

Quality concept Bachelor Chemistry

Program objectives Bachelor Chemistry

The study program Bachelor Chemistry serves to provide students with training in the subject of chemistry and to develop subject-related interdisciplinary competences and key personal skill sets.

The study of chemistry in FB2 encompasses two different orientations, which are different in structure and content: i.e. Chemistry can either be studied as a full major or as one of two subjects leading to award of a dual subject degree in teacher education. In the two-subject studies for teacher education, Chemistry is combined with another subject. The curricula of the different study variants overlap in that – despite partly separate module contents – the lecture courses belonging to dual subject degree programs are mostly subsets of lecture courses in the full major.

In full major studies the chemistry studies are complemented by courses in General Studies; while in the two-subject studies belonging to teacher education, courses in subject didactics and topics of educational science prepare students for the consecutive Master of Education program.

Bachelor students of Chemistry as a full major are prepared for independent scientific work especially during speciality studies in their third-year.

The Bachelor Chemistry program provides a sound training in theory and practice-oriented methods in various subsections of Chemistry. These subsections encompass the classical core subjects of inorganic, organic and physical chemistry as well as biochemistry, macromolecular chemistry and chemistry theory.

This subject-related training is complemented with courses in basic science subjects like physics, mathematics and biology.

Besides acquiring knowledge of science and methods, students are taught how to undertake scientific work independently, hold their own in scientific discourse, and to independently develop scientific questions and set up experiments. The latter serves above all to facilitate the large proportion of practice-oriented courses and practicals – but also the tutorials and seminars designed to broaden the spectrum of methods covered. By establishing contact with various research groups, which usually happens in the fifth semester during specialty studies and while working on the Bachelor's Thesis, students come into contact with real-time chemistry research.

Students of teacher education also attend courses in the didactics of chemistry.

Courses in General Studies (GS) develop both subject-related as well as interdisciplinary and key personal competences. GS courses are compulsory for students of chemistry as a full major.

Concept for the evaluation of teaching in Bachelor

The evaluation of teaching in FB2 serves as a monitoring and feedback instrument.

The Faculty regularly carries out student evaluations of teaching

- by means of a [standard questionnaire](#) [PDF] (58 KB) (electronically or on paper, [instruction on use in Stud.IP](#) [PDF] (83 KB))
- and every two years is reflected in a flow chart ([evaluation plan Biology](#) [PDF] (100 KB) 2013/14 - 2017, [evaluation plan Chemistry](#) [PDF] (245 KB) 13/14- 2017)

as monitoring instruments to gain an overview of how modules or lecture courses belonging to the bachelor's study programs are "functioning". This regular gathering of such data over the longer term provides a medium- to long-term impression of how overall studies and the various components (modules, lecture courses) are received. The results of these questionnaires are analyzed by the teaching staff and passed on the Office of the Study Dean.

As the need arises and according to their own needs and purposes, evaluations of teaching may also be used as a feedback instrument by the teaching staff themselves. Members of the teaching staff wishing to carry out their own evaluations should use the standard evaluation form.

The QM Commission can ask for additional data collection / surveys, e.g. on student workloads, examination surveys, and questionnaires pertaining to the study programs.

Student feedback supplied to the teaching faculty, the Study Dean or the Studienbüro is an important source of indications for possible weak points or complaints and should be handled as such.

The persons responsible for the bachelor's programs meet regularly (approx once a month) with the elected student representatives (StugA, StugO).