
Events in cooperation with schools (e.g. organised visit to the THI, the Library; visit of the THI to the school, etc.)	☐	☐	☐	☐	☐

Why did you choose THI as your university?

Are you at the university of your choice?

☐ Yes

☐ No, my favourite was:

Are you studying your desired degree programme?

☐ Yes

☐ No, my favourite was:



Application process and introductory phase

	very satisfied	satisfied	partly, partly	less satisfied	gar nicht satisfied
How satisfied were you with the Application process at the THI?	☐	☐	☐	☐	☐
How satisfied are you so far with the first weeks at the THI?	☐	☐	☐	☐	☐
What did you particularly like about the application process and the initial study phase?					
Where do you see potential for improvement in the application process and the introductory phase of the degree programme?					

Please indicate whether you have taken advantage of one of the following offers and how satisfied you were with it.							
	Very satisfied	Satisfied	partly, partly	less satisfied	Not satisfied at all	did not participate	No knowledge of the event
Bridge courses	☐	☐	☐	☐	☐	☐	☐
Information event on the study course after notification of admission and before the Start of studies (Welcome Day, online session, etc.)	☐	☐	☐	☐	☐	☐	☐
Introductory event of the THI on 01.10.2019	☐	☐	☐	☐	☐	☐	☐
Introductory week/event of the Study course	☐	☐	☐	☐	☐	☐	☐
Introductory event organised by the Student Representation and the student associations	☐	☐	☐	☐	☐	☐	☐

Transition from school to university

Did you have difficulties making the transition from school to academic study? (Multiple answers possible.)
☐ I had/have difficulties because I lack the necessary prior knowledge. ☐ I had/have difficulties with scientific working techniques/methods. ☐ I had/have difficulties finding my own working and learning style. ☐ I had/have difficulties working with my fellow students. ☐ I had/have difficulties with the required foreign language skills. ☐ I had/have no difficulties.
What other difficulties do you face during your academic studies?



Satisfaction

Please indicate how satisfied you are with the following aspects of your academic study programme so far:						
	very zu satisfied	partly satisfied , partly	less satisfied	not at all satisfied	not 9 useful	
Quality of the courses offered	☐	☐	☐	☐	☐	
Library equipment	☐	☐	☐	☐	☐	
THI counselling and information services	☐	☐	☐	☐	☐	
Organisation of lectures (time-table/schedule)	☐	☐	☐	☐	☐	
Rooms	☐	☐	☐	☐	☐	
IT infrastructure (equipment, availability, WLAN, etc.)	☐	☐	☐	☐	☐	
IT introduction (access to THI-Mail, PRIMUSS, Moodle, etc.)	☐	☐	☐	☐	☐	
Offers from the canteen	☐	☐	☐	☐	☐	
Offers at Reimanns	☐	☐	☐	☐	☐	
University sports programmes	☐	☐	☐	☐	☐	
Offers from student associations	☐	☐	☐	☐	☐	

Where do you see potential for improvement?

dual studies (programme)

Academic study in cooperation with a company: in addition to the academic study programme, a vocational training course is also completed.	
Have you started a dual studies (programme)?	☐ No ☐ Yes, and with

Please answer the following question if you are a dual student.					
	very satisfied	satisfied	partly, partly	less satisfied	gar nicht satisfied
How satisfied are you with the dual studies (programme) so far?	☐	☐	☐	☐	☐
Suggestions, praise, criticism, tips					
Please answer the following question if you are not a dual student.					
To what extent do you know about dual studies (programme)?	☐ I know the dual studies (programme) Start of studies. ☐ I only heard about it after the heard about it. ☐ I was familiar with the dual studies (programme).				
Why did you decide against dual studies (programme)?					



Satisfaction



Personal details

What are you studying?	
☐ Business Administration ☐ Digital Business ☐ Engineering and Management ☐ Electrical Engineering and Information Technology ☐ Electrical engineering and electromobility ☐ Energy Systems and Renewable Energies (in German) ☐ Aircraft and Vehicle Informatics ☐ Vehicle technology ☐ International Trade Management ☐ Computer Science	☐ Engineering Sciences ☐ International Management ☐ Artificial Intelligence ☐ Aeronautical Engineering ☐ Mechanical Engineering ☐ Mechatronics ☐ Technical Design ☐ User Experience Design ☐ Business Information Systems ☐ Engineering and Business
At which school did you obtain your university entrance qualification? If your school is not listed, please enter the name of the school and the location.	☐ Eichstätt - Willibald-Gymnasium ☐ Ingolstadt - Reuchlin-Gymnasium ☐ Ingolstadt - Apian-Gymnasium ☐ Ingolstadt - Technical school ☒ Ingolstadt - d. Donau - FOS BOS grammar school ☐ Christoph-Scheiner-Neuburg a. ☐ Ingolstadt - FOS BOS ☐ Neuburg a.d. Donau - Descartes Grammar School ☐ Ingolstadt - Ilm - Schyren Grammar School ☐ Gnadenthal-Pfaffenhofen a.d. Grammar school ☐ Ingolstadt - Katharinen-Grammar school ☐ another school:
Do you have a chronic illness, disability, developmental or partial learning disorder that could affect your course of study?	☐ no ☐ yes
I am the first person in our family to study.	☐ yes ☐ no

Thank you for your participation!



Core questionnaire of the course evaluation

Course evaluation

The learning objectives...

	Disagree	Agree	Agree	Agree	Keine Angabe	Somewhat Agree	Agree Less	Completely Agree
... are formulated clearly and comprehensibly.	☐	☐	☐	☐	☐	☐	☐	☐

The event...

	Totally agree	Tend to agree	Partly agree	Agree less	Do not agree	No inform ation
... is well structured and follows a clear outline.	☐	☐	☐	☐	☐	☐
... has a varied design.	☐	☐	☐	☐	☐	☐
... is designed to be interactive.	☐	☐	☐	☐	☐	☐
... fits in well with my study course.	☐	☐	☐	☐	☐	☐
... motivates further engagement with the teaching topic.	☐	☐	☐	☐	☐	☐
	Much too high	Rather too high	Just right	Rather too low	Much too low	No inform ation
The level (teaching pace and scope) of the course is:	☐	☐	☐	☐	☐	☐

The contents...

	Totally agree	Tend to agree	Partly agree	Agree less	Do not agree	No inform ation
... are illustrated by examples.	☐	☐	☐	☐	☐	☐
... are prepared using helpful teaching materials (e.g. texts, images, graphics, videos, models, ...).	☐	☐	☐	☐	☐	☐
... can be deepened through a sufficient number of practical tasks or exercises.	☐	☐	☐	☐	☐	☐
... do not overlap too much with other events that I have already attended (please specify in the free text).	☐	☐	☐	☐	☐	☐
	A lot	Much	Some	Little	Very little	No inform ation
I learnt a lot at the event:	☐	☐	☐	☐	☐	☐

The teacher...

	Totally agree	Tend to agree	Partly agree	Agree less	Do not agree	No inform ation
... is committed.	☐	☐	☐	☐	☐	☐
... speaks clearly and intelligibly.	☐	☐	☐	☐	☐	☐
... writes clearly and distinctly (e.g. on the blackboard).	☐	☐	☐	☐	☐	☐
... uses easy-to-read films.	☐	☐	☐	☐	☐	☐
... gives clear instructions on homework and exercises.	☐	☐	☐	☐	☐	☐
... formulates clear expectations/assessment criteria for the examination.	☐	☐	☐	☐	☐	☐
... responds to questions and suggestions from students.	☐	☐	☐	☐	☐	☐
... creates a friendly study atmosphere.	☐	☐	☐	☐	☐	☐

My learning behaviour:

	Totally agree	Tend to agree	Partly agree	Agree less	Do not agree	No information
I use the information and tools provided.	☐	☐	☐	☐	☐	☐
	0h	Up to 2h	Up to 4h	Up to 6h	More than 6h	No information
I spend a week preparing for and following up on the event:	☐	☐	☐	☐	☐	☐
	Under 10h	10h to 19h	20h to 39h	40h to 59h	More than 60h	No information
I plan approximately the following hours for direct exam preparation and performance:	☐	☐	☐	☐	☐	☐
What did you particularly like about the event?						
What can be done better?						

SAMPLE
Nicht
ausfüllen!



Core questionnaire of the study programme survey

Which study course are you on?	Study course 1 ○ ...	Study course 2 ○ ...			
Which subject-related term are you currently in?	⊗ 1st subject-related term ○ ...	⊗ 2. subject-related term ○ ...			
	Much too high	Rather too high	just right	Rather too low	Much too low
How do you feel about the current workload in the semester?	○	○	○	○	○

Academic study at the THI

	Fully applicable	Tends to apply	partly	partly	Less applicable	Does not apply at all
I am satisfied with my academic studies at the THI.	○	○	○	○	○	○
I am satisfied with my own performance in my academic studies.	○	○	○	○	○	○
The study course fulfils my expectations in terms of content.	○	○	○	○	○	○
The modules of the study course are well coordinated in terms of content.	○	○	○	○	○	○
The academic study programme offers good opportunities for self-design (specialisations, stays abroad, internships, etc.).	○	○	○	○	○	○
There is good contact between teachers and students on the study course.	○	○	○	○	○	○
The practical orientation of the study course is good (project work, excursions, internships, etc.).	○	○	○	○	○	○
The study course can easily be completed in the standard period of study (+ 1 semester).	○	○	○	○	○	○
I feel that the study course has prepared me well for an appointment.	○	○	○	○	○	○
The lecture planning is well organised.	○	○	○	○	○	○
Exam planning is well organised.	○	○	○	○	○	○
	always	frequently	partly	partly	rare	never
A feedback round takes place during course evaluations.	○	○	○	○	○	○

Consultancy, service and infrastructure at THI

	Fully applicable	Rather true	Partly true	Less applicable	does not apply at all	I cannot judge
THI offers a good range of counselling and services for students.	○	○	○	○	○	○
At ... I am well supported by the university.						
	Fully applicable	Rather true	Partly true	Less applicable	does not apply at all	I cannot judge
... Questions about scholarships and talent development programmes ...	○	○	○	○	○	○
... the planning and organisation of international academic study and practical placements ...	○	○	○	○	○	○
... the search and placement of an internship ...	○	○	○	○	○	○
... the entry into professional life ...	○	○	○	○	○	○



To what extent do the following statements apply to the services offered by THI?					
	completely zu	applies zu	tends to apply meets	teils less at all to be	meets teils cancelled
The university sports programme is good.	☐	☐	☐	☐	☐
The range of student associations and initiatives is good.	☐	☐	☐	☐	☐
The Library offers a good range of books.	☐	☐	☐	☐	☐
The IT equipment at THI is good.	☐	☐	☐	☐	☐
Moodle is a good knowledge and information portal for my academic studies.	☐	☐	☐	☐	☐
The online services and offers provided by PRIMUSS are good.	☐	☐	☐	☐	☐
myStundenplan is a good information system for time-table/schedules.	☐	☐	☐	☐	☐
The THI app is a good information system for everyday study life.	☐	☐	☐	☐	☐
The design and content of the THI website (thi.de) are good.	☐	☐	☐	☐	☐
The design and content of the social media channels are good.	☐	☐	☐	☐	☐

Key strategic topics at THI

How would you rate the extent to which the following aspects are recognised at THI?					
	very strong pronounced	rather strong pronounced	strong pronounced	partly t	rather less not very pronounced strongly t
Practical orientation	☐	☐	☐	☐	☐
Internationality	☐	☐	☐	☐	☐
Personal development	☐	☐	☐	☐	☐
Regional responsibility	☐	☐	☐	☐	☐
Future orientation	☐	☐	☐	☐	☐
Digitisation	☐	☐	☐	☐	☐
Entrepreneurship/entrepreneurship	☐	☐	☐	☐	☐
Sustainability	☐	☐	☐	☐	☐
Internationalisation	☐	☐	☐	☐	☐

In conclusion:

	in any case	probably alread y	don't know	do not think	under no circum stance s
Would you choose THI as a university again from today's perspective?	☐	☐	☐	☐	☐
Would you choose the study course again from today's perspective?	☐	☐	☐	☐	☐
What do you particularly like?					
Where do you see potential for improvement?					



Have you ever thought about dropping out of your academic studies? (Multiple answers possible.)

- ☐ No, never before.
- ☐ Yes, due to false expectations of the study course. Yes,
- ☐ due to programme content being too demanding / difficult.
- ☐ Yes, due to poor study conditions.
- ☐ Yes, due to difficulties in organising time for academic study.
- ☐ Yes, due to difficulties with student finance.
- ☐ Yes, due to psychological pressure / the burden of stuidum. Yes, due
- ☐ to health problems (illness).
- ☐ Yes, due to lack of motivation for academic study. Yes,
- ☐ due to other career goals.
- ☐ Yes, for other reasons:

Thank you for your participation!

MUSTER
Nicht
ausfüllen!





Core questionnaire of the graduate survey

(Core questionnaire = highlighted questions / items
Can be supplemented with specific content for further education)

A. Details of your academic studies and degree

Note: Multiple selection fields are labelled as boxes [], single selection fields as circles O.

Please select your study course first.

Bachelor study courses:

- | | |
|--|--|
| ☐ Business Administration | ☐ Electrical Engineering and |
| ☐ Electrical Engineering and | ☐ Information Technology |
| Electromobility ☐ Aircraft and Vehicle | ☐ Automotive Engineering |
| Informatics ☐ International Retail | ☐ Computer Science |
| Management | ☐ International Management |
| ☐ International Retail Management | ☐ Aeronautical Engineering |
| ☐ Mechanical Engineering | ☐ Mechatronics Business |
| ☐ Renewable Energy | Information Systems |
| Technologies ☐ Engineering and | |
| Business | |

Master's study courses:

- ☐ Applied Research in Engineering Sciences
- ☐ Automotive & Mobility Management
- ☐ Automotive Production Engineering
- ☐ Financial Management and
- Controlling ☐ Computer Science
- ☐ International Automotive Engineering
- ☐ Marketing / Sales / Media
- ☐ Technical Development in Mechanical Engineering
- ☐ Technical Procurement

When did you start your academic studies at THI?

- | | | | | |
|--|------------------------------------|----------------------------------|----------------------------------|------------|
| ☐ SUMMER TERM 2008 | ☐ WS 2008/2009 | ☐ SS 2009 | ☐ WS 2009/10 | SS 2010 |
| ☐ WS 2010/11 | ☐ SS 2011 | WS 2011/12 | ☐ SS 2012 | WS 2012/13 |
| ☐ SS 2013 | ☐ WS 2013/14 | SS 2014 | ☐ WS 2014/15 | SS 2015 |
| ☐ WS 2015/16 | ☐ SS 2016 | ☐ WS 2016/17 | ☐ SS 2017 | |

Did you do a dual study programme in cooperation with a company / practice partner?

- ☐ No
- ☐ Yes, and with ☐

When did you finish your academic studies at THI?

- WS 2016/17 SS 2017
- ☐ WS 2017/18

How did you complete your academic studies?

- | | |
|---|---|
| ☐ excellent (1.0 - 1.2) | ☐ very good (1.3 - 1.5) |
| good (1.6 - 2.5) | satisfactory (2.6 - 3.5) |
| ☐ sufficient (> 3.6) | |



Pseudonym



Did you receive a scholarship / funding for special achievements during your academic studies? (Multiple answers possible.)	☐ No ☐ Yes, I was supported by the Deutschlandstipendium.	Yes, I was a member of THI Talent. Yes, I was sponsored by a scholarship programme for gifted students (e.g. Hans-Seidel-Foundation, Oskar-Karl-Forster-Scholarship, etc.).
Have you completed any voluntary internships or part-time jobs related to your subject? (This does not include internships/work abroad.) (Multiple answers possible.)	☐ No ☐ Yes, further internships ☐ outside the Mandatory internship	☐ Yes, thesis with company ☐ Yes, subject-related part-time job (e.g. working student or similar)
Have you completed one or more study-related stays abroad? (Multiple answers possible.)	☐ No ☐ Yes, to the internship	☐ Yes, for academic study
Do one or more of the following statements apply to you? (Multiple answers possible.)	☐ I am a foreign national (foreign university entrance qualification and foreign nationality) ☐ Nothing applicable.	

B. Information on satisfaction with the THI

	sehr satisfied	satisfied	partly/partly	less satisfied	at all nicht zufrieden
From today's perspective, how satisfied are you with your academic studies at THI? in total?	☐	☐	☐	☐	☐
What did you particularly like about the THI?					
Where do you see potential for improvement?					
From today's perspective, would you recommend THI as a university?	☐ Yes ☐ No ☐ I would generally advise against academic study.				

C. Information on satisfaction with the study course

	sehr satisfied	satisfied	partly/partly	less satisfied	at all nicht zufrieden
From today's perspective, how satisfied are you with your study course?	☐	☐	☐	☐	☐
What did you particularly like about your study course?					
Where do you see potential for improvement?					



Would you advise someone to study your study course?

- ☐ Yes, at the THI ☐ Yes, but at another university
☐ No

Information on the acquisition of competences

	sehr satisfied	satisfied	partly/partly	less satisfied	at all nicht zufrieden
How satisfied are you with the (technical) content you were taught?	☐	☐	☐	☐	☐
How satisfied are you with the (scientific) information provided to you? Methods*?	☐	☐	☐	☐	☐
How satisfied are you with the (social) s k i l l s you have been taught? and skills**?	☐	☐	☐	☐	☐
* scientific methods: understanding and producing scientific texts, planning, realisation and control of Trials / projects, etc.					
** Social competences and skills: Working in a team, international co-operation, etc.					
From today's perspective, what do you recommend we change about the content of the study course?					
What content did you miss / do you now miss in your day-to-day work? Which contents are too pronounced from today's perspective?					

C. Information on satisfaction with dual studies (programme)

What type of dual studies (programme) did you pursue?	☐ Combined study programme ☐ Studies with immersed internships + practical experience (practical phases in the company)				
	Very satisfied	Satisfied	partly/partly	less satisfied	Not satisfied at all
How satisfied are you with your chosen study programme?	☐	☐	☐	☐	☐
Are you still employed by your dual partner?	☐ Yes ☐ no				

D. Information on professional and personal development after academic study

Please complete the following sentence: My academic studies have enriched me personally because ...
To what extent have the services* offered by THI helped to facilitate your career entry and career opportunities?
*(Career Service, application counselling, personal contacts to employers and networks through lecturers, etc.)



Below you have the opportunity to provide information on your current specialisation. First select what mainly applies to your situation at the moment. You then have the opportunity to provide information on other activities. What applies to your current situation?	☐ I am employed.	☐ I am self-employed (founder, freelance activity).
	☐ I have started an academic study programme. ☐ I dedicate myself primarily to family tasks (parenting, caring, etc.). ☐ Other:	☐ I have started a doctorate ☐ I am looking for a job.

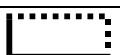
1. main activity: I am employed

How long did your job search take? This refers to the application phase for the first job after academic study.	☐ No search as offer or takeover by dual partner/cooperation partner of the thesis, etc. ☐ 4-6 months ☐ 10-12 months ☐ 0-3 months ☐ 7-9 months ☐ > 12 months
When did you start looking for employment?	
☐ > 6 months before completion ☐ 0-3 months before completion ☐ 4-6 months after completion	☐ 4-6 months before completion ☐ 0-3 months after completion ☐ > 6 months after completion
Which company are you currently working for?	
Where / in which region do you work?	
☐ Ingolstadt and surrounding area ☐ Remaining Germany ☐ Non-European countries	☐ rest of Bavaria ☐ other European countries
Are you currently employed on a temporary or permanent basis?	☐ limited in time ☐ unlimited
Do you have a position with personnel responsibility?	☐ yes ☐ no
Do you have a position with budget responsibility?	☐ yes ☐ no
What is your current monthly income (gross)?	☐ < € 1,000 per month. ☐ 2,000 - 3,000 € per month. ☐ 4,000 - 5,000 € per month. ☐ > € 6,000 per month ☐ 1,000 - 2,000 € per month. ☐ 3,000 - 4,000 € per month. ☐ 5,000 - 6,000 € per month. ☐ Other:

To what extent do you agree with the following statements?

	yes, fully and completely	rather yes	yes / partly	rather no	nein, gar not
My employment corresponds to my degree level.	☐	☐	☐	☐	☐
The content of the job corresponds to my academic	☐	☐	☐	☐	☐

 Pseudonym



studies.					
I can apply the knowledge, skills and competences acquired during my academic study Actively utilise skills in my appointment.		☐	☐	☐	☐



All in all:

	sehr satisfied	satisfied	partly/partly	less satisfied	at all nicht zufrieden
How satisfied are you with your current job?	☐	☐	☐	☐	☐

Difficulties in the application process

You have stated that your job search lasted more than 6 months. What difficulties did you face during your job search?

1. main activity: self-employment

Please briefly describe the focus of your company / the main field of activity.

How many employees does your company have?

Please count yourself in. (Please enter a number between 0 and 999, only one digit in each box)

Where / in which region is your company located?

☐ Ingolstadt and Bavaria ☐ the rest of
☐ Rest of countries Germany ☐ other European
☐ Non-European countries

What is your current monthly income (gross)?

☐ < € 1,000 per month ☐ 1,000 - € 2,000 per month
☐ 2,000 - € 3,000 per month ☐ 3,000 - 4,000
€ per month
☐ 4,000 - € 5,000 per month ☐ 5,000 - 6,000
€ per month
☐ > € 6,000 per month
☐ Other:

Do you agree with the following

To what extent are

	yes, fully and completely	rather	yes / partly	rather no	nein, gar not
My employment corresponds to my degree level.	☐	☐	☐	☐	☐
The content of the job corresponds to my academic studies.	☐	☐	☐	☐	☐
I can apply the knowledge, skills and competences acquired during my academic study Actively utilise skills in my appointment.	☐	☐	☐	☐	☐

All in all:

	sehr satisfied	satisfied	partly/partly	less satisfied	at all nicht zufrieden
How satisfied are you with your current job?	☐	☐	☐	☐	☐



Pseudonym

0.6

