



University of Potsdam



GUIDE FOR TEACHING STAFF

Studies and Teaching at the University of Potsdam

www.uni-potsdam.de





GUIDE FOR TEACHING STAFF

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Photo: Ernst Kaczynski

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Foreword by the Vice President for Teaching, Studies and Europe

Dear professors, dear colleagues,

Ensuring and refining the quality of teaching and studies has been a top priority at the University of Potsdam since its foundation. Our success in this regard is reflected in the system accreditation the UP has held since 2012. The foundation of the Service Center for Teaching Evaluation, now the Center for Teaching Quality Development (ZfQ), towards the end of the 1990s marked the beginning of the establishment of a quality assurance system in studies and teaching. From the outset, one of the central aims of establishing quality assurance structures and processes was to support teaching staff in their daily work in the university's lecture halls, seminar rooms, and laboratories and to factor in the different cultures of each discipline during the development of measures, so as to shape teaching in a way that makes it more appealing and allows for the use of digital technologies. For this reason, the Potsdam quality management system is also characterized by a high degree of decentralization and is shaped by the idea of subsidiarity: Quality assurance and development primarily take place in the respective academic departments. The faculties are largely autonomous with regard to the development and implementation of measures. At the same time, teaching staff members at the University of Potsdam have a duty to offer approximately 21,000 students at our university excellent teaching and to enable them to acquire skills that will allow them to quickly and successfully start a career.

With the following guide, we would like to provide you with important information about teaching and studies at the UP. We will also list specific contacts for you who will answer your questions or help with specific problems at any time.

I hope that your time at the University of Potsdam is off to a good start and I am very pleased that you have joined us.

Dr. Britta van Kempen

Vice President for Teaching, Studies and Europe



University of Potsdam

Numbers, Facts, and Contacts

Students (Winter Semester 2023/2024)

Total number of students (according to first subject): 20,406

first-year students (first semester of study): 4,444

international students: 2,709

female students: 11,461

Distribution among the Faculties

Law Faculty: 2,668

Faculty of Arts: 4,815

Faculty of Human Sciences: 3,925

Faculty of Economics and Social Sciences: 3,242

Faculty of Science: 4,737

Digital Engineering Faculty: 1,015

Staff (2023)

Professors: 360

Jointly appointed professors: 83

Academic staff: 601

Employees in administrative and technical services: 916

Academic and non-academic staff financed by third-party and special funds: 1,216

Budget

Budgetary funds 2023: 187 million EUR

Third-party funding 2023: 59.7 million EUR



Photo: Karla Fritze

Contacts in the Faculties

Do you have questions about a degree program or individual modules? Would you like to get to know more about your faculty's quality management system? Do you have specific problems or ideas relating to studies and teaching? Then the quality management commissioners of the faculties are the right people to contact:

Faculty of Arts

Michael Herrmann
Phone: +49 331 977-1304
E-Mail: michael.herrmann@uni-potsdam.de

Faculty of Human Sciences

Dr. Weronika Buchwald-Thomsa
Phone: +49 331 977-2323
E-Mail: weronika.buchwald-thomsa@uni-potsdam.de
Agnieszka Lipinske
Phone: +49 331 977-23015
E-Mail: agnieszka.lipinske@uni-potsdam.de

Law Faculty

Fabienne Paasch
Phone: +49 331 977-3549
E-Mail: fabienne.paasch@uni-potsdam.de

Faculty of Health Sciences

Dr. Andrea Block
Phone: +49 331 977-102323
E-Mail: andrea.block@uni-potsdam.de

Faculty of Science

Kathrin Kuchenbuch
Phone: +49 331 977-2962
E-Mail: katkuchenbuch@uni-potsdam.de
Dr. Sandra Woehlecke
Phone: +49 331 977-256378
E-Mail: sandra.woehlecke@uni-potsdam.de

Faculty of Economics and Social Sciences

Stefanie Nimz
Phone: +49 331 977-3345
E-Mail: stefanie.nimz@uni-potsdam.de

Digital Engineering Faculty

Christiane Herzog
Phone: +49 331 5509-569
E-Mail: christiane.herzog@hpi.de

E-Learning Coordinators at the Faculties

E-learning is an integral part of modern, innovative teaching and thus a cross-sectional task for all academic departments. E-Learning Coordinators are available at the five faculties to advise teaching staff on the possible uses of digital media and to provide support with regard to the design and implementation of media-supported teaching and learning scenarios:

Faculty of Arts	Jakob Arlt
Faculty of Human Sciences	Nadine Geffers
Law Faculty	TBA
Faculty of Science	Nadine Geffers
Faculty of Economics and Social Sciences	Mathias Loboda

All E-Learning Coordinators can be reached at: elearning-kos@uni-potsdam.de.

Contacts at the Center for Teaching Quality Development (ZfQ)

Do you have questions about evaluation or accreditation? Would you like to know which tools you can use to evaluate your classes? Would you like to know which continuing education courses in higher education teaching are available and how you can integrate e-learning into your classes? Do you have any questions about how students can be supported when they are looking to start a career? Would you like to participate in the further development of the introductory study phase?

Executive Director of the ZfQ

Michaela Fuhrmann
Phone: +49 331 977-1532
E-Mail: zfq@uni-potsdam.de

Co-Heads of the University Studies Section

Christopher Banditt
Phone: +49 331 977-113164
E-Mail: akkreditierung@uni-potsdam.de
Frank Niedermeier
Phone: +49 331 977-1624
E-Mail: evaluation@uni-potsdam.de

Co-Heads of the Teaching and Media Section

Dr. Benjamin Klages
Phone: +49 331 977-124472
Marlen Schumann
Phone: +49 331 977-1623
E-Mail: lehre.medien@uni-potsdam.de

Head of Career Service and University College

Nelli Wagner
Phone: +49 331 977-1781
E-Mail: career-service@uni-potsdam.de

www.uni-potsdam.de/zfq



Contacts at the Center for Teacher Training and Education Research (ZeLB)

Do you have any questions on teacher training degrees? Would you like to find out more about the tasks of the Center for Teacher Training and Education Research (ZeLB)? Do you have questions about Studies in School for teacher training/ "Schulpraktische Studien"? Would you like to find out more about evaluation and quality assurance measures for teaching degree programs?

Director

Prof. Dr. Andreas Borowski
Phone: +49 331 977-256001
E-Mail: ZeLB-Direktor@uni-potsdam.de

Executive Director

Dr. phil., Dipl.-Psych. Mirko Wendland
Phone: +49 331 977-256005
E-Mail: mirko.wendland@uni-potsdam.de

Quality Assurance/Accreditation Officer

Dr. Anna Nowak
Phone: +49 331 977-295531
E-Mail: anna.nowak@uni-potsdam.de

Student Affairs Officer

Daniel Burchard
Phone: +49 331 977-256008
E-Mail: daniel.burchard@uni-potsdam.de

"Studies in School" Officer

Lydia Küttner
Phone: +49 331 977-256004
E-Mail: lydia.kuettner@uni-potsdam.de

www.uni-potsdam.de/zelb



Contacts in the Division of Student Affairs (D2)

Do you have any questions on student affairs or examination administration? Do you have any questions on the campus management system (PULS)? Do you have any questions on advising and support for international students in bachelor's and master's degree programs? Do you have any questions about the activities of the Central Student Advisory Service and Counseling for Students with Health Impairments?

Director

Dr. Sabina Bieber
Phone: +49 331 977-1016
E-Mail: sabina.bieber@uni-potsdam.de

Sections of Division 2

Direction, Section 2.A: Study and Examination IT, Section 2.B: Student Administration Center/Office of Student Affairs, Section 2.B: Student Administration Center/Examination Office, Section 2.C: Central Student Advisory Service/ Student Marketing, Section 2.D: International Office

Legal Consultant for Student Affairs

Dr. Andrea Radcke
Phone: +49 331 977-1634
E-Mail: andrea.radcke@uni-potsdam.de

Commissioner for Students with a Disability

Robert Meile
Phone: +49 331 977-1715
E-Mail: robert.meile@uni-potsdam.de

www.uni-potsdam.de/en/verwaltung/division2





Photo: Karla Fritze

Contacts in the Equal Opportunity Coordination Office and in the Division of Human Resources and Legal Affairs

Do you have any questions on childcare or work-life balance? Would you like to find out what the „Service for Families“ has to offer? Do you have any questions on conflict management issues?

Central Equal Opportunity Commissioner

Christina Wolff
Phone: +49 331 977-1840
E-Mail: gba-team@uni-potsdam.de



www.uni-potsdam.de/en/equality

Service for Families

Dörte Esselborn
Phone: +49 331 977-4289
E-Mail: service-familien@uni-potsdam.de

Contacts at the Center for Languages and Key Competences (Zessko)

Do you have questions about practical language courses as part of philological degree programs or key competences (UNICert®)? Would you like to find out more about tutor training and tutorials, additional certificates, and student projects in Studiumplus? Would you like to receive information on the Zessko's (Center for Languages and Key Competences) self-learning offers for students (including writing assistance) and for students and staff (presentation coaching, language cafés, languages tandems, etc.)? Are you interested in qualification measures for international applicants (including German and subject-specific knowledge for studies, DSH – German language exam for university admission) in the Brandenburg-wide network "Erfolgreicher Studieneinstieg für internationale Studierende" (ESiSt – Successful Start for International Students)?

Director of the Zessko

Dr. David James Prickett
Phone: +49 331 977-1809
E-Mail: prickett@uni-potsdam.de

Director Languages Division

Christoph Lehker
Phone: +49 331 977-1833
E-Mail: lehker@uni-potsdam.de

Coordinator Department of Professional Transferable Key Competences

PD Dr. Ljuba Kirjuchina
Phone: +49 331 977-1789
E-Mail: ljuba.kirjuchina@uni-potsdam.de



www.uni-potsdam.de/en/zessko

Director Successful Start for International Students (ESiST) Division

Dr. Christian Jennerich
Phone: +49 331 977-4730
E-Mail: christian.jennerich@uni-potsdam.de

Mission Statement Teaching

The Mission Statement Teaching defines goals regarding research-oriented teaching, orientation towards specific professional fields and personal development, interdisciplinary and cross-disciplinary teaching, target group-specific teaching as well as the emphasis to be placed on students and their skills. Digitalization and internationalization are among the cross-cutting topics. The Mission Statement Teaching is the basis for a wide range of activities and supplements the university's own criteria for the (further) development of degree programs. Additional documents, such as the "Proposals for Measures to Implement the University of Potsdam's Mission Statement for Teaching and Learning" and the "Cornerstones of Digital Teaching" were drawn up to cover more specific aspects and made available to members of the University of Potsdam as a framework of reference.

→ Mission Statement Teaching

www.uni-potsdam.de/en/zfq/ueber-das-zfq/mission-statement-for-teaching-and-learning-at-the-university-of-potsdam

I. Studying at the University of Potsdam

What are the characteristics of the degree programs at the University of Potsdam?

Founded in 1991, the University of Potsdam is Brandenburg's largest institution of higher education with around 21,000 students. The university offers a broad spectrum of subjects at its six faculties. The range of courses on offer is very diverse and includes numerous degree programs with unique features. Examples include the bachelor's degree programs in Patholinguistics, Jewish Theology, or IT Systems Engineering; or the master's degree programs in Toxicology, War and Conflict Studies, or Cognitive Science.

The University of Potsdam is the largest institution of higher education in Brandenburg that offers teaching degree programs. The teaching degree programs for Primary School Teacher Certification with a Focus on Inclusive Education and for Teacher Certification for Inclusive/Special Education are unique in the Berlin-Brandenburg higher education area.

The University of Potsdam is also breaking new ground in lawyer training. Law students have the opportunity to complete their studies with both the traditional First Law Examination ("Erste Juristische Prüfung") and a bachelor's degree, the Bachelor of Laws.

Which bachelor's and master's degrees does the University of Potsdam confer?

The University of Potsdam confers the following degrees through the respective faculties:

- Bachelor of Science (B.Sc.), Bachelor of Arts (B.A.), Bachelor of Laws (LL.B) und Bachelor of Education (B.Ed.)

→ Courses from A-Z

www.uni-potsdam.de/en/studium/what-to-study/courses-from-a-to-z

- Master of Science (M.Sc.), Master of Arts (M.A.), Master of Laws (LL.M.), Master of Education (M.Ed.) und Master of Business Administration (MBA)

What are the characteristics of the bachelor's degree programs (not including teaching degree programs) at the University of Potsdam?

Bachelor's degree programs at the University of Potsdam generally take six semesters to complete (180 credit points). Only a few bachelor's degree programs have a longer standard period of study of seven or eight semesters (210 or 240 credit points).

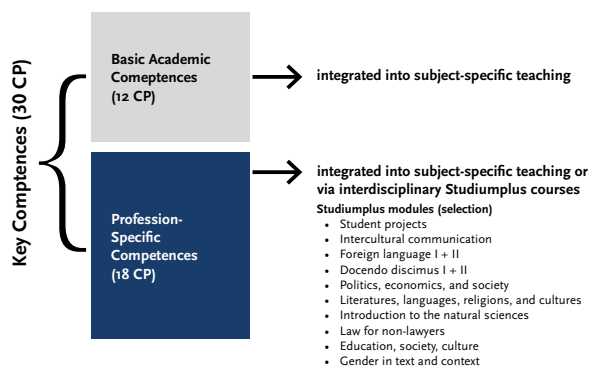
Two types of bachelor's degree programs are offered at the University of Potsdam:

- single-subject degree programs (1F-BA) and
- dual-subject degree programs (2F-BA). In a dual-subject bachelor's degree program, students study two subjects with the first subject having a higher weighting than the second subject (with 90 CP and 60 CP respectively).

What are key competences? What is "Studiumplus"?

All bachelor's degree programs at the University of Potsdam (except teacher training programs) include key competence courses amounting to a total of 30 credit points. They include interdisciplinary skills, abilities and capabilities with direct benefit for various professional fields and university studies, as well as methods and strategies of interdisciplinary and solution-oriented thinking and working.

The 30 CP for key competences are divided into "Basic Academic Competences" (12 CP) and "Profession-Specific Competences" (18 CP)¹.



The "Basic Academic Competences" are typically taught within the academic departments as an integrated part of studies in the respective (first) subject. With regard to the "Profession-Specific Competences," the respective study regulations determine whether these are acquired in an integrated or interdisciplinary manner via so-called "Studiumplus."

→ further information on key competences

www.uni-potsdam.de/en/studium/studying/keycompetences

www.uni-potsdam.de/en/zessko/key-competences-studiumplus/supplementary-certificates

¹ These regulations apply to bachelor's students whose enrollment was subject to regulations that came into force as of the winter semester 2013/2014 or later.

Studiumplus refers to university-wide course offerings to acquire interdisciplinary key competences as part of bachelor's degree studies. This includes, for example, the acquisition of foreign language skills, legal or business knowledge, start-up know-how, internship modules, or modules that provide insights into disciplines in the humanities and natural sciences.

Which master's degree programs (not including teaching degree programs) are offered at the University of Potsdam?

In addition to consecutive master's degree programs, the University of Potsdam also offers various continuing education master's degree programs. Consecutive master's degree programs follow a first undergraduate university degree (e.g., a bachelor's degree), while continuing education master's degree programs also require professional experience. The vast majority of consecutive master's programs offered at the University of Potsdam have a research-oriented profile (as opposed to an application-oriented profile). In addition, numerous master's programs are offered in cooperation with universities in Germany and abroad (including programs in English or with an international orientation).

Which teaching degree programs exist at the University of Potsdam? What is the Center for Teacher Training and Education Research (ZeLB)?

The teacher training programs at the University of Potsdam are geared towards the requirements of modern education in schools. The University of Potsdam offers the following teaching degree programs:

- Secondary School (Level I and II) Teacher Certification (General Subjects)
- Secondary School (Level II) Teacher Certification (Vocational Subjects)
- Primary School Teacher Certification
- Primary School Teacher Certification with a Focus on Inclusive Education
- Teacher Certification for Inclusive/Special Education

The Center for Teacher Training and Education Research ("Zentrum für Lehrerbildung und Bildungsforschung," or ZeLB) coordinates teacher training and certification, looks after the concerns of students in teacher training, and takes responsibility for ensuring and advancing the quality of degree programs in teacher training. ZeLB is a joint decentralized organizational unit of the faculties involved in teacher training. The ZeLB Assembly advises the director and the management on all matters relating to teacher training and education research. It is also involved in appointment procedures, the establishment of study commissions for teaching degree programs, and the development and enactment of study and examination regulations for bachelor's and master's programs in teacher training.

→ Master's Degree Programs from A to Z

www.uni-potsdam.de/en/studium/what-to-study/master/masters-degree-programs-from-a-to-z

→ teaching degrees (only in German)

www.uni-potsdam.de/studium/studienangebot/lehramt

→ Center for Teacher Training and Education Research (ZeLB) (only in German)

www.uni-potsdam.de/zelb

What is the Center for Languages and Key Competences (Zessko)?

Zessko is a central institution for teaching and independent study with a focus on:

- foreign languages and intercultural competences for university studies and work
- self-directed learning in language tandems and language cafés
- “student projects”; language learning advising, writing assistance, presentation coaching, etc.
- the “Successful Start in University Studies for International Students” (ESiSt) program
- training and support for tutors as part of the introductory study phase of the academic departments

What does the Career Service at the University of Potsdam do?

As part of the ZfQ, the Career Service helps students take a look at their future career options during their studies. To this end, the team organizes workshops and seminars or programs and events, for example. It also runs an information portal with internship and job advertisements and offers personal advising.

What characterizes the introductory study phase? What does the University College do?

One of the key goals of the University of Potsdam is to ensure that first-year students find their way around, quickly settle into the daily routine of university life, and get to know their fellow students early on. For this reason, the faculties and central institutions provide various offers for the introductory study phase.

As part of the ZfQ, the University College/ “Universitätskolleg” provides transparent information on these varied learning and advisory services and offers support in the design, implementation, and further development of measures for the introductory study phase. In addition, it brings together all the stakeholders of the introductory study phase in regular networking and exchange meetings, compiles research findings and derives policy recommendations from them. With its online self-assessments, the University College offers additional orientation and learning opportunities.

→ Center for Languages and Key Competences – Zessko

www.uni-potsdam.de/en/zessko

→ Career Service in the ZfQ

www.uni-potsdam.de/en/career-service

→ Information on Starting Your Studies

www.uni-potsdam.de/en/studium/studying/information-on-starting-your-studies

→ Universitätskolleg in the ZfQ (only in German)

www.uni-potsdam.de/de/zfq/career-service-und-universitaetskolleg/universitaetskolleg

Further information regarding studies at the University of Potsdam is available at:

www.uni-potsdam.de/en/studium

II. Teaching at the University of Potsdam

Which regulations must be followed in planning and carrying out teaching? What are my duties as a teaching staff member? What do the abbreviations BAMA-O and BAMALA-O stand for?

The University of Potsdam has issued framework regulations for its bachelor's and master's degree programs. The so-called BAMA-O applies to university studies and examinations for bachelor's and master's degree programs (excluding teacher training programs) at the University of Potsdam. Subject- or degree-specific regulations supplement the provisions of the BAMA-O.

The so-called BAMALA-O governs the bachelor's and master's degree programs for teacher training. These framework regulations are supplemented by the respective specific regulations for the subject or field of study, by the regulations for Studies in School (BAMALA-SPS for "Schulpraktische Studien"), and by the regulations for the in-school practical semester ("Praxissemester") in the teaching-related master's degree programs.

The BAMA-O/BAMALA-O are comprehensive sets of regulations. They govern the general examination procedure and stipulate which requirements the subject-specific study and examination regulations must fulfill. The BAMA-O/BAMALA-O also sets out the formal obligations and rights of students and teaching staff members. Teaching staff members' duties include, for example, timely evaluation of examinations, the two-examiners principle, and the duty to ensure equal opportunities for all.

To plan and conduct classes, however, the respective subject-specific study and examination regulations are also relevant in addition to the regulations of BAMA-O/BAMALA-O. Subject-specific regulations are more specific than the general regulations and determine, in particular, how the curriculum is composed, i.e., which modules are to be completed in the respective degree program, which modules are compulsory or electives, or how many credit points are awarded for the final thesis. The subject-specific study and examination regulations also contain the module catalogue (i.e., all module descriptions of a degree program) or refer to statutes for a faculty-wide module catalogue.

The module descriptions include all the relevant information and regulations for the module (such as the qualification goals and content, the number of credit points, secondary examinations, types of examination, etc.). Modules can only be modified by amending the subject-specific study and examination regulations or the statutes on a faculty-wide module catalogue, and any change requires the approval of the relevant university committees. If you are considering making changes to a module, please contact the quality management commissioner at your faculty.

→ **BAMA-O**
General Study and Examination Regulations for Bachelor's and Master's Degree Programs (Non-Teaching-Oriented) at the University of Potsdam

www.uni-potsdam.de/studium/konkret/rechtsgrundlagen/rahmenvorschriften-fuer-bachelor-master.html

→ **BAMALA-O**
General Study and Examination Regulations for Teaching-Oriented Bachelor's and Master's Degree Programs at the University of Potsdam

www.uni-potsdam.de/studium/konkret/rechtsgrundlagen/rahmenvorschriften-fuer-bachelor-master.html

Example of a module description

Name of Module		Number of credit points (CPs):		
Module no.:				
Module type:		mandatory or elective module		
Content and objectives of the module:		The students: - are able to/capable of/possess knowledge of/understand... - ...		
Module (sub-)examination(s) (number, form, scope):		e.g., written exam (90 minutes)		
Independent study time (in hours (h)):				
Courses (teaching formats)	Contact time (in hrs/wk per semester)	Secondary examinations (number, form, scope)		Course-accompanying module (sub-) examination(s) (number, form, scope)
		For completing the module	For admission to module exam	
Lecture	2	-	-	-
Tutorial	4	-	Essay or excerpt	-
Seminar	2	one presentation	-	-
Frequency at which the module is offered:		Once a year (in the winter/summer semester) or every semester		
Prerequisite for taking the module:		none		
Teaching unit(s):				

Most of the module descriptions are now available online and can be accessed via PULS (Potsdam University Teaching and Study Organization Portal).

What are the responsibilities of the examining board?

The respective faculty council appoints an examining board for each degree program. The examining board is comprised of representatives from the group of (junior) professors for the subject, at least one academic staff member, and at least one student.

The examining board ensures that the provisions of the respective regulations are observed, decides on the interpretation of the regulations in case of doubt, and makes suggestions for their reform. The examining board is responsible for the following tasks, among others:

- organization of courses into modules and determination of the number of credit points (the basis for this evaluation is the recommendation of the relevant teaching staff member),
- admission to the master's degree program,
- appointment of module commissioners,
- recognition and crediting of study, examination, and graduation achievements,
- granting of individual equality measures to compensate for disadvantages.

What are modules?
Every bachelor's and master's degree program is divided into modules. Modules are self-contained examinable units that group subject areas in terms of content and time in a well-rounded manner.

→ **Modules are available online via PULS**
<https://puls.uni-potsdam.de>

→ **Examining boards**
www.uni-potsdam.de/en/studium/studying/organizing-your-exams/examining-board-directors

What is PULS?

PULS (“Potsdamer Universitätslehr- und Studienorganisationsportal”) is the campus management system of the University of Potsdam, an electronic service to plan and organize university studies. The majority of degree programs and module descriptions as well as the course catalogue are displayed in PULS.

Students use PULS to create their timetables, register for classes and for primary and secondary examinations. Teaching staff members use PULS primarily to admit students to classes, to record academic performance and primary and secondary examinations completed by students, and to manage their own classes. In PULS, teaching staff members also see more detailed information on the students participating in their classes (including chosen degree programs and number of semesters spent studying in the program) and can send e-mails to all participating students.

You will need your central university account to log in to PULS. Under the menu item “Documents/Help” and on Video.UP, the UP’s video portal, you will find training documents and videos that can help you to familiarize yourself with PULS.

Should credits earned at other German or international institutions of higher education generally be recognized as a matter of principle? What is the Lisbon Convention?

Promoting the international mobility of students is one of the core objectives of the Bologna reform. The recognition of academic performance and examination credits earned abroad is the key to increasing student mobility. For this reason, Germany ratified the so-called Lisbon Convention in 2007. According to this convention, academic performance and examinations completed at institutions of higher education outside of Germany (and also within Germany) are to be recognized as long as there is no “essential difference” in learning outcomes.

Another key principle of the Lisbon Convention is the so-called reversal of the burden of proof. In accordance with this, an institution of higher education can deny the recognition of credits only if it can prove that an “essential difference” exists.

At the University of Potsdam, the examining boards are responsible for recognizing transfer credits. Students usually conclude a Learning Agreement before their stay abroad.

Further information on the topic of recognition of credits can be found in the → **Guide on the Recognition of Domestic and Foreign Study and Examination Credentials at the University of Potsdam.**

Please note:

You can find out which degree programs are already organized via PULS on the PULS homepage.

What are learning outcomes?

Learning outcomes are statements with regard to what the learner knows, understands, and is able to do after completing a learning process.

→ Guide

www.uni-potsdam.de/en/studium/studying/organizing-your-exams/recognition-of-previous-academic-credentials

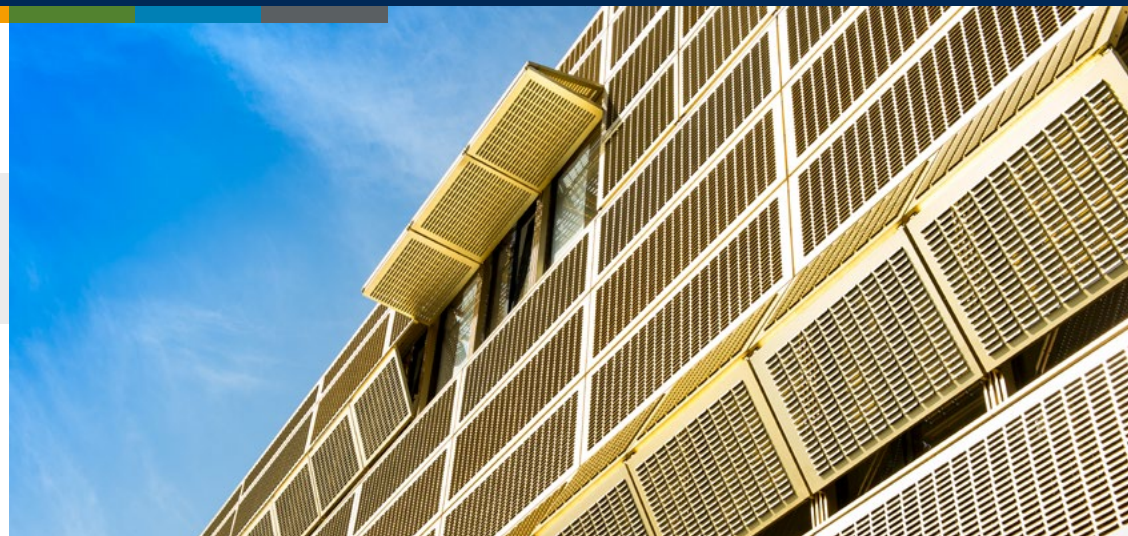


Photo: Karla Fritze

What do I need to bear in mind when carrying out examinations?

The introduction of credit points for course-accompanying examinations and the modularization of degree programs are among the main cornerstones of the Bologna reform. In accordance with the Higher Education Examination Regulations of the State of Brandenburg (“Hochschulprüfungsverordnung” – HSPV), modules are generally completed with a graded examination performance (e.g., written examination, oral examination, term paper, etc.), the result of which is included in the final grade and in the degree certificate.

The respective module description indicates which module examination students have to take. Module examinations are characterized by the fact that the examination topic or questions relate to the entire module. The purpose of a module examination is to determine whether students have achieved the qualification goals of a particular module. In this context, we also use the term competence-oriented examinations. The focus is on the assessment of competence acquisition and the type of examination depends on the subject-specific and interdisciplinary skills students are supposed to acquire in the respective module.

Who determines the type of examination?

The type of examination with which a module is completed is specified in the respective module description, i.e., the study and examination regulations, or the statutes on a faculty-wide module catalogue. If several alternative types of examination are listed in a module description, the teaching staff member must decide which type of examination is to be used. Students must be informed of the exact examination modalities at the beginning of each semester. Care must be taken to ensure that the students in the same cohort are always examined using the same examination type.

Does every examination have to be graded?

In accordance with the Higher Education Examination Regulations of the State of Brandenburg, and in the case of teacher training programs, also in accordance with the Teacher Training Regulations (“Lehramtsstudienverordnung”), modules are generally completed with a graded performance. Only modules that predominantly comprise practical units can remain ungraded and instead receive an evaluation of “pass” or “fail.” The modules for which this is the case can be found in the respective subject-specific study and examination regulations or the statutes on a faculty-wide module catalogue.

What are secondary examinations?

In contrast to primary examinations, secondary examinations (“Prüfungsnebenleistungen”) are not graded; they receive a “passed” or “failed” evaluation. Secondary examinations are coursework that is defined either as

- a prerequisite for admission/participation in a module examination or
- a prerequisite for completing the module.

Due to the fact that a secondary examination determines whether the student is allowed to take part in a module examination or whether a module can be completed, these additional achievements are also a fixed part of the module descriptions and are therefore part of the study and examination regulations or the statutes on a faculty-wide module catalogue.

Secondary examinations are typically coursework of a smaller scope, such as giving a presentation, working on exercises, moderating a plenary discussion, or writing lab protocols. If secondary examinations are not specified in the regulations, they are not part of the degree program and may not be required of students.

(only in German)

[www.faszination-lehre.de/
info/handreichungen/
leitfaeden/
kompetenzorientiertes-
pruefen/](http://www.faszination-lehre.de/info/handreichungen/leitfaeden/kompetenzorientiertes-pruefen/)

Please note:

In the case of secondary examinations that are a prerequisite for admission to the module examination, care must be taken to ensure that these are evaluated and booked in PULS in good time, i.e., before the registration deadline for the module examination. If this is not the case, students will not be able to register for the module examination in time.

There is no limit to the number of times a secondary examination can be repeated. Secondary examinations already completed remain valid, even if the module examination was “failed” and must be repeated.

How is the student workload determined?

Each module is assigned a fixed number of credit points (CPs). One credit point corresponds to an average workload of 30 hours for the student. CPs include both in-class learning as well as the time for preparation and follow-up work related to the contents of the course (in-class and independent study time), examinations and time spent preparing for examinations, as well as internships, if applicable. The attendance of a course of 1 “SWS” (“Semesterwochenstunde,” i.e., hours per week per semester = 45 minutes) is calculated as a full hour (60 minutes). Thus, 1 SWS corresponds to 15 hours of in-class learning.

How are courses planned?

Courses are planned anew each semester and the process is handled differently depending on the faculty. Planning of the course catalogue begins early, as all courses must be entered into PULS. The rooms that each class will take place in must also be planned in due time as well as the courses subject to the Potsdam Time Frame Model (so-called essential courses in the “Potsdamer Zeitfenstermodell”).

Example for the calculation of the workload for independent study for a module of 6 CP and 4 SWS:

$6 \text{ CP} * 30 \text{ h} = 180 \text{ h}$ (in-class and independent study time)

In-class attendance: 60 h ($4 \text{ SWS} * 15 \text{ h}$)

Independent study = 120 h ($180 \text{ h} - 60 \text{ h}$)



After the publication of the course catalogue on March 15 or September 15, students can view the current courses on offer; it is not possible to register for courses until the beginning of April or October.

Can I also offer my courses in Studiumplus?

In principle, any course can be offered in Studiumplus, if you ensure that the content and qualification objectives of the course correspond to the module objectives. The Studiumplus modules of the faculties ("Politics, Economics, and Society," "Literatures, Languages, Religions, and Cultures," "Introduction to the Natural Sciences," "Law for Non-Legal Students" and "Education, Society, Culture") are often suitable. Let the curriculum planner know which class(es) you would like to open for Studiumplus.

Where can I get technical equipment for teaching?

The Center for Information Technology and Media Management (ZIM) provides teaching staff at the University of Potsdam with technical equipment and offers various media and IT services.

How can I use digital media in my class?

The central teaching and learning platform at the University of Potsdam is Moodle. Moodle courses will be set up for you upon application. You can also use other internal applications such as the video platform Video.UP, the cloud service Box.UP and the software for virtual conferences ZOOM.UP, which all facilitate digital media use in teaching. In addition to on-campus advisory services by the e-learning coordinators of the faculties, the University of Potsdam offers numerous workshops and continuing education programs you can sign up for to familiarize yourself with the various educational approaches and digital applications.

How can I organize teaching with internationalization in mind?

International teaching and learning formats such as Collaborative Online International Learning (COIL) or Virtual Exchange contribute to the development of future-oriented skills and responsible attitudes in an increasingly complex world. They are a fixed part of the Internationalization Strategy, the E-Learning Strategy, and the university's Mission Statement Teaching and are funded through annual calls for applications from the executive board (KoUP cooperation funding; innovative teaching projects).

The COIL.UP unit at the Center for Teaching Quality Development ZfQ offers teaching staff members information and advice on international teaching opportunities as well as support regarding education technology and organization ranging from brainstorming to the implementation of collaborative teaching projects with international partners.

Questions on course planning?

The faculties' quality management commissioners will be happy to help.

→ Potsdam's Time Frame Model

www.uni-potsdam.de/en/studium/studying/organizing-your-studies/potsdams-time-frame-model

→ Center for Information Technology and Media Management (ZIM)

www.uni-potsdam.de/en/zim



Photo: Karla Fritze

How do students find out about the course catalogue?

As each course is assigned to one or more modules, students find out about the courses offered via PULS, provided the degree program is integrated into PULS. In addition, we also offer a digital course catalogue, which is available as a pdf document. All English-language courses can be found in the "International Course catalogue."

Who can participate in my classes?

In principle, all students are able to take courses (so-called course registration). However, not all students are entitled to complete the performance evaluation procedure for the course as defined in the module description. This is only possible for students whose degree program, in accordance with the study and examination regulations, calls for the completion of the course as part of the respective module. Only they can "register" the course in PULS and see it under "My Modules." You can find out who is actually authorized to take part in a performance evaluation process as part of the course in the Examiner List in PULS ("Prüferliste"). The course list alone does not provide any information on this.

Who can participate in my examinations?

Only students who have registered for the examination you are offering (primary or secondary examination) can participate in it. Excluded are those students who are not enrolled in the relevant degree program, who have not yet fulfilled the requirements for the performance evaluation process, or who have not registered in the proper form. You may not let them participate in an examination or issue any course completion certificates. Only those listed in your "Examiner

→ Course Catalogs & English-language Courses

www.uni-potsdam.de/en/studium/studying/coursecatalogs

List” in PULS may participate in a performance evaluation process. If students have any questions, please always refer them to the Office of Student Affairs/Examination Office.

An achievement cannot be registered at a later date without these conditions being met.

Why do students have to register for examinations?

The above-mentioned BAMA-O/BAMALA-O stipulates that students must register for a primary or secondary examination in due time and form. This formal registration marks the beginning of the specific legal circumstances governing the examination. This is also due to the fact that there is a limited number of examination attempts at the University of Potsdam. A failed third attempt at a primary examination means that students cannot continue their studies in the respective degree program. Examination attempts must therefore be counted, which is easily achieved if students formally register for the examination via PULS.

May I keep an attendance list?

The Senate of the University of Potsdam decided in 2015 that compulsory attendance as a prerequisite for the awarding of credit points or for admission to the module examination may only be required in justified exceptional cases. These exceptions are limited to certain forms of teaching and learning (e.g., excursions, internships, language courses, practical exercises/sports exercises or training research projects, “Schulpraktische Studien” – Studies in School for teacher training) and must be defined in the respective subject-specific study and examination regulations or in the statutes on a faculty-wide module catalogue as secondary examinations.

The following therefore applies: It is only possible to keep attendance lists to check regular attendance if the attendance requirement for the class is explicitly provided for in the respective subject-specific study and examination regulations or in the statutes on a faculty-wide module catalogue. There is no general attendance requirement for individual classes.

What do I need to consider with regard to students who are subject to individual equality measures?

Students who have been granted individual equality measures by the examining board to compensate for disadvantages may have specific needs in the context of the performance evaluation process that you must take into account. You might have to give them more time for their assignments or implement other measures during performance evaluation. In particular, written examinations can be adapted to the respective impairments (e.g., longer writing times, breaks, separate rooms or even assistants), which requires special effort in the organization. The Commissioner for Students with a Disability can offer you help and advice on organization.

→ Regulatory Framework for Bachelor's and Master's Degree Programs (only in German)

www.uni-potsdam.de/studium/konkret/rechtsgrundlagen/rahmenvorschriften-fuer-bachelor-master

→ Offers of support (only in German)

www.uni-potsdam.de/de/studium/konkret/pruefungsorganisation/nachteilsausgleich/anzeige-organisationsbedarfe

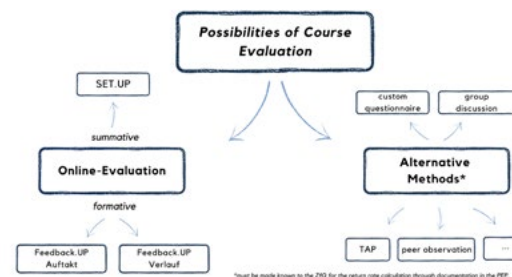
What significance does teaching evaluation have at the University of Potsdam?

Course evaluation has a long tradition at the University of Potsdam and is highly valued. The first service center for teaching evaluation was set up in 1999. Teaching staff and students at the University of Potsdam believe that teaching evaluation is a useful feedback instrument for the further development of teaching and thus an integral part of every teaching process.

The evaluation statutes of the University of Potsdam stipulate that 20% of the courses offered are selected for evaluation each semester to ensure the quality of teaching. The faculties and the Zesko draw a random sample of courses for this purpose and inform the respective teaching staff members about the procedure. In addition, all teaching staff members are free to have courses evaluated on a voluntary basis.

How do I carry out an evaluation of my class?

Teaching staff members can choose which tools to use to evaluate their classes. The ZfQ provides questionnaires for online student evaluations via the Potsdam Evaluation Portal (PEP). These include the question-



*must be made known to the ZfQ for the return rate calculation through documentation in the PEP.

naires Feedback.UP and SET.UP. Teachers also have the opportunity to carry out alternative evaluation procedures such as group discussions, peer observation of teaching, or Teaching Analysis Polls (TAP). You will have to document this for the ZfQ or use the feedback option in the evaluation portal (“Feedback on the evaluation procedure”). Although there are a number of tools for teaching evaluation, the questionnaire-based survey of students is the most frequently used instrument.

What is the Teaching Analysis Poll (TAP) and when does it make sense to use it?

By using the dialog-oriented TAP method, teachers can work together with students in their class to shine a light on the teaching-learning process and its potential for change. By means of a structured exchange between the students and the teaching staff member, issues and possible modifications to the course can be identified as openly and comprehensively as possible while classes are still taking place. Teaching

→ Evaluation statutes of the University of Potsdam (only in German)

<https://pep.uni-potsdam.de/articles/ueber-uns-satzungen/Evaluationsstatzung.html>

→ Evaluation Statutes of the University of Potsdam

<https://pep.uni-potsdam.de/articles/alternative-evaluationsverfahren/Alternative-Evaluationsverfahren.html>

→ Teaching-Analysis-Poll (TAP) (only in German)

www.uni-potsdam.de/de/zfq/zentrum-fuer-qualitaetsentwicklung-in-lehre-und-studium-zfq/lehre-und-medien/services/teaching-analysis-poll-tap

staff members will learn more about their students' learning processes and possible alternative courses of action for themselves as teachers. A TAP can either be carried out independently or as part of a moderated exchange process by ZfQ employees.

What advantages do Feedback.UP and SET.UP offer?

The two Feedback.UP questionnaires – one for the beginning of the semester (“Auftakt”) and one as the semester progresses (“Verlauf”) – are used during the semester for the formative evaluation of courses and can build upon each other or remain independent of each other. Feedback.UP enables teachers and students to compare their expectations and to adapt course planning and design early on in the semester. SET.UP can be used for a summative evaluation in the last third of the lecture period. It is a flexible and adaptable teaching evaluation tool that is based on teaching objectives and methods previously defined by the teaching staff member. Teaching staff members can also include their own questions into the survey.

As both instruments are online-based surveys, they can be carried out directly in class using mobile devices. This ensures that the majority of students take part in the survey. The results are available immediately after the survey.

What happens with regard to the evaluation results?

The aim of course evaluation is to reflect on teaching and to promote a dialog between students and teachers about teaching and learning processes. Therefore, evaluation results should not just “gather dust” in a drawer, but should be discussed with the students. The dialog with the students also gives you concrete pointers on how you can improve your teaching. When using the online student evaluation procedures (Feedback.UP, SET.UP), teaching staff members are provided with reports, e.g., in the form of a PowerPoint presentation, with the most important results immediately after the student survey. Teaching staff members can use these for feedback discussions with students.

Comprehensive information on course evaluation at the University of Potsdam is available on the pages of the Potsdam Evaluation Portal (PEP):

<https://pep.uni-potsdam.de/>

→ Feedback.UP questionnaires

<https://pep.uni-potsdam.de/articles/formative+Evaluation/Feedback.UP.html>

→ Der SET.UP questionnaire (only in German)

<https://pep.uni-potsdam.de/articles/kurse-bewerten-set-up/SET.UP.html>

→ Further information and assistance, including in the form of screencasts, as well as tips for a high response rate (only in German)

<https://pep.uni-potsdam.de/articles/kurse-bewerten-fuer-lehrende/Kursevaluation-fuer-Lehrende.html>

What continuing education courses in university teaching does the University of Potsdam offer?

For many years, the University of Potsdam has been offering a wide range of opportunities for continuing education in university teaching. The further development of skills-oriented and research-based teaching is one of the university's central objectives.

→ Service Center Coaching for New Hires

Together with the ZfQ, the Service Center Coaching for New Hires offers a program for newly appointed professors that is tailored to the needs of this target group. The starting point is the annual New Hire Workshop. In addition, you can attend expert input sessions, fireside chats, and lunch talks and take advantage of coaching offers.

→ Study Quality Network of Brandenburg (sqb)

The central provider for further training in higher education didactics at the University of Potsdam is the Study Quality Network of Brandenburg (sqb). Sqb offers workshops and independent study courses for specific needs on the most important and current topics in higher education didactics. You can also complete a nationally recognized certificate program with a focus on teaching development.

→ Teaching and Media department of the ZfQ

The department considers the increasing integration of digital media as an opportunity to develop new ways of shaping teaching. This is done by counseling, providing information material, initiating and accompanying impulse projects, supporting new staff members that are about to start teaching, developing didactic concepts on the basis of current scientific findings and discussions, as well as exchanging ideas and networking within and beyond the University of Potsdam.

→ Potsdam Graduate School (PoGS)

With its “Teaching Professionals Programs,” the Potsdam Graduate School (PoGS) has made a name for itself as a provider of contemporary and high-quality continuing education in university didactics. Offers of the PoGS are aimed at young researchers. The Teaching Professionals Program comprises three program lines:

- the Junior Teaching Professionals Program aimed at research assistants,
- the Senior Teaching Professionals program aimed at post-docs and junior professors, and
- the English-language International Teaching Professionals program.

→ Academic Staff Development for New Hires

www.uni-potsdam.de/en/arbeiten-an-der-up/appointments/onboarding-programm-for-new-hires

→ Services of sqb (only in German)

www.faszination-lehre.de

→ Services of the Teaching and Media department of the ZfQ (only in German)

www.uni-potsdam.de/zfq/lehre-und-medien

→ The Teaching Professionals Programms

www.uni-potsdam.de/en/pogs/train/teaching-professionals

III. Accreditation and quality management

What is accreditation?

What is system accreditation?

The accreditation of bachelor's and master's degree programs is required by law in almost all European countries and is a prerequisite for ministerial approval of a degree program in Brandenburg.

During accreditation, the quality of a degree program is assessed in a peer review process. Degree programs must meet certain requirements and minimum standards, e.g., with regard to professional competence or the curricular integrity. The qualification objectives to be achieved and the coherence of the academic concept are also subject to review.

The University of Potsdam has been system-accredited since 2012. That means that it has the right to accredit the degree programs offered by the University of Potsdam in a self-directed manner. Internal accreditation procedures are coordinated by the University Studies department at the ZfQ.

In order to receive the quality seal of system accreditation, universities must prove that they have an internal quality assurance system. This system must ensure that qualification objectives are achieved and that degree programs are of high quality.

What is characteristic of the Potsdam quality assurance system?

The quality assurance system established at the University of Potsdam is characterized by decentralization and subsidiarity. The faculties are largely autonomous with regard to the development and implementation of quality assurance measures.

Each faculty has established structures and processes to ensure teaching and study quality. Central points of contact:

- the quality management commissioners and
- the Dean of Studies of the respective faculty.

They answer questions on a variety of topics, such as degree program development, evaluation, further development of programs or modules, types of examination, competence orientation in teaching, etc.

→ Further information
(only in German)

www.uni-potsdam.de/de/zfq/hochschulstudien/systemakkreditierung



Photo: Ernst Kaczynski

What does the Center for Teaching Quality Development (ZfQ) do?

The Center for Teaching Quality Development (ZfQ) supports the faculties in ensuring and developing the quality of teaching and studies.

The ZfQ comprises the following departments:

- University Studies (evaluation and accreditation)
- Career Service and University College
- Teaching and Media (Higher Education and Media Didactics)

Among other things, the ZfQ develops tools and procedures for course evaluation, provides information on the topic of quality development, conducts student and graduate surveys, and offers further training in higher education didactics. The "Universitätskolleg" (University College) project focuses on the introductory study phase. Students and graduates can receive advice on career orientation and career entry from the Career Service.

Another central task of the ZfQ is the implementation of system (re) accreditation and internal program (re) accreditation.

→ ZfQ
(only in German)

www.uni-potsdam.de/zfq/ueber-das-zfq/

What goals does the University of Potsdam pursue with the various quality management measures?

The University of Potsdam pursues the following goals:

- further development of research-based teaching and promotion of the professionalization of university teaching staff
- offering degree programs with feasible curricula
- designing teaching in competence-oriented and learner-centered manner
- using quality assurance procedures and instruments that are adequate in academic and scientific contexts
- further development of quality awareness and strengthening of the dialog-oriented quality culture

What are study commissions? What are their tasks?

A study commission is set up for each degree program offered at the University of Potsdam. The study commission is a body for all fundamental teaching and learning processes in the degree program and is responsible, among other things, for the further development of degree programs and the development of new degree programs. The study commission is made up of an equal number of teaching staff members and students.



Photo: Ernst Kaczynski

List of abbreviations

1F-BA – single-subject bachelor's degree program → p. 12

2F-BA – dual-subject bachelor's degree program → p. 12

BAMA-O – General Study and Examination Regulations for Bachelor's and Master's Degree Programs (non-teaching-oriented) at the University of Potsdam. → p. 16

BAMALA-O – General Study and Examination Regulations for Teaching-Oriented Bachelor's and Master's Degree Programs at the University of Potsdam. → p. 16

D2 – Division 2 (Division of Student Affairs) → p. 9

FR – "Fakultätsrat" (faculty council), a decision-making body at faculty level. The faculty council is responsible for enacting the faculty's statutes, electing the Dean of Studies, participating in the evaluation and coordination of teaching and research, etc. Further details are governed by Art. 21 of the Basic Regulations of the University of Potsdam (GrundO) dated December 17, 2009, as amended on December 14, 2022

LP – "Leistungspunkte," i.e., credit points or ECTS points. Credit points are a quantitative measurement for the workload of students. They include both contact time as well as the time for preparation and follow-up work related to course contents (for in-class and independent study time), examination effort and time spent preparing for examinations, as well as internships, if applicable. One credit point corresponds to an average student workload of 30 hours. In accordance with the European Credit Transfer System (ECTS), 30 credit points are the norm for one semester (see Section 6 BAMA-O/BAMALA-O). → Example for the calculation of student workload → p. 21

LSK – "Kommission für Lehre und Studium" (University Commission for Academic Affairs). In particular, it is responsible for advising on study and examination regulations, study reform, and the evaluation of studies and teaching. Further details are governed by Art. 15 no. 3 of the Basic Regulations of the University of Potsdam (GrundO) dated December 17, 2009, as amended on February 20, 2021.

PNL – "Prüfungsnebenleistungen" (secondary examinations) → p. 20

PEP – Potsdam Evaluation Portal. It is the central portal for the evaluation of studies and teaching at the University of Potsdam. PEP primarily serves as a platform for students to evaluate their studies at the UP. PEP gives teaching staff members the opportunity to ask students about the quality of their courses. In this way, teaching staff members learn how they can improve their courses and what aspects of their courses students appreciate in particular → p. 26

PA – "Prüfungsausschuss" (examining board) → p. 17

PAV – "Prüfungsausschussvorsitzende/r" (Chairperson of the examining board). The responsible faculty council elects a chairperson and a deputy chairperson from among the (junior) professors who are members of the examining board.

PoGS – The Potsdam Graduate School is the central scientific institution of the University of Potsdam and acts as a point of contact and funding institution for doctoral candidates and postdocs from all faculties. It networks the individual doctoral students and structured graduate programs of the University of Potsdam and the extra-mural partner institutions and offers its members a wide range of continuing education courses and qualification opportunities → p. 27

PULS – "Potsdamer Universitätslehr- und Studienorganisationsportal" (University of Potsdam portal for organizing teaching and studies) → p. 18

sqb – "Netzwerk Studienqualität Brandenburg" (Study Quality Network of Brandenburg). The institution organizes continuing education courses in university didactics and workshops for teaching staff → p. 27

Stuko – "Studienkommission" (study commission). A study commission is established for one or more subjects and performs the following tasks: Preparation of new degree programs, revision and further development of existing degree programs, analysis of evaluation results and definition of measures to improve the quality of teaching. Further details are governed by Art. 23 no. 3 of the Basic Regulations of the University of Potsdam (GrundO) dated December 17, 2009, as amended on December 14, 2022.

TimeEdit – an electronic service with the help of which room allocation and room planning is carried out by the curriculum planners at the faculties; responsibility lies with Division 2, Section 2.A: Study and Examination IT

ZeLB – "Zentrum für Lehrerbildung und Bildungsforschung" (Center for Teacher Training and Education Research) → p. 9. Legal basis → Statutes for the Center for Teacher Training and Education Research (ZeLB) dated July 16, 2014, as amended on November 18, 2015. Contact point for all matters relating to teacher training, e.g., "Schulpraktische Studien" (Studies in School, internship offices), cooperation between subjects, subject didactics and educational sciences in the teacher training program.

Zessko – "Zentrum für Sprachen und Schlüsselkompetenzen" (Center for Languages and Key Competences)

ZfQ – "Zentrum für Qualitätsentwicklung in Lehre und Studium" (Center for Teaching Quality Development). A central institution of the University of Potsdam, which is responsible for strategic quality management in teaching and studies and for the university's system accreditation and meta-evaluation procedures → p. 8, 27

ZIM – "Zentrum für Informationstechnologie und Medienmanagement" (Center for Information Technology and Media Management) provides the University of Potsdam with technical equipment and offers various media and IT services. → p. 22

