

Quality in Academics and Education Strategy - Goals - Further Development

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Gender neutrality

The use of double forms or other labels for female and male persons has been avoided to a large extent for the sake of readability and clarity. All names for the different groups of university members refer equally to both male and female members of the respective groups.

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1 President's foreword

The Deggendorf Institute of Technology (DIT) has committed itself to a close partnership with the region of Eastern Bavaria. Excellent applied research, as well as academically sound and practice-oriented studies, are both an objective and obligation for DIT.

It is a part of our self-image that we, as a teaching institution, are committed to our students first. Being a research-based university however, we also see the importance of applied research in the contribution to university education. Applied research and development enjoy high priority at the university – a fact that is reflected by the technology campus.

As a research-based university, we provide our students with modern and interesting environment. The great dynamics resulting from the different research areas are reflected in the university's study programme. With high research revenues, over 7,000 students, and more than 20% international students from over 100 countries, DIT is one of the leading universities in Bavaria.

The latest equipment, best laboratories, excellent tutoring, dedicated professors and employees: Here at DIT, students can lay the foundation for a great career.

By laying down a "policy for quality assurance" in accordance with ESG standards, the university sets out a quality strategy for itself and its members, which should ensure the continuous improvement of education and studies as well as supporting processes.

Quality assurance promotes the development of a quality culture and takes into account the needs and expectations of lecturers and students, other interest groups and society.

Based on this document and the instruments developed within the framework of quality management, the university sees itself well prepared for the challenges of the future.

2 Applicability

DIT's quality strategy is decided by the extended university management and is used mainly in the field of studies and education, as well as in research and administrative units.

Professors, lecturers and staff of the faculties and the supporting bodies undertake to apply the guidelines to the best of their knowledge and belief and to support those.

3 Basics

As a result of the academic reforms of recent years, there are a multitude of laws, rules, regulations and recommendations – ranging from those of the EU and resolutions of the Conference of Ministers of Education to state regulations and the university's own statutes.

Here, many regulations are a result of the harmonisation of higher education in Europe. The common basis for quality assurance in the European Higher Education Area is formed in part by the content of the European Standard Guidelines (ESG).

- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)
https://enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf
- Bavarian Higher Education Act
<http://www.gesetze-bayern.de/Content/Document/BayHSchG>
- Regulation regulating study accreditation according to the Interstate Treaty on Study Accreditation
<http://www.gesetze-bayern.de/Content/Document/BayStudAkkV>
- Common structural requirements for the accreditation of Bachelor and Master programmes
https://www.kmk.org/fileadmin/Dateien/veroeffentlichungen_beschluesse/2003/2003_10_10-Laendergemeinsame-Strukturvorgaben.pdf
- Qualifications Framework for German Higher Education Qualifications
https://www.kmk.org/fileadmin/Dateien/veroeffentlichungen_beschluesse/2017/2017_02_16-Qualifikationsrahmen.pdf
- Rules of the Accreditation Council for the accreditation of study programmes and for system accreditation
http://www.akkreditierungsrat.de/fileadmin/Seiteninhalte/AR/Beschluesse/AR_Regeln_Studiengaenge_aktuell.pdf
- Framework examination regulations for the universities of applied sciences in Bavaria
<http://gesetze-bayern.de/Content/Document/BayRaPO/True>
- General examination regulations of the Deggendorf Institute of Technology
<https://www.th-deg.de/de/studierende/studenten-und-pruefungsverwaltung/hochschulrecht/satzungen-und-verordnungen>
- Regulations of the Deggendorf Institute of Technology
<https://www.th-deg.de/de/studierende/studenten-und-pruefungsverwaltung/hochschulrecht>

- The Deggendorf Institute of Technology is involved in the National Code of Conduct for the Study of Foreigners
<https://www.hrk.de/themen/internationales/internationale-studierende-und-forschende/nationaler-kodex-fuer-das-auslaenderstudium/>
- Furthermore, the ERASMUS+ Charter and the European Policy Statement apply to international cooperation.
<https://www.th-deg.de/de/international-office/thd-studierende-weltweit/erasmus-foerderung#erasmus-charta-und-eps>

4 Guiding principle

In its young history since its foundation in 1994, the Deggendorf Institute of Technology has quickly become one of the most pioneering universities in the higher education landscape. With its research campuses and field offices, it is one of the most aspiring universities in Southern Germany. The focus of our daily work is on practice-oriented and future-oriented education, excellent teaching quality and the highest level of applied research. Our faculties in the fields of business, technology and health form the basis for this.

Our values

We are committed to upholding our democratic, flexible and dynamic culture. Our shared values are acceptance of differences, mutual respect, personal proximity, tolerance and openness. We promote and champion cultural diversity.

Our family-oriented university community promotes equal opportunity regardless of gender, nationality, status and religion. We stand for cultural diversity and the physical, mental and social well-being of our staff and students.

Regionally rooted and internationally linked

Internationalisation improves DIT's stand in education, research and service and thereby secures academic success. We take responsibility for the social and economic development of our region

by networking with national and international organisations, companies and institutes. DIT serves as an instigator for internationalisation in the region.

We are pioneers

We are pioneers in education, further education and applied research. Opening up to new target groups and leading an ongoing dialogue with society, politics and business shape our further development. An innovative learning and teaching environment is key to our success.

We never stop improving

In order to achieve our goals, we recognise and use opportunities and act quickly and flexibly in line with our values. We offer our students excellent conditions with the support of experienced scientists and service-oriented administration in order to maximise their individual potential. Within the framework of our excellent education, further education and research programmes, we promote social and professional skills, as well as entrepreneurial thinking.

We are value-oriented and target-oriented

Our decision-making culture is dynamic and flexible. We recognise and seize chances. In the process, we never lose sight of our goals and authenticity. The needs of our society are the orientation framework of our sustainable work.

5 Mission

In accordance with the Bavarian Higher Education Act (Art. 2) and the guiding principles of the Deggendorf Institute of Technology, DIT is committed primarily to the region, its people and companies within the framework of legal and political requirements, and the values and goals it has set for itself.

The social mission therefore results in a focus on applied research and excellent education. A combination of both enables the high-quality training of young people, keeping pace with the times.

With this as its focus, DIT has undergone outstanding development in the 25 years of its existence.

- Owing to the establishment of 10 Technology Campuses (TC) in the region, DIT is connected with municipalities and companies in Eastern Bavaria like no other university. The TC are primarily locations for applied research and industrial cooperation in development projects. The dual function of professors as researchers in the TC and at the university and as lecturers at the university ensures the incorporation of the latest scientific and technological knowledge into education.
- Meanwhile, the fact that the university has more than 7,000 students (as of 01.10.2019) shows the potential of the region and the growth potential of the university. Equipping outstanding graduates for professional life is the mission and motivation for all those involved in education and administration.
- According to the economic profile of the region and the increasingly differentiated education system, the university sees itself committed to the maxim "no degree without leads". This claim is taken into consideration in a comprehensive further education programme that includes special Bachelor and Master programmes for working people.
- Skills shortage and the increasing internationalisation of regional companies call for new training and education methods. DIT sees itself as a pioneer of internationalisation of the regional economy because of its expansion of English-language lectures and courses and the fact that over 20% of its students are foreigners.

Conscious of its responsibility towards the students of DIT, the university implements a large number of measures to support the students and to offset the increasing diversification of the student body. Faculties and central units develop and initiate coordinated measures to give each student a chance to successfully complete their studies without sacrificing on a high quality standard. This is done in accordance with the motto: "encourage and demand".

6 Obligations

6.1 Agreements on goals

The Bavarian State Ministry of Science and Art regularly concludes agreements on goals with universities in the free state. These are subdivided into an overarching part, which sets goals for all universities, and a university-specific part, in which individual goals are concluded between the university and the ministry.

Overarching goals include, among other things, expansion goals for the admission of additional university entrants. Individual goals support university-specific measures that are of particular strategic importance, such as internationalisation, development of e-learning or improvement of accessibility.

The university management (in consultation with the university units concerned and staff and professors) sets goals for university development. These are regularly evaluated and further developed.

DIT's university management also defines goals which are backed by concrete measures and which are to be implemented in the subsequent academic year. The goal system of the X Matrix includes these four dimensions:

- Strategic goals
- Annual goals
- Measures
- Key indicators

The goal system of the university is the basis for the goal systems of the faculties and departments, i.e., the goals, measures and key indicators of faculties and departments are based on the university's annual goals.

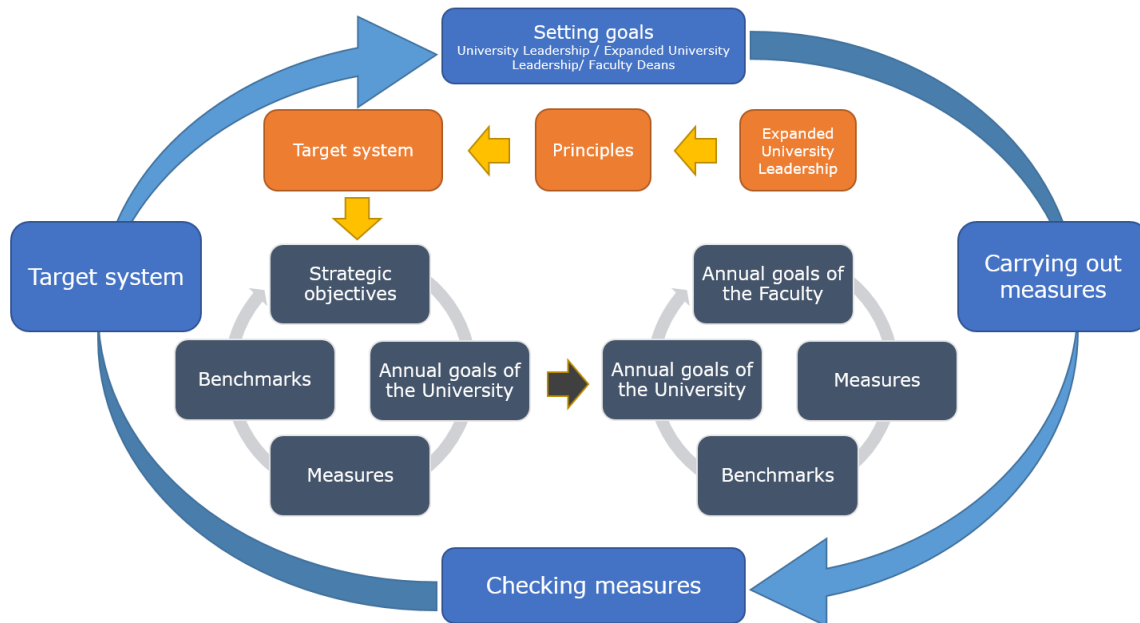


Figure 1: Objective planning at DIT

The faculties make a commitment to the university management to achieve the agreed goals in the agreed period.

6.2 Quality development

It is a declared goal to involve all members of the university in the development and implementation of the quality culture in order to achieve the highest possible penetration to create common quality awareness and promote individual quality awareness.

The Central Quality Management organises information events to transfer the same level of knowledge to all members of the university. Information is also provided via the Intranet and the V-drive.

Regular meetings with the Student Convention and student representatives are intended to increase the level of information of students as well as to incorporate their feedback into the development of the system.

The introduction of anonymous Idea Management for both students and staff helps identify “where the problem lies”. The ideas submitted so far indicate that although the students and staff see room for improvement in various areas, the level of basic satisfaction is very high.

Deggendorf Institute of Technology is committed to continuously working on the further development of the quality management system and to involving the various stakeholders in the process.

6.3 Quality assurance

Guided by management processes, the university management controls the strategic development of DIT. Processes, actors and responsibilities are defined.

Processes with a clear division of roles and detailed process steps were developed and published internally in order to regulate all processes related to management, academics and education, research and administration. These processes are subject to process controlling and are regularly reviewed to see if they are up-to-date, and adapted if necessary.

As part of DIT’s key understanding of quality, surveys are conducted regularly in the field of studies and education. This is the only way to make a statement about the quality of study programmes, as well as the satisfaction level of students.

A standardised system has been used at DIT for all surveys since the winter semester of 2018/2019 to achieve a common **quality culture**. A standard evaluation questionnaire is used for courses.

In order to counteract students’ possible lack of enthusiasm in answering the survey and to increase response rates, the survey will soon be available online in classrooms and students will be able to respond to the questions using their smartphones. In the case of negative feedback, measures will be determined by the Dean of Studies of the faculty.

Lecturers at DIT commit themselves to continuous course evaluation and feedback to the students. Survey results serve to improve education.

The university undertakes to carry out surveys among students, alumni and other stakeholders as required, and to conduct CHE ranking. Survey results are taken into consideration in the further development of studies and education.

6.4 Education

The Deggendorf Institute of Technology aims to complete system accreditation by the end of 2020.

The quality management system as well as the quality assurance are designed in such a way that internal and external reviews of the study programmes take place and regular further development is guaranteed.

To this end, the faculties carry out internal reviews independently, in which the topicality and quality of a study programme is checked and feedback from students and external parties is recorded.

In internal audits, the study programmes are reviewed by external experts in the form of programme accreditation.

DIT supports application and practice-oriented studies with internships. For laboratory internships the equipment should meet the latest standards.

The importance of digital forms of teaching is increasing in the context of digitization. Formats such as Flipped Classroom, E-Learning or Direct Feedback enable a different and more interactive teaching.

The combination of classroom teaching and self-learning in new formats promotes the acquisition of skills by students. Attention is paid to teaching technical, methodological and personal skills.

DIT undertakes to conduct regular internal audits and reviews. The staff and professors involved are involved in the planning process from the very beginning. DIT promotes new teaching and learning methods in the context of digitisation.

6.5 Lecturers

Lecturers are the backbone of a university. Professors, teaching staff and adjunct professors are academically qualified and have practical experience. Regardless of the current technological developments, good education always requires good and competent teachers.

Qualified laboratory engineers and employees support the teachers in the application and practice-oriented transfer of knowledge. Professors and lecturers are selected through processes that take into account knowledge, competence, didactic abilities and motivation. Regular and in some cases obligatory further training courses promote the further qualification of teachers and staff in the fields of science, didactics and personality.

The university commits itself to selecting lecturers carefully and promoting their further training by taking appropriate measures.

The lecturers of the university commit themselves to teaching and conducting exams in a competence-oriented manner. Wherever possible, new forms of teaching are used, and the self-initiative of students is encouraged and demanded.

6.6 Students

Students and lecturers are partners in the learning process. Students must be willing and able to process the knowledge that is imparted to them and develop their own competences. Teaching cannot be consumed. It requires the active participation of students. Outstanding students are just as essential for the success of a university as its lecturers.

Attracting good students and encouraging them in a performance-focussed manner during their studies is the responsibility of a university.

Accompanying the student life cycle, the university initiates measures to develop outstanding graduates through education:

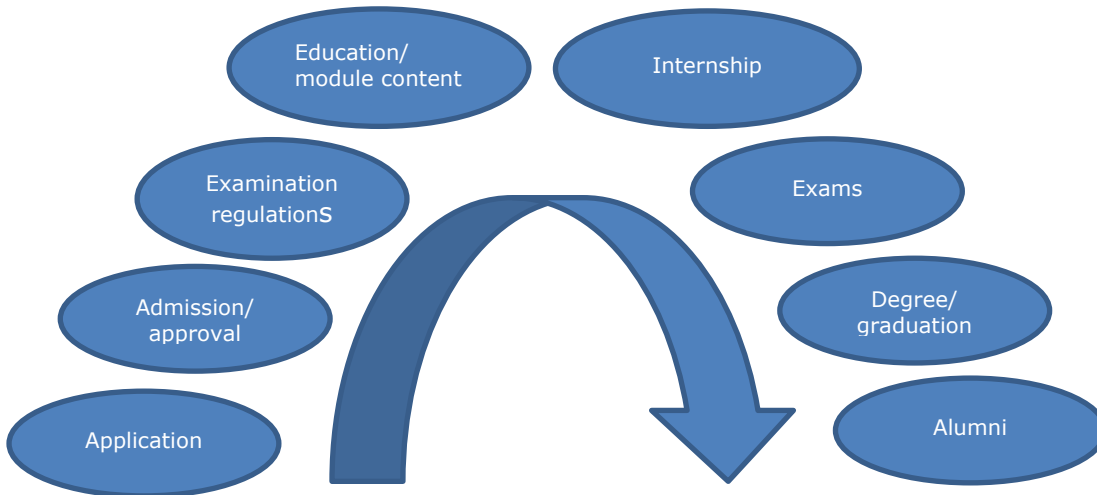


Figure 2: Student Life Cycle

Students are the focus here. As a service provider, the Deggendorf Institute of Technology provides supportive measures for the various study phases of a student.

6.7 Administration and central departments

The administration and central units of the university are indispensable partners in the process of teaching and learning and in the safeguarding and further development of quality goals.

The service concept for "customers", i.e., professors and students, remains in the foreground. The main tasks are the development, operation and further development of the necessary infrastructure, tutoring and support of students, professors and staff, the implementation and further development of supporting processes, and the generation and processing of data and information.

The central administrative units of the Deggendorf Institute of Technology undertake to act as a service organisation for the university and its members in accordance with the legal requirements.

6.8 Internationalisation

Internationalisation is part of the higher education strategy. In order to offer students and lecturers excellent opportunities for stays abroad, great importance is attached to the quality of international partners. Thus, DIT is involved in the "National Code for Foreign Students" and acts according to the standards of the "Erasmus+ Charter" and the "European Policy Statement".

The Deggendorf Institute of Technology is committed to ensuring the quality of international cooperation and to anchoring it in agreements. It supports cross-border company and research cooperations.

7 Further development of the QM system

University processes for academics and education always provide only a framework for the development, implementation and further development of programmes. The dynamics of knowledge development in different disciplines, as well as the individual participation of teachers and students, result in diversity and heterogeneity that the processes must allow for without losing sight of the common goal of high-quality education and continuous improvement.

The 3C model offers a good starting point for the further development of the QM system.

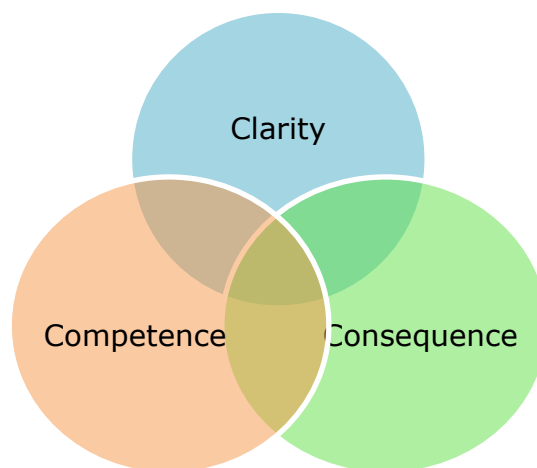


Figure 3: The three C model

7.1 Clarity

The guiding principle, quality goals and the quality strategy of the Deggendorf Institute of Technology provide the framework for our actions.

These actions are supported by further processes for studies and education, research and the support processes of the administration.

Clearly defined organizational structures and processes help to make better and safer decisions.

7.2 Competence

In the student life cycle, a student goes through many phases, from application to study to obtaining a degree. The aim is that he/she acquires the competences that make him/her a successful, capable and ethical employee and/or member of our society.

Education, lecturers and the students themselves are the most important actors in this process. Legal requirements, process definitions and framework conditions bring structure into education and help in the implementation of objectives, but do not replace the competence of lecturers.

Study contents are taught by well-trained teaching staff who are equipped with excellent teaching skills. The content, teaching competence and commitment of the students lead to a very good competence profile of our graduates.

7.3 Consequence

During the study phases, statistical key figures and feedback from evaluation, quality circles and surveys are collected for developing study programmes and are used for further development. Consistency therefore means accepting criticism, questioning oneself and responding to shortcomings.

Consistency also means encouraging students. Education is not a one-way street. Only those who are willing to actively participate in the acquisition of skills can be successful.

Consistency means promoting and challenging. Commitment should and must be worthwhile. Those who are not up to the task of acquiring skills are not abandoned but are advised and caught up in the network of diverse educational opportunities.