

Annex 06: ESG Mapping Grid, Part One

	Program accreditation; equivalency assessments	System accreditation	Alternative accreditation Procedures
ESG 1.1	§ 14	§ 14 § 17	Section 14 Section 17 ESG 1.1 ¹
ESG 1.2	§ 6 (4) § 8 § 11 § 12 (1) Section 12 (4) Section 12 (5) § 13	Section 6 (4) § 8 § 11 Section 12 (1) Section 12 (4) Section 12 (5) Section 13 § 17	§ 6 (4) Section 8 § 11 § 12 (1) Section 12 (4) Section 12 (5) Section 13 § 17 ESG 1.2
ESG 1.3	§ 12 (1) § 12 (4) § 12 (5) § 12 (6) § 15	Section 12 (1) Section 12 (4) Section 12 (5) Section 12 (6) § 15 § 17	§ 12 (1) Section 12 (4) Section 12 (5) Section 12 (6) § 15 § 17 ESG 1.3
ESG 1.4	§ 5 § 6 (1)-(3) § 6 (4) Section 12 (1) Section 14	Section 5 § 6 (1)-(3) Section 6 (4) Section 12 (1) § 14 § 17	Section 5 § 6 (1)-(3) § 6 (4) Section 12 (1) § 14 § 17 ESG 1.4
ESG 1.5	§ 12 (2)	§ 12 (2) § 17	§ 12 (2) Section 17 ESG 1.5

¹ The ESG from Part 1 are mentioned here because they are directly part of the accreditation criteria in alternative accreditation procedures.

ESG 1.6	§ 12 (3) § 15	§ 12 (3) § 15 § 17	Section 12 (3) § 15 § 17 ESG 1.6
ESG 1.7	§ 14	§ 14 § 18	Section 14 Section 18 ESG 1.7
ESG 1.8	Publication of examination regulations containing information on study programs is mandatory under the higher education laws of the German states	Publication of examination regulations that contain information on study programs is mandatory in accordance with to the higher education laws of the German states, § 18	Publication of examination regulations containing information on study programs is mandatory under the higher education acts of the German states, § 18 , ESG 1.8
ESG 1.9	§ 14	§ 14 § 17 § 18	Section 14 § 17 § 18 ESG 1.9

§ 5

Admission requirements and transitions between different courses

(1) ¹ The admission requirement for a Master's degree program is a first professional qualification at the higher education level. ² For Master's degree programs offering continuing education and those of an artistic nature, the professional qualification at the higher education level may be replaced by an entrance examination, where so provided by state law. ³ Master's degree programs offering continuing education generally require at least one year of relevant professional experience.

(2) ¹ The admission requirement for artistic Master's degree programs is proof of the special artistic aptitude necessary for such programs. ² For admission to artistic Master's degree programs offering advanced training, professional activities completed during the program may also be taken into account if permitted by state legislation. The requirement for

professional experience does not apply to art colleges for study programs designed to consolidate fine arts skills, where required by state legislation.

(3) Additional requirements for admission to Master's degree programs may be stipulated in accordance with state legislation.

[Back to the mapping grid](#)

§ 6 Qualifications and Qualification Designations

§ 6 (1)-(3)

(1) ¹ Upon successful completion of a Bachelor's or Master's degree program, only one degree—the Bachelor's or Master's degree—will be awarded, unless it is a multiple-degree program. ² No distinction is made between degrees based on the standard duration of study.

(2) ¹ 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 of linguistics and cultural studies, sports, sports science, social sciences, art history, performing arts, and, with a corresponding focus, in the subject groups of economic sciences as well as in applied arts programs,
2. Bachelor of Science (B.Sc.) and Master of Science (M.Sc.) in the subject groups of mathematics, natural sciences, medicine, agricultural, forestry, and food sciences, and in the subject groups of 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 of engineering sciences with a corresponding content focus,
4. Bachelor of Laws (LL.B.) and Master of Laws (LL.M.) in the field of law,
5. Bachelor of Fine Arts (B.F.A.) and Master of Fine Arts (M.F.A.) in the subject area of fine arts,
6. Bachelor of Music (B.Mus.) and Master of Music (M.Mus.) in the subject group music,
7. ¹ Bachelor of Education (B.Ed.) and Master of Education (M.Ed.) for study programs that meet the educational requirements for a teacher training qualification. ² Depending on the content focus of the study programs, a designation from 1 to 7 may be assigned to a multidisciplinary study program.

² Subject-specific additions to degree titles and mixed-language degree titles are excluded. ³ Bachelor's degrees with the designation "honors" ("B.A. hon.") are excluded. ⁴ In the case of interdisciplinary and combined degree programs, the degree title depends on the primary subject area of the program. ⁵ Master's degrees that differ from the designations shown above may also be used for continuing education programs. ⁶ Different designations may also be used for theology programs that qualify students for the office of pastor, priest, or the profession of lay pastor ("full-time theology course").

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

[Back to the mapping grid](#)

§ 6 (4)

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

[Back to the mapping grid](#)

§ 8

Credit point system

(1) ¹ Each module shall be assigned a certain number of ECTS credit points depending on the workload required of the students. ² 30 credit points should generally be taken as a basis for each semester. ³ One credit point corresponds to a total of 25 to a maximum of 30 hours of student work, including class time and self-study. ⁴ ECTS credit points shall be awarded for a module if the requirements specified in the examination regulations are met. ⁵ ECTS credit points are not necessarily awarded on the basis of an examination but for the successful completion of the respective module.

(2) ¹ A minimum of 180 ECTS credit points must be demonstrated for the Bachelor's degree. ² 300 ECTS credit points are required for the Master's degree, including the previous program of study leading to the first professional qualification. ³ Exceptions to this rule are possible in individual cases where the student has appropriate qualifications, even if 300 ECTS credit points have not been earned by the end of a Master's program. ⁴ In the case of consecutive

Bachelor's and Master's degree programs in the core artistic disciplines at colleges of art and music with a standard duration of study of six years, the Master's level is attained with 360 ECTS credits.

(3) ¹ 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. ² In fine arts programs, the scope of work may 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) ¹ In duly substantiated exceptional cases, up to 75 ECTS credit points may be used as the basis for each academic year for study programs with special study-related organizational measures. ² The workload for one ECTS credit is hereby calculated as 30 hours. ³ Special study-related organizational 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) ¹ In the case of teacher training programs for elementary schools or at the elementary level, for overarching teaching professions at the elementary level and at all or specific types of schools at the secondary level, for teaching professions at all or specific types of schools at the lower secondary level, as well as for Level I special education teaching professions, a Master's degree may be awarded if a total of 300 ECTS credit points is attained, including the preparatory service, with at least 240 ECTS credit points completed at the higher education institution.

(6) ¹ 180 ECTS credit points must generally be demonstrated for a Bachelor's degree at colleges of cooperative education with a three-year training program. ² The theoretical components of the training must not be less than 120 ECTS credit points, and the practical components must not be less than 30 ECTS credit points.

[Back to the mapping grid](#)

§ 11 (1)-(2)

Qualification objectives and qualification level

(1) ¹ The program objectives and intended learning outcomes are clearly defined and comprehensively reflect the goals of higher education set forth in Article 2, paragraph 3, item 1 of the study accreditation agreement. ² The dimension of personal development also encompasses the future political and cultural role of graduates in civil society. Upon completion of their studies, students should be able to play a decisive role in shaping social processes in a critical, well-considered manner, as well as responsibly and in a spirit of democratic public engagement.

(2) The professional and scientific/artistic requirements encompass the aspects of knowledge and understanding (expansion, consolidation, and comprehension of knowledge), the use, application, and generation of knowledge/art (application and transfer, scientific innovation), communication and cooperation, as well as scientific/artistic self-concept and professionalism, and are consistent with the level of the degree being taught.

[Back to the mapping grid](#)

§ 12 Coherent study program concept and adequate implementa

§ 12 (1)

(1) ¹ The curriculum is appropriately structured in light of the required entry qualifications and with a view to achieving the program objectives. ² The program objectives, the name of the study program, the degree level, and the designation, as well as the module structure, are coherently integrated. ³ The program concept encompasses a variety of different teaching and learning methods, as well as practical components where appropriate, that are tailored to the respective field of study and the program format. ⁴ It establishes a suitable framework to promote student mobility, enabling students to attend other higher education institutions without losing academic credit. ⁵ It actively involves students in organizing teaching and learning processes (student-centered teaching and learning) and provides the freedom for a self-organized study program.

[Back to the mapping grid](#)

§ 12 (2)

(2) ¹ The curriculum is implemented by a sufficient number of teaching staff with appropriate specialist and methodological-didactic qualifications. ² The combination of research and teaching is guaranteed in accordance with the profile of the type of higher education institution, in particular through professors (full-time) in both undergraduate and graduate study programs. ³ The higher education institution takes appropriate measures to select and qualify its staff.

[Back to the mapping grid](#)

§ 12 (3)

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

[Back to the mapping grid](#)

§ 12 (4)

(4) ¹ Examinations and types of examinations allow for an informative assessment of the learning outcomes that have been achieved. ² They are module-based and competency-oriented.

[Back to the mapping grid](#)

§ 12 (5)

(5) ¹ The ability to complete the study program within the standard period of study is guaranteed.

² This covers in particular

1. a predictable and reliable implementation of the study program,
2. the, to a large extent, absence of overlaps in courses and examinations,
3. a reasonable average workload that is appropriate for the number of exams, whereby the learning outcomes for a module must be designed so that they can normally be achieved within one semester or one year, to be verified through regular surveys, and
4. an adequate frequency and organization of examinations commensurate with the workload, whereby only one examination is normally scheduled for a module and modules should have a scope of at least five ECTS credit points.

[Back to the mapping grid](#)

§ 12 (6)

(6) Study programs with a specific profile requirement have a self-contained program concept that takes the specific characteristics of the profile into due account.

[Back to the mapping grid](#)

§ 13

Organization of the subject content of the study programs

(1) ¹ The currency and appropriateness of the subject-specific and scientific requirements are ensured. ² The curriculum's subject content and methodological-didactic approaches are continuously reviewed and adapted to further professional and didactic

developments. ³ To this end, the professional discourse at the national and, if necessary, international level is systematically taken into account.

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

(3) ¹ Within the scope of the accreditation of teacher training programs, it must be assessed whether

1. it is an integrated study program at universities or equivalent higher education institutions comprising at least two subject-specific disciplines and educational sciences in both the Bachelor's and Master's phases (exceptions are permitted in the subjects of art and music),
2. practical experience in schools is carried out during the Bachelor's program, and
3. the program and qualifications are differentiated according to teaching positions.

² Exceptions are permitted in the case of teacher training qualifications for vocational schools.

[Back to the mapping grid](#)

§ 14

Academic Success

¹ The study program is subject to continuous monitoring that also involves students and graduates. ² Measures to ensure academic success are derived on the basis of this monitoring. ³ These are under constant review, and the results are used for the further development of the study program. ⁴ The individuals involved are informed of the results and any measures taken, in accordance with data protection requirements.

[Back to the mapping grid](#)

§ 15

Gender equality and compensation for disadvantages

The higher education institution has policies for gender equality and to promote equal opportunities for students in special circumstances, which are implemented at the study program level.

[Back to the mapping grid](#)

§ 17

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

(1)¹ The higher education institution has general principles for teaching that are reflected in the curricula for its study programs. ² The quality management system adheres to the values and standards of the general principles for teaching and aims to continuously improve the quality of studies. ³ It ensures the systematic implementation of the provisions set forth in Parts 2 and 3. ⁴ The higher education institution has specified decision-making processes, responsibilities, and accountabilities for the establishment, verification, further development, and discontinuation of study programs, as well as the institution's own procedures for accrediting study programs within the scope of its quality management system, and has published these throughout the institution.

(2) ¹ The quality management system was developed with the participation of the higher education institution's constituent groups and with the involvement of external expertise. ² It ensures the independence of quality assessments and includes procedures for handling internal conflicts as well as an internal complaints system. ³ It is based on closed-loop processes, covers all areas of the higher education institution that are directly relevant to teaching and learning, and has appropriate and sustainable resources and equipment. ⁴ The functionality and efficacy with respect to the quality of the study program will be reviewed on a regular basis by the higher education institution and continuously improved.

[Back to the mapping grid](#)

§ 18

Measures to implement the quality management concept

(1)¹ The quality management system includes regular evaluations of the study programs and areas relevant to teaching and learning by internal and external students, academic experts from outside the university, representatives from professional practice, and graduates. ² If a need for action is identified, appropriate measures will be taken and implemented.

(2) If assessments of teacher training programs, teacher training programs with the combined subject of Protestant or Catholic theology/religion, Protestant theological study programs leading to ordination as a pastor, and other Bachelor's and Master's study programs with the combined subject of Protestant or Catholic theology are conducted 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) ¹ The higher education institution documents the evaluation of the study programs by the internal quality management system, including the assessments of the external parties involved, and regularly informs members of the higher education institution, the public, governing bodies, and the home state of any measures taken. ² It informs the public about the accreditation decisions made on the basis of the internal procedure and provides the accreditation council with the information necessary for publication pursuant to § 29.

[Back to the mapping grid](#)

§ 26

Period of validity for accreditation; extension

(1) ¹ The initial accreditation is valid for a period of eight years from the start of the semester or trimester in which the accreditation decision is announced. ² If a study program has not yet begun in the case of program accreditation, the accreditation takes effect as of the beginning of the semester or trimester in which the study program is offered for the first time, but no later than the beginning of the second semester or trimester following the announcement of the accreditation decision.

(2) ¹ Before the expiration of the accreditation's period of validity, a direct follow-up to the accreditation (re-accreditation) must be initiated. ² Re-accreditations are valid for a period of eight years.

(3) ¹ If an accredited study program is discontinued, the accreditation may be extended for students who are still enrolled upon expiration of the period of validity. ² The accreditation of a study program may 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 program. ³ When applying for a cluster or system accreditation, the accreditation of study programs whose accreditation expires during the procedure may be temporarily extended for the duration of the procedure plus one year.

[Back to the mapping grid](#)