

Annex 06 Mapping grid ESG part one

	<b>Programme accreditation; equivalency assessments</b>	<b>System accreditation</b>	<b>Alternative accreditation procedures</b>
<b>ESG 1.1</b>	<a href="#">§ 14</a>	<a href="#">§ 14</a> <a href="#">§ 17</a>	<a href="#">§ 14</a> <a href="#">§ 17</a> ESG 1.1 <sup>1</sup>
<b>ESG 1.2</b>	<a href="#">§ 6 (4)</a> <a href="#">§ 8</a> <a href="#">§ 11</a> <a href="#">§ 12 (1)</a> <a href="#">§ 12 (4)</a> <a href="#">§ 12 (5)</a> <a href="#">§ 13</a>	<a href="#">§ 6 (4)</a> <a href="#">§ 8</a> <a href="#">§ 11</a> <a href="#">§ 12 (1)</a> <a href="#">§ 12 (4)</a> <a href="#">§ 12 (5)</a> <a href="#">§ 13</a> <a href="#">§ 17</a>	<a href="#">§ 6 (4)</a> <a href="#">§ 8</a> <a href="#">§ 11</a> <a href="#">§ 12 (1)</a> <a href="#">§ 12 (4)</a> <a href="#">§ 12 (5)</a> <a href="#">§ 13</a> <a href="#">§ 17</a> ESG 1.2
<b>ESG 1.3</b>	<a href="#">§ 12 (1)</a> <a href="#">§ 12 (4)</a> <a href="#">§ 12 (5)</a> <a href="#">§ 12 (6)</a> <a href="#">§ 15</a>	<a href="#">§ 12 (1)</a> <a href="#">§ 12 (4)</a> <a href="#">§ 12 (5)</a> <a href="#">§ 12 (6)</a> <a href="#">§ 15</a> <a href="#">§ 17</a>	<a href="#">§ 12 (1)</a> <a href="#">§ 12 (4)</a> <a href="#">§ 12 (5)</a> <a href="#">§ 12 (6)</a> <a href="#">§ 15</a> <a href="#">§ 17</a> ESG 1.3
<b>ESG 1.4</b>	<a href="#">§ 5</a> <a href="#">§ 6 (1)-(3)</a> <a href="#">§ 6 (4)</a> <a href="#">§ 12 (1)</a> <a href="#">§ 14</a>	<a href="#">§ 5</a> <a href="#">§ 6 (1)-(3)</a> <a href="#">§ 6 (4)</a> <a href="#">§ 12 (1)</a> <a href="#">§ 14</a> <a href="#">§ 17</a>	<a href="#">§ 5</a> <a href="#">§ 6 (1)-(3)</a> <a href="#">§ 6 (4)</a> <a href="#">§ 12 (1)</a> <a href="#">§ 14</a> <a href="#">§ 17</a> ESG 1.4
<b>ESG 1.5</b>	<a href="#">§ 12 (2)</a>	<a href="#">§ 12 (2)</a> <a href="#">§ 17</a>	<a href="#">§ 12 (2)</a> <a href="#">§ 17</a> ESG 1.5

<sup>1</sup> The ESG from part 1 are mentioned here because they are directly part of the accreditation criteria in alternative accreditation procedures.

<b>ESG 1.6</b>	<a href="#">§ 12 (3)</a> <a href="#">§ 15</a>	<a href="#">§ 12 (3)</a> <a href="#">§ 15</a> <a href="#">§ 17</a>	<a href="#">§ 12 (3)</a> <a href="#">§ 15</a> <a href="#">§ 17</a> ESG 1.6
<b>ESG 1.7</b>	<a href="#">§ 14</a>	<a href="#">§ 14</a> <a href="#">§ 18</a>	<a href="#">§ 14</a> <a href="#">§ 18</a> ESG 1.7
<b>ESG 1.8</b>	Publication of examination regulations which contain information on study programmes is obligatory according to the higher education acts of the German states	Publication of examination regulations which contain information on study programmes is obligatory according to the higher education acts of the German states, <a href="#">§ 18</a>	Publication of examination regulations which contain information on study programmes is obligatory according to the higher education acts of the German states, <a href="#">§ 18</a> , ESG 1.8
<b>ESG 1.9</b>	<a href="#">§ 14</a>	<a href="#">§ 14</a> <a href="#">§ 17</a> <a href="#">§ 18</a>	<a href="#">§ 14</a> <a href="#">§ 17</a> <a href="#">§ 18</a> ESG 1.9

## § 5

### Admission requirements and transitions between different courses

(1) <sup>1</sup> Admission requirement for a Master's study programme is a first professional qualification at a higher education level. <sup>2</sup>With Master's study programmes providing further education and those of an artistic nature, the professional qualification at a higher education level can be replaced by an entrance examination, wherever stipulated by state legislation. <sup>3</sup>Master's study programmes providing further education usually assume qualified professional experience of no less than one year.

(2) <sup>1</sup>Admission requirement for artistic Master's study programmes is proof of the special artistic aptitude that is necessary for this. <sup>2</sup>On admission to artistic Master's study programmes providing further education, professional activities that were completed during the study programme can also be taken into account if allowed by state legislation. The requirement of

professional experience does not apply to colleges of art for study programmes that serve to consolidate fine arts skills, wherever stipulated by state legislation.

(3) Further requirements for admission to Master's study programmes can be stipulated according to state legislation.

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## **§ 6 Qualifications and qualification designations**

### **§ 6 (1)-(3)**

(1) <sup>1</sup>On successful completion of a Bachelor's or Master's study programme, only one degree, the Bachelor's or Master's degree, will be awarded, unless this is a multiple-degree qualification. <sup>2</sup>No differentiation is made between the degrees based on the duration of the standard period of study.

(2) <sup>1</sup>The following designations shall be used for Bachelor's and consecutive Master's degrees:

1. Bachelor of Arts (B.A.) and Master of Arts (M.A.) in the subject groups linguistics and cultural studies, sport, sport science, social sciences, science of art, performing arts and, with a corresponding content focus, in the subject groups economic sciences as well as in applied arts study programmes,
2. Bachelor of Science (B.Sc.) and Master of Science (M.Sc.) in the subject groups mathematics, natural sciences, medicine, agricultural, forestry and food sciences, in the subject groups engineering sciences and economic sciences with a corresponding content focus,
3. Bachelor of Engineering (B.Eng.) and Master of Engineering (M.Eng.) in the subject group engineering sciences with a corresponding content focus,
4. Bachelor of Laws (LL.B.) and Master of Laws (LL.M.) in the subject group law,
5. Bachelor of Fine Arts (B.F.A.) and Master of Fine Arts (M.F.A.) in the subject group fine art,
6. Bachelor of Music (B.Mus.) and Master of Music (M.Mus.) in the subject group music,
7. <sup>1</sup>Bachelor of Education (B.Ed.) and Master of Education (M.Ed.) for study programmes that teach the educational requirements for a teacher training qualification. <sup>2</sup> According to the content focus of the study programmes a designation according to numbers 1 to 7 can be stipulated for a polyvalent study programme..

<sup>2</sup>Subject additions to the qualification designations and mixed-language qualification designations are excluded. <sup>3</sup>Bachelor degrees with the supplement “honours” (“B.A. hon.”) are excluded. <sup>4</sup>In the case of interdisciplinary and combined study programmes, the qualification designation depends on the most important subject area on the study programme. <sup>5</sup>Master’s degrees that differ from the designations shown above may also be used for further education study programmes. <sup>6</sup>Different designations may also be used for study programmes in theology that qualify students for the office of pastor, priest or the profession of lay pastor (“full-time theology course”).

(3) The qualification documents may point out at a suitable point that the degree level of a Bachelor's degree corresponds to a Diploma qualification at universities of applied science and/or that the degree level of a Master's degree corresponds to a Diploma qualification at universities or equivalent higher education institutions.

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## § 6 (4)

(4) The Diploma supplement, which is an integral part of every degree certificate, provides information on the study programme on which the qualification is based.

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## § 8

### **Credit points system**

(1) <sup>1</sup>Each module shall be assigned a certain number of ECTS credit points depending on the work involved for the students. <sup>2</sup>30 credit points should usually be taken as a basis in each semester. <sup>3</sup>One credit point corresponds to an overall performance by the student in class time and self-study of 25 to a maximum of 30 hours. <sup>4</sup>ECTS credit points shall be awarded for a module if the achievements stipulated in the examination regulations are proven. <sup>5</sup>ECTS credit points are not necessarily awarded on the basis of an examination but for successful completion of the respective module.

(2) <sup>1</sup>No fewer than 180 ECTS credit points must be proven for the Bachelor's degree. <sup>2</sup>300 ECTS credit points are needed for the Master's degree, including the previous study programme up to the first professional qualification. <sup>3</sup>Deviations from this rule are possible in individual cases with an appropriate qualification of the student, even if 300 ECTS credit points are not reached at the end of a Master's study programme. <sup>4</sup>In the case of consecutive

Bachelor's and Master's study programmes in the core artistic subjects at colleges of art and music with a total standard period of study of six years, the Master's level is reached with 360 ECTS credit points.

(3) <sup>1</sup>The scope of work is 6 to 12 ECTS credit points for the Bachelor's thesis and 15 to 30 ECTS credit points for the Master's thesis. <sup>2</sup>In study programmes in fine arts, the scope of work can be up to 20 ECTS credit points for the Bachelor's thesis and up to 40 ECTS credit points for the Master's thesis in duly substantiated exceptional cases.

(4) <sup>1</sup>In duly substantiated exceptional cases, up to 75 ECTS credit points can be taken as a basis of each academic year for study programmes with special study-related organisational measures. <sup>2</sup>The workload for one ECTS credit point is hereby calculated with 30 hours. <sup>3</sup>Special study-related organisational measures may relate in particular to the learning environment and support, the structure of higher education studies, the planning of courses and livelihood measures.

(5) <sup>1</sup>In the case of teacher training programmes for primary schools or at primary level, for overarching teaching professions at primary level and at all or individual types of schools at secondary level, for teaching professions at all or individual types of schools at lower secondary level as well as for level I special needs teaching professions, a Master's degree can be awarded if a total of 300 ECTS credit points will be reached including the preparatory service, following at least 240 ECTS credit points at the higher education institution.

(6) <sup>1</sup>180 ECTS credit points usually have to be proven for a Bachelor's degree at colleges of cooperative education with training that lasts for three years. <sup>2</sup>The theory-based elements of training may not be below 120 ECTS credit points, the practical elements of training not below 30 ECTS credit points.

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## § 11 (1)-(2)

### **Qualification goals and qualification level**

(1) <sup>1</sup>The qualification goals and the intended learning outcomes are clearly formulated and comprehensibly take account of the goals of higher education named in Article 2 paragraph 3 number 1 of the study accreditation treaty. <sup>2</sup>The dimension of personality development also covers the future political and cultural role of the graduates in a civil society. Following their qualification, the students should be able to help decisively shape social processes in a critical, well thought-out manner as well as responsibly and in a democratic public spirit.

(2) The professional and scientific/artistic requirements comprise the aspects knowledge and understanding (extension, consolidation and understanding of knowledge), use, application and generation of knowledge/art (use and transfer, scientific innovation), communication and cooperation as well as scientific/artistic self-concept / professionalism and are consistent with a view to the degree level that is taught.

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## **§ 12 Coherent study programme concept and adequate implementation**

### **§ 12 (1)**

(1) <sup>1</sup>The curriculum is adequately structured in consideration of the stipulated entry qualification and in view of the ability to achieve the qualification goals. <sup>2</sup>The qualification goals, the name of the study programme, degree level and designation as well as the module concept are coherently interrelated. <sup>3</sup>The programme concept covers a variety of different forms of teaching and learning, as well as practical parts where appropriate, that are adapted to the respective area of study and the study programme format. <sup>4</sup>It creates a suitable framework to encourage student mobility, allowing students to attend other higher education institutions without losing time. <sup>5</sup>It actively involves students in organising teaching and learning processes (student-based teaching and learning) and creates freedom for a self-organised study programme.

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### **§ 12 (2)**

(2) <sup>1</sup>The curriculum is implemented by sufficient teaching staff with appropriate specialist and methodical-didactic qualifications. <sup>2</sup>The combination of research and teaching is guaranteed in accordance with the profile of the type of higher education institution in particular through professors (main job) in both undergraduate and graduate study programmes. <sup>3</sup>The higher education institution takes appropriate measures to select and qualify its staff.

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### **§ 12 (3)**

(3) In addition, the study programme has suitable resources and equipment (in particular non-academic staff, rooms and material resources, including IT infrastructure, teaching and learning aids).

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### § 12 (4)

(4) <sup>1</sup>Examinations and types of examinations allow an informative validation of the learning results that have been achieved. <sup>2</sup>They are module-related and competence-oriented.

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### § 12 (5)

(5) <sup>1</sup>The ability to complete the study programme within the standard period of study is guaranteed. <sup>2</sup>This covers in particular

1. a predictable and reliable implementation of the study programme,
2. the, to a large extent, absence of overlaps of courses and examinations,
3. a plausible average workload that is appropriate for the examination load, whereby the learning results for a module are to be calculated so that they can normally be achieved within one semester or one year, to be validated in regular surveys, and
4. an adequate frequency and organisation of examinations commensurate with the workload, whereby only one examination is normally planned for one module and modules should have a scope of at least five ECTS credit points.

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### § 12 (6)

(6) Study programmes with a particular profile requirement have a self-contained programme concept that takes the particular characteristics of the profile into due account.

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## § 13

### **Subject-content organisation of the study programmes**

(1) <sup>1</sup>The up-to-dateness and adequacy of the subject-related and scientific requirements are guaranteed. <sup>2</sup>The subject-content design and the methodical-didactic approaches taken by the curriculum are checked continuously and adapted to further professional and didactic

developments. <sup>3</sup>To this end, the professional discourse on a national and if necessary international level is taken into account systematically.

(2) In study programmes that teach the educational requirements for a teacher training qualification, the basis for the accreditation are both the assessment of the educational sciences and specialist sciences as well as their didactics according to professional requirements that are both common for all states and state-specific, as well as the structural specifications teacher training that are both common for all states and state-specific.

(3) <sup>1</sup>Within the scope of the accreditation of teacher training programmes it has to be assessed whether

1. it is an integrative study programme at universities or equated higher education institutions comprising at least two specialist sciences and educational sciences in the Bachelor phase as well as the Master's phase (exceptions are allowed in the subjects art and music),

2. practical experience at schools are carried out during the Bachelor study programme, and

3 a differentiation is made in the study programme and the qualifications according to teacher posts.

<sup>2</sup>Exceptions are allowed in the case of teacher training qualifications for vocational schools.

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## § 14

### **Academic success**

<sup>1</sup>The study programme is subject to continuous monitoring that also involves students and graduates. <sup>2</sup>Measures to ensure the academic success are derived on the basis of this monitoring. <sup>3</sup>These are under constant review and the results are used for the further development of the study programme. <sup>4</sup>The involved persons are informed of the results and any measures taken, in consideration of data protection issues.

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## § 15

### **Gender equality and compensation of disadvantages**



The higher education institution has concepts for gender quality and to encourage equal opportunities for students in special circumstances that are implemented on the level of the study programme.

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## § 17

### **Concept of the quality management system (goals, processes, instruments)**

(1)<sup>1</sup>The higher education institution has general principles for teaching that are reflected in the curricula for its study programmes. <sup>2</sup>The quality management system follows the values and standards of the general principles for teaching and aims to continuously improve the quality of studies. <sup>3</sup>It guarantees the systematic implementation of the stipulations named in Part 2 and 3. <sup>4</sup>The higher education institution has specified decision-making processes, responsibilities and accountabilities for the establishment, verification, further development and discontinuation of study programmes and the higher education institution's own procedures to accredit study programmes within the scope of its quality management system and published these throughout the higher education institution.

(2) <sup>1</sup>The quality management system was drawn up with the participation of the member groups of the higher education institution and with the involvement of external expertise. <sup>2</sup>It ensures the independence of quality assessments and contains procedures on dealing with internal conflicts as well as an internal complaints system. <sup>3</sup>It is based on closed loops, covers all areas of the higher education institution that are directly relevant for teaching and learning and has appropriate and sustainable resources and equipment. <sup>4</sup>The functionality and efficacy with respect to the quality of the study programme will be checked on a regular basis by the higher education institution and continuously developed.

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## § 18

### **Measures to implement the quality management concept**

(1) <sup>1</sup>The quality management system includes regular assessments of the study programmes and those areas relevant for teaching and learning through internal and external students, academic experts from outside the university, representatives from professional practice, graduates. <sup>2</sup>If a need for action is discovered, the appropriate measures will be taken and implemented.

(2) If assessments of teacher training programmes, teacher training programmes with the combination subject Protestant or Catholic theology/religion, Protestant-theological study programmes as a qualification for the office of pastor, and other Bachelor and Master's study programmes with the combination subject Protestant or Catholic theology are carried out on the basis of the higher education institution's quality management system, the cooperation and approval requirements apply accordingly pursuant to § 25 paragraph 1 clauses 3 to 5.

(3) The data necessary for the implementation of the quality management system is collected regularly throughout the entire higher education institution.

(4) <sup>1</sup>The higher education institution documents the assessment of the study programmes by the internal quality management system including the votes of the external parties involved and informs members of the higher education institution, the public, maintaining bodies and home state regularly of any measures taken. <sup>2</sup>It informs the public about the accreditation decisions taken on the basis of the internal procedure and provides the accreditation council with the information necessary for publication pursuant to § 29.

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## § 26

### **Period of validity for the accreditation; extension**

(1) <sup>1</sup>The initial accreditation is valid for a period of eight years from the beginning of the semester or trimester in which the accreditation decision is announced. <sup>2</sup>If a study programme has not yet begun in the case of a programme accreditation, the accreditation becomes effective as of the beginning of the semester or trimester in which the study programme is offered for the first time, though at the latest at the beginning of the second semester or trimester following the announcement of the accreditation decision.

(2) <sup>1</sup>Before expiry of the accreditation's period of validity, a direct follow-up to the accreditation (re-accreditation) is to be initiated. <sup>2</sup>Re-accreditations are valid for a period of eight years.

(3) <sup>1</sup>If an accredited study programme is not continued, the accreditation can be extended for students who are still enrolled on expiry of the period of validity. <sup>2</sup>The accreditation of a study programme can be extended for a period of up to two years if the higher education institution prepares an application for a cluster or system accreditation that includes the relevant study programme. <sup>3</sup>When applying for a cluster or system accreditation, the accreditation of study programmes whose accreditation comes to an end during the procedure can be temporarily extended for the period of the procedure plus one year.

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