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Pursuant to § 2 of the State Law on the State Treaty on Study Program Accreditation of December 5, 2017 (GVBl. p. 317, BS Annex I 162), the following is enacted in agreement with the Ministry of Education and the Ministry of the Interior and Sports:

Part 1 General Provisions

§ 1
Scope

This regulation, based on Article 4 of the State Treaty on Study Program Accreditation of June 1–20, 2017 (GVBl. p. 317 -318-, BS Annex I 162), the details regarding the formal criteria under Article 2(2), the subject-matter criteria under Article 2(3), and the procedure under Article 3 of the State Treaty on Study Program Accreditation.

§ 2
Forms of Accreditation

Forms of accreditation include system accreditation pursuant to Article 3(1)(1), program accreditation pursuant to Article 3(1)(2), or alternative accreditation procedures pursuant to Article 3(1)(3) of the State Treaty on Study Program Accreditation.

**Part 2
Formal Criteria for Degree Programs**

§ 3
Program Structure and Duration

(1) In the tiered degree program system, the bachelor's degree is the first standard degree conferring professional qualifications; the master's degree represents a further degree conferring professional qualifications. Undergraduate degree programs that lead directly to a master's degree are excluded, with the exception of the programs listed in paragraph 3.

(2) The standard duration of study for full-time programs is six, seven, or eight semesters for bachelor's programs and four, three, or two semesters for master's programs. For bachelor's programs, the standard duration of study for full-time study is at least three years. For consecutive degree programs, the total standard duration of study for full-time study is five years (ten semesters). Pursuant to Section 27(2) of the Higher Education Act (HochSchG) in the version of November 19, 2010 (GVBl. p. 463), last amended by Article 7 of the Act of February 7, 2018 (GVBl. p. 9), BS 223-41, shorter or longer standard periods of study are exceptionally possible, subject to appropriate organizational arrangements, in order to enable students to pursue an individualized learning path, in particular through part-time, distance, part-time while working, or dual study programs, as well as semesters of professional practice. Notwithstanding sentence 3, in the core artistic disciplines at universities of the arts and music, in accordance with the detailed provisions of § 27(2) of the Higher Education Act (HochSchG), consecutive bachelor's and master's degree programs may also be established with a total standard period of study of six years.

(3) Theology programs that qualify students for the office of pastor, the priesthood, or the profession of pastoral assistant (full-time theology program) do not need to be structured in levels and may have a standard duration of ten semesters.

§ 4
Program Profiles

(1) Master's degree programs may be distinguished as "practice-oriented" and "research-oriented" programs. Master's programs at colleges of art and music may have a special artistic profile. Master's programs that provide the educational prerequisites for a teaching position have a special teaching-related profile. The respective profile must be specified in the accreditation.

(2) When establishing a master's program, it must be determined whether it is a consecutive or a continuing education program. Continuing education master's programs correspond to consecutive master's programs in terms of the standard duration of study and the thesis requirements, and lead to the same level of qualification and the same entitlements.

(3) Bachelor's and Master's degree programs require a thesis that demonstrates the ability to independently address a problem within the respective field using scientific or artistic methods within a specified timeframe.

§ 5
Admission Requirements and Transfers Between Programs

(1) The admission requirement for a master's program is a first professional university degree. Advanced master's programs generally require at least one year of relevant professional experience.

(2) As an admission requirement for artistic Master's programs, the special artistic aptitude required for this must be demonstrated.

(3) The admission requirements for master's programs pursuant to § 19(2) sentence 2, § 35(1) sentences 2 and 3, and § 100

(1), sentence 4 of the Higher Education Act (HochSchG), as well as § 17 (2), sentence 3, and § 53

(1), sentences 2 and 3, and (3) of the State Law on the German University of Administrative Sciences Speyer (DUVwG) in the version of November 19, 2010 (GVBl. p. 502), last amended by Article 6 of the Act of

February 7, 2018 (GVBl. p. 9), BS 223-20, remain unaffected in all other respects.

§ 6
Degrees and Degree Titles

(1) Upon successful completion of a bachelor's or master's degree program, only one degree—either the bachelor's or master's degree—is awarded, unless it is a multiple-degree program. In this context, degrees are not differentiated based on the standard duration of study.

(2) The following titles are to 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 Language and Cultural Studies, Sports, Sports Science, Social Sciences, Art History, and Performing Arts, as well as in the subject group of Economics (provided the program's content aligns with these fields) and 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 Nutritional Sciences, and in the subject groups of Engineering and Economics where the program content is appropriately aligned,
3. Bachelor of Engineering (B.Eng.) and Master of Engineering (M.Eng.) in the subject group of engineering sciences, provided the program's content is appropriately aligned,
4. Bachelor of Laws (LL.B.) and Master of Laws (LL.M.) in the subject group of Law,
5. Bachelor of Fine Arts (B.F.A.) and Master of Fine Arts (M.F.A.) in the Fine Arts subject group,
6. Bachelor of Music (B.Mus.) and Master of Music (M.Mus.) in the subject group of Music,
7. Bachelor of Education (B.Ed.) and Master of Education (M.Ed.) for degree programs that provide the educational prerequisites for a teaching career; for a multidisciplinary degree program, a designation in accordance with numbers 1 through 7 may be assigned depending on the program's content focus.

Specialized additions to degree titles and bilingual degree titles are not permitted. Bachelor's degrees with the designation "honors" ("B.A. hon.") are not permitted. For interdisciplinary and combined degree programs, the degree title is determined by the field of study that predominates in the program. For continuing education programs, master's degrees that differ from the aforementioned titles may also be used. For theological programs that qualify students for the ministry, the priesthood, and the profession of pastoral assistant (full theological program), different titles may also be used.

(3) The degree documents may clarify, in an appropriate place, that the qualification level of the bachelor's degree corresponds to a diploma from a university of applied sciences and that the qualification level of a master's degree corresponds to a diploma from a university or equivalent institution of higher education.

(4) Detailed information regarding the specific program underlying the degree is provided in the Diploma Supplement, which is an integral part of every degree certificate.

§ 7 Modularization

(1) Degree programs must be structured into study units (modules) that are defined thematically and temporally by grouping together course content. The content of a module must be structured so that it can generally be taught within a maximum of two consecutive semesters; in exceptionally justified cases, a module may extend over more than two semesters. For the core artistic subject in the bachelor's program, at least two modules are required, which may account for approximately two-thirds of the total study time.

(2) The description of a module must include at least:

1. the module's content and learning objectives,
2. Teaching and learning methods,
3. prerequisites for participation,
4. Applicability of the module,
5. Requirements for the awarding of credits in accordance with the European Credit Transfer System (ECTS credits),

6. ECTS credits and grading,
7. Frequency of the module's offering,
8. Workload and
9. Duration of the module.

(3) The prerequisites for participation must specify the knowledge, skills, and abilities required for successful participation, as well as guidance on how students should prepare. In the context of the module's applicability, the relationship to other modules in the same degree program must be described, as well as the extent to which it is suitable for use in other degree programs. Regarding the requirements for awarding ECTS credits, it must be specified how a module can be successfully completed (type, scope, and duration of the examination).

§ 8 Credit Point System

(1) Each module must be assigned a specific number of ECTS credits based on the workload for students. As a rule, 30 credits per semester shall be used as a basis. One ECTS credit corresponds to a total student workload of 25 to a maximum of 30 hours of in-class and self-study. ECTS credits are awarded for a module if the requirements specified in the examination regulations are met. The awarding of ECTS credits does not necessarily require an examination, but rather the successful completion of the respective module.

(2) For the Bachelor's degree, no fewer than 180 ECTS credits must be demonstrated. For the Master's degree, 300 ECTS credits are required, taking into account the preceding studies up to the first professionally qualifying degree. In individual cases, deviations from this requirement may be permitted if the student possesses the appropriate qualifications, even if 300 ECTS credits are not attained upon completion of a Master's program. For consecutive bachelor's and master's programs in the core artistic disciplines at art and music colleges with a standard duration of six years, the master's level is achieved with 360 ECTS credits.

(3) The scope of work for the bachelor's thesis is 6 to 12 ECTS credits, and for the master's thesis, 15 to 30 ECTS credits. In Fine Arts programs, the scope of work for the bachelor's thesis may, in justified exceptional cases, amount to up to 20 ECTS credits, and for the master's thesis, up to 40 ECTS credits.

(4) In justified exceptional cases, up to 75 ECTS credits per academic year may be applied for degree programs with special academic organizational measures. In this context, the workload for one ECTS credit is calculated at 30 hours. Special academic organizational measures may pertain in particular to the learning environment and supervision, program structure, academic planning, and measures to ensure financial support.

(5) For teacher training programs for teaching at elementary schools, Realschulen plus, and special education schools, a master's degree may be awarded if a total of 300 ECTS credits have been earned, including at least 240 ECTS credits acquired at the university and the pre-service training period.

§ 9

Special Criteria for Cooperation with Non-Higher Education Institutions

(1) The scope and nature of existing partnerships with companies and other institutions, including non-higher-education learning environments and course components as well as the language or languages of instruction, are contractually regulated and described on the university's website. When applying credit transfer models within the framework of program-specific collaborations, the substantive equivalence of non-higher-education qualifications to be transferred and their equivalence to the intended qualification level are clearly demonstrated.

(2) In the case of program-specific collaborations with non-higher education institutions, the added value for future students and the degree-granting institution must be clearly demonstrated.

§ 10

Special Provisions for Joint Degree Programs

(1) A joint degree program is a multi-level degree program coordinated and offered by a domestic institution of higher education in collaboration with one or more institutions of higher education from foreign countries within the European Higher Education Area, leading to a joint degree and exhibiting the following additional characteristics:

1. Integrated curriculum,
2. a study component at one or more foreign higher education institutions of generally at least 25%,
3. contractually regulated cooperation,
4. coordinated admission and examination procedures, and
5. joint quality assurance.

(2) Qualifications and periods of study are recognized in accordance with the Act of May 16, 2007, implementing the Convention of April 11, 1997, on the Recognition of Qualifications in Higher Education in the European Region (Federal Law Gazette II, p. 712). The European Credit Transfer System is applied in accordance with Sections 7 and 8(1), and the distribution of ECTS credits is regulated. For a bachelor's degree, 180 to 240 ECTS credits must be earned, and for a master's degree, no fewer than 60 ECTS credits. Essential program information is published and accessible to students at all times.

(3) If a joint degree program is coordinated and offered by a domestic institution of higher education in conjunction with one or more institutions of higher education in foreign countries that do not belong to the European Higher Education Area (non-European cooperation partners), then, upon application by the domestic institution of higher education, paragraphs 1 and 2 shall apply *mutatis mutandis* if the non-European cooperation partners commit in the cooperation agreement with the domestic institution of higher education to accreditation in accordance with the criteria and procedural rules set forth in paragraphs 1 and 2 as well as in § 16(1) and § 33(1).

Part 3

Academic and Content-Related Criteria for Degree Programs and Quality Management Systems

§ 11

Qualification Objectives and Degree Level

(1) The qualification objectives and intended learning outcomes are clearly formulated and transparently reflect the goals of higher education set forth in Article 2, Paragraph 3, Item 1 of the State Treaty on Study Program Accreditation. The dimension of personal development also encompasses the future civic, political, and cultural roles of graduates. Upon graduation, students should be able to play a decisive role in shaping social processes in a critical and reflective manner, with a sense of responsibility and democratic civic spirit.

(2) The technical, scientific, or artistic requirements encompass the aspects of knowledge and understanding (expansion, deepening, and comprehension of knowledge), the application, use, and creation of knowledge or art (utilization and transfer, scientific innovation), communication and cooperation, as well as scientific or artistic self-awareness and professionalism, and are consistent with the level of the degree awarded.

(3) Bachelor's programs are designed to impart foundational academic knowledge, methodological skills, and profession-specific qualifications, ensuring a broad academic grounding. Consecutive Master's programs are structured as programs that deepen, broaden, or offer interdisciplinary or specialized knowledge. Professional Master's programs typically require at least one year of qualified professional experience. The curriculum design of professional master's programs takes professional experience into account and builds upon it to achieve the program's learning objectives. In designing the program, the institution outlines the relationship between professional qualifications and the academic offerings, as well as the equivalence of the requirements to those of consecutive master's programs. Artistic programs foster and develop the ability for artistic creation.

§ 12

Coherent Program Concept and Adequate Implementation

(1) The curriculum is appropriately structured, taking into account the specified entry requirements and with a view to achieving the program objectives. The program objectives, the program title, the degree and its designation, and the module concept are coherently aligned with one another. The program concept encompasses diverse teaching and learning methods adapted to the respective academic culture and program format, as well as practical components where applicable. It creates suitable conditions for promoting student mobility, enabling students to spend time at other institutions without losing academic progress. It actively involves students in the design of teaching and learning processes (student-centered teaching and learning) and provides opportunities for self-directed study.

(2) The curriculum is implemented by teaching staff with sufficient subject-specific and methodological-didactic qualifications. The integration of research and teaching is ensured in accordance with the profile of the institution, particularly through full-time faculty members

in both undergraduate and graduate programs. The institution takes appropriate measures for staff selection and qualification.

(3) The program also has adequate resources (in particular non-academic staff, facilities and equipment, including IT infrastructure, and teaching and learning materials).

(4) Exams and types of exams enable a meaningful assessment of the learning outcomes achieved. They are module-specific and competency-based.

(5) The ability to complete the program within the standard period of study is guaranteed. This includes, in particular,

1. a predictable and reliable academic schedule,
2. minimal overlap between courses and exams,
3. a reasonable average workload commensurate with the examination load, whereby the learning outcomes of a module are to be measured such that they can generally be achieved within one semester or one year, which is validated through regular surveys, and
4. an adequate and workload-appropriate frequency and organization of examinations, whereby, as a rule, only one examination is scheduled per module and modules should have a minimum scope of five ECTS credits.

(6) Degree programs with a specific profile requirement shall have a self-contained program concept that appropriately reflects the specific characteristics of the profile.

§ 13

Academic and Content-Related Design of Degree Programs

(1) The timeliness and adequacy of the academic and scientific requirements are ensured. The academic content and the methodological and didactic approaches of the curriculum are continuously reviewed and adapted to academic and didactic developments. To this end, systematic consideration is given to academic discourse at the national and, where applicable, international level.

(2) In degree programs that provide the educational prerequisites for a teaching career, accreditation is based both on the evaluation of educational sciences, subject-specific disciplines, and their didactics in accordance with both state-wide and state-specific subject requirements, as well as on the state-wide and state-specific structural guidelines for teacher education.

(3) In the context of the accreditation of teacher education programs, it must be examined in particular whether

1. an integrated program at universities or equivalent institutions comprising at least two subject disciplines and educational sciences is offered during both the bachelor's and master's phases (exceptions are permitted for the subjects of art and music),
2. practical school training already during the bachelor's program, and
3. the program and degrees are differentiated by teaching specialty

have been implemented. Exceptions are permitted for teaching at vocational schools.

§ 14

Academic Success

The program is subject to continuous monitoring with the participation of students and graduates. Based on this, measures to ensure academic success are derived. These are continuously reviewed, and the results are used for the further development of the program. Those involved are informed of the results and the measures taken, in compliance with data protection regulations.

§ 15

Gender Equality and Support for Students Facing Adversity

The university has policies in place regarding gender equality and the promotion of equal opportunities for students in special circumstances, which are implemented at the program level.

§ 16

Special Provisions for Joint Degree Programs

(1) For joint degree programs, the provisions in § 11(1) and (2), § 12(1) sentences 1 through 3, (2) sentence 1, and (3) and (4), as well as § 14, apply accordingly. In addition, the following applies:

1. The admission requirements and selection procedures shall be appropriate to the level and the academic discipline in which the degree program is situated.
2. It can be demonstrated that the program achieves the intended learning outcomes.
3. Where applicable, the provisions of Directive 2005/36/EC of the European Parliament and of the Council of September 7, 2005, on the recognition of professional qualifications (OJ EU No. L 255, p. 22), as last amended by Commission Delegated Decision (EU) 2016/790 of January 13, 2016 (OJ EU No. L 134, p. 135), shall be taken into account.
4. In the supervision, design of the degree program, and the teaching and learning methods used, the diversity of the students and their needs are respected, and the specific requirements of mobile students are taken into account.
5. The university's quality management system ensures the implementation of the above provisions and those set forth in § 17.

(2) If a joint degree program is coordinated and offered by a domestic institution of higher education in collaboration with one or more institutions of higher education in foreign countries that do not belong to the European Higher Education Area (non-European cooperation partners), then, upon application by the domestic institution of higher education, paragraph 1 shall apply mutatis mutandis if the non-European cooperation partners commit in the cooperation agreement with the domestic institution of higher education to accreditation in accordance with the criteria and procedural rules set forth in paragraph 1 as well as in § 10 (1) and (2) and § 33 (1).

§ 17

Concept of the Quality Management System (Objectives, Processes, Instruments)

(1) The university has a mission statement for teaching that is reflected in the curricula of its degree programs. The quality management system adheres to the values and standards

of the mission statement for teaching and aims to continuously improve the quality of education. It ensures the systematic implementation of the requirements outlined in Sections 2 and 3. The university has established and published university-wide the decision-making processes, competencies, and responsibilities for the establishment, review, further development, and discontinuation of degree programs, as well as the university's own procedures for the accreditation of degree programs within the framework of its quality management system.

(2) The quality management system was developed with the participation of the university's constituent groups and with input from external experts. It ensures the independence of quality assessments and includes procedures for handling internal conflicts as well as an internal grievance system. It is based on closed-loop control systems, covers all areas of the university's operations that are directly relevant to study and teaching, and is equipped with adequate and sustainable resources. The university regularly reviews and continuously improves its functionality and effectiveness with regard to the quality of education.

§ 18

Measures for Implementing the Quality Management Concept

(1) The quality management system includes regular evaluations of degree programs and areas of performance relevant to teaching and student life by internal and external students, academic experts from outside the university, representatives from the professional field, and alumni. If these evaluations reveal a need for action, the necessary measures are taken and implemented.

(2) If, on the basis of the university's quality management system, evaluations are also conducted of teacher education programs, teacher education programs with the combined subject of Protestant or Catholic Theology/Religion, Protestant theological programs that qualify for the ministry, and other bachelor's and master's programs with the combined subject of Protestant or Catholic Theology/Religion, the requirements for participation and approval pursuant to § 25 (1) sentences 3 through 5 shall apply accordingly.

(3) The data required for the implementation of the quality management system is collected university-wide and on a regular basis.

(4) The institution documents the evaluation of its degree programs as part of its internal quality management system, including feedback from external stakeholders, and regularly informs the university community, the public, the sponsoring body, and the state where the institution is located about the measures taken. It informs the public about the accreditation decisions made on the basis of the university's internal procedure and provides the Accreditation Council with the information required for publication pursuant to § 29.

§ 19

Cooperation with non-university institutions

If a university offers a degree program in cooperation with a non-university institution, the university

The institution is responsible for ensuring compliance with the requirements set forth in Parts 2 and 3. The degree-granting institution may not delegate decisions regarding the content and organization of the curriculum, admission, recognition, and credit transfer, the assignment and evaluation of examination performance, the administration of examination and student data, quality assurance procedures, or the criteria and procedures for selecting teaching staff.

§ 20

University Cooperation

(1) If a university enters into a program-specific cooperation with another university, the degree-granting university or universities shall ensure the implementation and quality of the program concept. The nature and scope of the cooperation shall be described, and the agreements underlying the cooperation shall be documented.

(2) If a system-accredited institution of higher education enters into a program-specific cooperation with another institution of higher education, the system-accredited institution may award the program the seal of the Accreditation Council pursuant to § 22 (4), sentence 2, provided that it is itself authorized to confer degrees and ensures the implementation and quality of the program concept. Paragraph 1, sentence 2, applies *mutatis mutandis*.

(3) In the case of cooperation between higher education institutions at the level of their quality management systems, system accreditation of each of the participating institutions is required. Upon application by the cooperating institutions, a joint system accreditation procedure is permissible.

§ 21

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Part 4 Procedural

Rules for Program and System Accreditation

§ 22

Decision of the Accreditation Council, Awarding of the Seal

(1) The Accreditation Council shall decide on accreditation at the request of the institution of higher education by determining compliance with the formal criteria and the subject-specific and content-related criteria pursuant to Article 3(5), sentence 1 of the State Treaty on Study Program Accreditation in conjunction with Parts 2 and 3 of this Regulation. The basis for the decision on the formal criteria is an audit report pursuant to Article 4(3), sentence 1, no. 2, letter b of the State Treaty on Study Program Accreditation. The basis for the decision on the subject-specific and content-related criteria is an expert opinion pursuant to Article 3(2), sentence 1, no. 4 of the State Treaty on Study Program Accreditation.

(2) The decision shall be issued in writing. It must be substantiated.

(3) The institution is given the opportunity to comment before the Accreditation Council makes its decision if the Accreditation Council intends to deviate significantly from the evaluators' recommendation. The deadline for submitting comments is one month.

(4) Upon accreditation, the Accreditation Council awards its seal to the degree program or the quality management system. In the case of system accreditation, the institution is granted the right to award the Accreditation Council's seal itself for the degree programs it has reviewed.

(5) The accreditation of Catholic theological degree programs that qualify students for the priesthood or the profession of pastoral assistant (full theological studies) takes place exclusively in the form of program accreditation. In full theological and partial theological degree programs, the decision of the Accreditation Council requires the approval of the competent ecclesiastical authorities.

§ 23

Documents to be Submitted

(1) The following documents must be attached to the application:

1. Self-evaluation report from the institution,
2. an accreditation report from an agency accredited by the Accreditation Council, consisting of an audit report and an expert opinion; in the case of system accreditation, the audit report refers to the evidence specified in items 3 and 4,
3. in the case of an application for system accreditation, additional evidence that at least one degree program has undergone the quality management system,
4. in the case of an application for system reaccreditation, evidence that, in principle, all bachelor's and master's degree programs have undergone the quality management system at least once.

(2) For the documents referred to in paragraph 1, item 2, translations into German must be submitted if they are not written in German.

(3) As soon as the Accreditation Council makes an electronic data processing system available, it must be used.

§ 24

Commissioning of an agency, Accreditation Report, Site Visit

(1) The institution commissions an agency accredited by the Accreditation Council in accordance with Article 5(3)(5) of the State Treaty on Study Program Accreditation to evaluate the formal and academic criteria and to prepare an accreditation report. For Catholic theological degree programs that qualify students for the priesthood and the profession of pastoral assistant (full theological degree program), the evaluation is conducted by the Agency for Quality Assurance and Accreditation of Canonical Degree Programs in Germany, which is accredited by the Accreditation Council.

(2) The institution provides the agency with a self-evaluation report that includes, at a minimum, information on the institution's quality objectives and on the formal and academic criteria as outlined in Parts 2 and 3. The institution's self-evaluation report, in the preparation of which the student council must be involved, shall not exceed 20 pages for program accreditation and 50 pages for system and bundle accreditation.

(3) The review report is prepared by the Agency; for degree programs under Section 25(1), sentences 3 and 4, the review report requires

the approval of the persons named therein. The relevant standards for the review report are the formal criteria set forth in Part 2. It shall contain a recommendation regarding compliance with the formal criteria. The review report shall be drafted using the template to be provided by the Accreditation Council. The institution must be informed immediately of any failure to meet a formal criterion.

(4) The evaluation report is issued by the evaluation committee in accordance with § 25. The evaluation committee receives the audit report as described in paragraph 3. The evaluation report is based on the academic and content-related criteria set forth in Part 3. It includes a recommendation regarding compliance with the academic and content-related criteria. The report must be drafted using the template to be provided by the Accreditation Council and shall not exceed 20 pages for program accreditation and 100 pages for system and cluster accreditation.

(5) As part of the evaluation of the subject-specific and content-related criteria, an on-site visit is conducted by the review panel. In the case of the accreditation of a degree program that is not yet offered at the time the agency is commissioned (concept accreditation), the review panel may, by mutual agreement, waive the on-site visit. The same applies to the reaccreditation of a degree program.

§ 25

Composition of the Expert Panel, Requirements for Reviewers

(1) The review panel of the agencies shall consist of at least four members for program accreditation. It shall be composed as follows:

1. at least two university professors with expertise in the relevant field,
2. one representative from professional practice with expertise in the relevant field,
3. one student with expertise in the relevant field.

In the accreditation of degree programs that qualify students for admission to the preparatory service for a teaching career, a representative of the ministry responsible for teacher training shall take the place of the person referred to in sentence 2, no. 2; for teacher training programs with the combined subject of Protestant or Catholic Theology/Religion, a representative of the locally responsible diocese or regional church shall also be included. In the accreditation of theological degree programs that qualify students for the office of pastor, the priesthood, and the profession of pastoral assistant (full theological degree program) and in all other bachelor's and master's degree programs with the combined subject of Protestant or Catholic Theology/Religion, the person referred to in sentence 2, no. 2, shall be replaced by a representative of the competent church authority. For the degree programs mentioned in sentences 3 and 4, the submission of the expert opinion pursuant to § 24 (4), sentence 1, requires the consent of the persons named in each case; without this consent, the expert opinion shall not be submitted to the Accreditation Council.

(2) The agencies' review panel for system accreditation consists of at least five members. It is composed as follows:

1. at least three university faculty members with relevant experience in quality assurance in the field of teaching,

2. a representative from the professional field,
3. one student.

(3) The university professors hold the majority of the votes. In the respective panel of experts, the majority of the experts must have experience with accreditations. In the case of system accreditation, the majority of the experts must have experience with system accreditations.

(4) The evaluators are appointed by the agency commissioned to prepare the accreditation report. In making these appointments, the agency is bound by the procedure to be developed by the German Rectors' Conference in accordance with Article 3(3), sentence 3, of the State Treaty on Study Accreditation.

(5) Any person who

1. is employed by or enrolled at the institution submitting the application for accreditation,
2. is employed by or enrolled at one of the institutions participating in cooperative degree programs or joint degree programs, or
3. are considered biased according to the customary rules of academia.

(6) The Agency shall inform the institution of higher education of the composition of the review panel prior to the appointment of the reviewers. The institution of higher education has the right to comment within a period of two weeks.

§ 26

Validity period of the accreditation, Renewal

(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. If, in the case of program accreditation, the degree program has not yet been launched, the accreditation takes effect from the start of the semester or trimester in which the degree program is first offered, but no later than the start of the second semester or trimester following the announcement of the accreditation decision.

(2) Before the expiration of the accreditation period, a subsequent accreditation (reaccreditation) must be initiated. Reaccreditations are valid for a period of eight years.

(3) If an accredited degree program is discontinued, the accreditation may be extended for students who are still enrolled when the accreditation period expires. The accreditation of a degree program may be extended for a period of up to two years if the institution is preparing an application for a cluster or system accreditation that includes the degree program in question. When applying for a cluster or system accreditation, the accreditation of degree programs whose accreditation expires during the process may be provisionally extended for the duration of the process plus one year.

§ 27

Conditions

(1) A deadline of generally twelve months shall be set for the fulfillment of a condition.

(2) In justified exceptional cases, the deadline may be extended upon request by the institution.

(3) Proof of compliance with this requirement must be provided to the Accreditation Council.

§ 28

Obligation to Report Changes

(1) The institution is obligated to immediately notify the Accreditation Council of any significant change to the subject of accreditation during the validity period of the accreditation.

(2) The Accreditation Council shall decide whether the significant change is covered by the existing accreditation.

§ 29

Publication

The Accreditation Council's decision and the accreditation report are published by the Accreditation Council on its website. Personal data may not be disclosed in the publication unless the data subject has given consent, or obtaining the data subject's consent is not possible or would require a disproportionate effort, and it is evident that the disclosure is in the data subject's interest. Sentences 1 and 2 apply mutatis mutandis to internal accreditation decisions of system-accredited universities.

§ 30

Bundled Accreditation, Partial System Accreditation

(1) The expert opinion of the expert panel pursuant to § 24(4) may cover multiple degree programs if these share a high degree of disciplinary affinity that goes beyond mere affiliation with a disciplinary field (humanities and cultural studies, social sciences, or natural sciences) (bundled accreditation). The subject-specific and content-related criteria under Part 3 must be assessed separately for each degree program. A bundle shall consist of no more than ten degree programs.

(2) At the university's request, the Accreditation Council may approve the specific composition of the bundle prior to the submission of the application under Section 23.

(3) In exceptional cases, a subunit of the institution responsible for organizing studies may be the subject of system accreditation. This may be the case in particular if

1. accreditation of the quality management system for the entire institution is not yet appropriate or feasible,
2. the subunit's quality management system is integrated into the university, and
3. at least one degree program within the unit has already gone through this system.

§ 31

Random Sampling

(1) In the case of system accreditation and partial system accreditation, the review panel shall conduct a random sample in accordance with § 25(2). The random sample shall verify whether the intended effects of the quality management system under review are achieved at the program level.

(2) The subject of the random sample is

1. the consideration of all criteria in accordance with Parts 2 and 3 within a degree program that has undergone the institution's quality management system, and
2. the consideration of formal and subject-specific criteria in accordance with Parts 2 and 3, as determined by the review panel.

When selecting the sample, the review panel takes into account the range of subjects offered by the institution in its teaching programs.

(3) If the institution offers degree programs that also prepare students for a regulated profession, one such program must be included in the sample, taking into account the criteria in Parts 2 and 3 that pertain to degree programs; The same applies in the case of teacher training programs, with one program from each type of teacher training offered, as well as for programs in Protestant or Catholic theology/religion. The sample shall include one representative designated by the body responsible for the respective regulated profession, or one representative of the ministry responsible for teacher training, or the respective church body.

Part 5 Procedural Rules for Special Degree Programs

§ 32 Combined degree programs

(1) If students select individual courses from a larger number of eligible courses for their program, each of these courses constitutes a sub-program as part of a combined degree program.

(2) The subject of accreditation is the combined degree program. The institutions ensure through their respective quality management systems that the program is feasible in all possible subject combinations.

(3) The accreditation of a combined degree program may be supplemented by the inclusion of additional elective sub-programs or subjects. This does not alter the accreditation period for the combined degree program.

(4) The accreditation certificate shall list all sub-programs or subjects included in the accreditation. In the event of an addition to the accreditation pursuant to paragraph 3, a new accreditation certificate shall be issued.

(5) The provisions of Part 4 remain unaffected in all other respects.

§ 33 Joint Degree Programs

(1) For joint degree programs involving a domestic institution of higher education and other institutions from the European Higher Education Area, the accreditation decision may, by way of derogation from § 22(1), be made by recognizing the evaluation conducted by an agency listed in the European Quality Assurance Register for Higher Education (EQAR). The Accreditation Council recognizes this evaluation upon application by the institution and grants its seal if compliance with the formal and academic criteria for joint degree programs in accordance with Parts 2 and 3 has been demonstrated and the evaluation process has met the following requirements:

1. the Accreditation Council was notified of the conduct of the procedure prior to its commencement,
2. The accreditation decision is based on a self-evaluation report submitted by the participating institutions, which in particular contains information on the respective national framework conditions and highlights the distinctive features of the joint degree program,
3. an on-site visit has taken place at at least one location of the program with the participation of representatives from all cooperating universities as well as other stakeholders,
4. The evaluation is based on an expert report that complies with the requirements for joint degree programs set forth in Parts 2 and 3,
5. the evaluation was conducted by a panel of at least four experts, composed as follows:
 - a) Members from at least two of the states participating in the joint degree program,
 - b) at least one student representative,
 - c) the review panel represents expertise in the relevant subjects and disciplines, including the labor market or professional world in the relevant fields, and expertise in the area of quality assurance in higher education, and possesses knowledge of the higher education systems of the participating institutions as well as the languages of instruction used, and
 - d) the requirements of Section 25(3), sentence 1, and paragraphs 5 and 6 have been met,
6. The assessment identifies the following characteristics: justification, finality, and, where applicable, demonstrated compliance with conditions; and
7. The Agency has published the expert opinion and the assessment on its website in German and English.

Section 22(2), (3), and (4), first sentence; Section 26(1), first sentence, and (2), first sentence; and Sections 28 and 29 apply mutatis mutandis. Notwithstanding § 26 (1) sentence 1 and (2) sentence 2, the accreditation period is six years. Upon publication, the decision shall be identified as an accreditation decision based on the separate procedure for joint-degree programs. The institution must clearly indicate this in the degree certificates.

(2) If a joint-degree program is coordinated and offered by a domestic institution of higher education together with one or more institutions of higher education from foreign countries that do not belong to the European Higher Education Area (non-European cooperation partners), paragraph 1 shall apply mutatis mutandis upon application by the domestic institution if the non-European cooperation partners commit in the cooperation agreement with the domestic institution to accreditation in accordance with the criteria set forth in paragraph 1 as well as in § 10(1) and (2) and § 16(1).

Part 6 Alternative Accreditation Procedures Pursuant to Article 3(1)(3) of the State Treaty on Study Program Accreditation

§ 34 Alternative Accreditation Procedures

- (1) In addition to the two procedures set forth in Part 4, Article 3(1)(3) of the State Treaty on Study Accreditation

, alternative procedures may also be used to ensure and develop quality in studies and teaching.

(2) In alternative procedures, the criteria set forth in Parts 2 and 3 must be observed. The provisions of Article 3(2), first sentence, of the State Treaty on Study Accreditation, as well as the principles governing appropriate academic participation set forth in the State Treaty on Study Accreditation and in this Regulation, shall apply *mutatis mutandis*; likewise, the requirements for participation and consent pursuant to § 18(2) shall apply *mutatis mutandis*.

(3) The implementation of alternative procedures requires the prior approval of the Accreditation Council and the ministry responsible for higher education; the Accreditation Council may commission an external review. The application must be submitted to the Accreditation Council via the ministry responsible for higher education. In consultation with the state, the Accreditation Council may refuse its approval only if the alternative procedure does not comply with the requirements of Article 2 and the provisions of Article 3(2), first sentence, of the State Treaty on Study Program Accreditation, as well as the principles for the appropriate involvement of the academic community set forth in the State Treaty on Study Program Accreditation and in this Regulation. The alternative procedure shall be suitable for gaining fundamental insights into alternative approaches to external quality assurance beyond the procedures specified in Article 3(1)(1) and (2) of the State Treaty on Study Program Accreditation.

(4) The Accreditation Council shall develop rules of procedure that specifically govern the requirements for applications.

(5) The alternative procedure shall be limited to a maximum of eight years. Section 22(4), sentence 2, and Section 26(3), sentence 3, shall apply *mutatis mutandis*. It shall be monitored by the Accreditation Council and, as a rule, evaluated by an independent, research-oriented institution two years prior to the expiration of the project period.

Part 7 Miscellaneous

Section 35

Connection with procedures that the professional licensing eligibility of a degree program

(1) Accreditation procedures pursuant to Article 3(1)(1) and (2) of the State Treaty on Study Program Accreditation may, upon application by the institution of higher education, be organizationally linked to procedures that determine the suitability of a study program under professional licensing law.

(2) The participation of external experts, to be appointed in addition to the other representatives of the profession, in an advisory capacity on the expert committees pursuant to § 25(1) and (2) shall be effected through appointment by the relevant state authority responsible for the regulated profession.

§ 36 Evaluation

(1) Three years after this regulation enters into force, its application and effects shall be reviewed.

(2) The results shall be reported to the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany.

§ 37 Entry into Force

This Regulation shall enter into force on January 1, 2018.

Mainz, June 28, 2018 The
Minister for Science,
Continuing Education, and Culture
K. Wolf

**First State Regulation
Amending the Higher Education Enrollment Quota Regulation 2018/2019 of
July 20, 2018**

Pursuant to Section 2(2), first sentence, of the State Law on the State Treaty Concerning the Establishment of a Joint Institution for University Admissions of October 27, 2009 (GVBl. p. 347), as last amended by Article 3 of the Act of December 20, 2011 (GVBl. p. 455), BS Annex I 145, is hereby enacted after consultation with Johannes Gutenberg University Mainz:

Article 1

The 2018/2019 Regulation on University Admission Quotas of June 22, 2018 (GVBl. p. 180, BS 223-57) is amended as follows:

1. Appendix 1 is amended as follows:
 - a) The admission quota of “216” for the first semester at Johannes Gutenberg University Mainz in the winter semester 2018/2019 for the Medicine program, State Examination, is replaced by the admission quota of “214.”
 - b) The admission quotas for the first semester at Johannes Gutenberg University Mainz in the summer semester 2019 for the degree programs in Medicine, State Examination, and Pharmacy, State Examination, are amended as follows:

Program	Degree	Admission Quota
Medicine	State Examination	215
Pharmacy	State examination	49

2. In Appendix 2, the admission figures for upper-level semesters at Johannes Gutenberg University Mainz in the winter semester 2018/2019 for the degree programs in Medicine (State Examination), Medicine (State Examination), Partial Study Places, and Pharmacy (State Examination) are amended as follows:

Degree program	Semester									
	2.	3.	4.	5	6	7.	8.	9.	10.	
Medicine (State Examination)	212	212	187							
Medicine (State Examination), Part-time Study Places	0	0	24							
Pharmacy (State Examination)	46	41	43	40	43	39	43			

3. In Appendix 3, the enrollment figures for higher semesters at Johannes Gutenberg University Mainz in the summer semester of 2019 for the degree programs in Medicine (State Examination), Medicine (State Examination) (partial enrollment), and Pharmacy (State Examination) are revised as follows:

Program	Semester									
	2.	3.	4	5	6	7.	8.	9.	10.	
Medicine (State Examination)	212	212	210							
Medicine (State Examination), Part-time Study Places	0	0	0							
Pharmacy (State Examination)	42	44	40	43	40	43	39			

Article 2

This regulation shall enter into force on the day following its promulgation.

Mainz, July 20, 2018 The
Minister for Science,
Further Education, and
Culture Acting on behalf of
Salvatore Barbaro

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