

Gotha	Erfurt Gotha Ilmenau	Article 2	
		This ordinance shall enter into force on August 1, 2018. Erfurt, July	
Mühlhausen	Eisenach Mühlhausen Sondershausen	11, 2018	
		The State Government	
Suhl	Sonneberg Suhl.	The Minister President	The Minister of Finance
		Bodo Ramelow	Acting
(2) The Central Treasury Office at the Mühlhausen Tax Office is also responsible for disbursing the employee savings allowance for all tax offices in Thuringia."			The Minister for Economic Affairs, Science, and Digital Society
			Wolfgang Tiefensee

**Thuringian Ordinance
on the Implementation of the State Treaty on Study Program Accreditation
(Thuringian Study Program Accreditation Regulation – ThürStAkkVO) of
July 5, 2018**

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§ 18 Measures for implementing the quality management system Concept	Pursuant to Section 2 of the Thuringian Act on the State Treaty on Study Program Accreditation of November 23, 2017
§ 19 Cooperation with non-university institutions	(GVBl, p. 239) in conjunction with Article 4, paragraphs 1 through 4, of the State Treaty on Study Accreditation of June 1–12, 2017 (GVBl p. 240) issued by the Ministry of Education and Research for the
§ 20 University Cooperation	el t

Section 1 General Provisions

§ 1

Scope of Application

(1) This Regulation sets forth the details regarding the formal criteria under Article 2(2) of the State Treaty on Study Program Accreditation, the academic and content-related criteria under Article 2(3) of the State Treaty on Study Program Accreditation, and the procedure under Article 3 of the State Treaty on Study Program Accreditation.

(2) For the purposes of this Regulation, "Ministry" refers to the ministry responsible for higher education.

§ 2

Forms of Accreditation

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

Section 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 leading to professional qualification in higher education; the master's degree represents a further higher education degree leading to professional qualification. Undergraduate degree programs that lead directly to a master's degree are excluded, with the exception of the degree programs mentioned in paragraph 3.

(2) The standard duration of study for full-time programs is a minimum of six and a maximum of eight semesters for bachelor's programs and a minimum of two and a maximum of four 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 period of study for full-time study is five years (ten semesters). Shorter or longer standard periods of study are possible in exceptional cases, provided the program is structured accordingly, to enable students to pursue an individualized learning path, particularly through part-time, distance, or work-study programs. Notwithstanding the third sentence, in the core artistic disciplines at universities of the arts and music, consecutive bachelor's and master's degree programs may also be established with a standard period of study totaling no more than twelve semesters, based on a corresponding agreement regarding the program between the university and the ministry.

(3) Theological degree programs that qualify students for the office of pastor, the priesthood, or the profession of pastoral assistant

(full-time theological studies) need not be divided into levels and may have a standard period of study of ten semesters.

§ 4

Program Profiles

(1) Master's degree programs may be differentiated according to the profile types "application-oriented" and "research-oriented." Master's degree 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 professional master's program. Professional master's programs have the same requirements as consecutive master's programs 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 transitions between degree programs

(1) The admission requirement for a master's program is a first professional degree. A bachelor's degree from a program at a state-run or state-recognized vocational academy that is accredited in accordance with the State Treaty on the Accreditation of Higher Education Programs is equivalent to a bachelor's degree from a university. Professional master's programs generally require at least one year of qualified professional experience. For admission to artistic master's programs, applicants must demonstrate the specific artistic aptitude required for such programs. For professional master's programs, the professional degree may be substituted by an aptitude examination in accordance with § 70(3) of the Thuringian Higher Education Act (ThürHG) of May 10, 2018 (GVBl, p. 149), as amended.

(2) Further requirements for admission to master's degree programs may be established in accordance with § 53 (4) of the Thuringian Higher Education Act (ThürHG).

§ 6

Degrees and Degree Titles

(1) Upon successful completion of a bachelor's or master's degree program, only one degree—the bachelor's or master's degree—shall be conferred, unless it is a multiple-degree program. In this context, there is no differentiation of degrees based on duration

(2) The following titles 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 areas of language and cultural studies, sports, sports science, social sciences, art history, performing arts, and—provided the program's focus is relevant—in the subject area of economics, as well as in applied arts programs,
2. "Bachelor of Science (B.S.)" and "Master of Science (M.S.)" in the subject groups of Mathematics, Natural Sciences, Medicine, Agricultural, Forestry, and Nutritional Sciences, and in the subject groups of Engineering and Economics with a corresponding focus,
3. "Bachelor of Engineering (B.Eng.)" and "Master of Engineering (M.Eng.)" in the Engineering Sciences subject group with a corresponding 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 Fine Arts subject group,
6. "Bachelor of Music (B.Mus.)" and "Master of Music (M.Mus.)" in the music subject group, or
7. "Bachelor of Education (B.Ed.)" and "Master of Education (M.Ed.)" for degree programs that provide the educational requirements for a teaching position.

For a multidisciplinary degree program, a designation in accordance with the program's main focus may be chosen from among those listed in sentence 1, nos. 1 through 7. Subject-specific additions to degree titles, bilingual degree titles, and bachelor's degrees with the designation "honors" ("B.A. hon.") are not permitted. For interdisciplinary and combined degree programs, the degree title is based on the subject area that predominates in the program. For continuing education programs, master's degrees that differ from the aforementioned titles may also be used. A different title may also be used for a full-time theological degree program.

(3) The degree documents may, where appropriate, specify that the level of the Bachelor's degree corresponds to a Diplom degree from universities of applied sciences, or that the level of the Master's degree corresponds to a Diplom degree from universities or equivalent institutions of higher education.

(4) Detailed information regarding the program of study 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 organized 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 covered within a maximum of two consecutive semesters; in particularly justified cases, a module may also 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 shall include at least:

1. the module's content and learning objectives,
2. Teaching and learning methods,
3. Requirements 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 guidelines for appropriate preparation by students. 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 the module is suitable for use in other degree programs. Regarding the requirements for the awarding of ECTS credits, it must be specified how a module can be successfully completed in terms of the type, scope, and duration of the examination.

§ 8 Credit Point System

(1) Each module is assigned a specific number of ECTS credits based on the workload required of the students. As a rule, 30 ECTS credits are allocated per semester. One ECTS credit corresponds to a total student workload of 25 to a maximum of 30 hours of class and independent 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) A minimum of 180 ECTS credits must be earned to qualify for a bachelor's degree. For a master's degree, 300 ECTS credits are required, taking into account the student's prior studies up to the first professionally qualifying degree. In individual cases, exceptions may be made 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 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 six to twelve ECTS credits, and for the master's

Thesis: 15 to 30 ECTS credits. In Fine Arts programs, the scope of the thesis may, in justified exceptional cases, be up to 20 ECTS credits for the bachelor's thesis and up to 40 ECTS credits for the master's thesis.

(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 estimated at 30 hours. Special academic organizational measures may relate in particular to the learning environment and supervision, the structure of the program, academic planning, and measures to ensure the student's livelihood.

§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 venues 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; it leads to a joint degree and has the following additional characteristics:

1. an integrated curriculum,
2. a study component at one or more foreign universities of generally at least 25 percent,
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

April 11, 1997, on the Recognition of Qualifications in Higher Education in the European Region

May 16, 2007 (Federal Law Gazette II, p. 712). The credit point system is applied in accordance with Sections 7 and 8(1), and the distribution of credit points is regulated. For a bachelor's degree, 180 to 240 credit points must be earned, and for a master's degree, no fewer than 60 credit points. The 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 collaboration with one or more institutions of higher education from countries outside the European Higher Education Area (non-European cooperation partners), paragraphs 1 and 2, as well as Sections 16 and 32, shall apply *mutatis mutandis* upon request by the domestic institution of higher education, provided that the non-European partners commit in the cooperation agreement with the domestic institution to accreditation in accordance with the criteria and procedural rules set forth in paragraphs 1 and 2, as well as in § 16(1) and § 32(1).

Section 3

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

§ 11

Qualification Objectives and Degree Level

(1) The qualification objectives and the intended learning outcomes are clearly formulated and demonstrably take into account the objectives of higher education specified in Article 2(3)(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, and artistic requirements encompass the following aspects:

1. knowledge and understanding in the sense of knowledge dissemination, knowledge deepening, and knowledge comprehension,
2. the use, application, and creation of knowledge or art in the sense of utilization and transfer as well as scientific innovation,
3. communication and cooperation, as well as
4. scientific or artistic self-understanding 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 field-specific qualifications, ensuring a broad academic grounding. Consecutive Master's programs are structured as specialized, interdisciplinary, or subject-specific programs that deepen and broaden students' knowledge. The curriculum design of professional master's programs takes professional experience into account and builds upon it to achieve the program's qualification objectives. In designing these programs, the university outlines the relationship between professional qualifications and the academic offerings, as well as the equivalence of requirements for 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 ensuring that the program objectives can be achieved. The program objectives, the program title, the degree level, the degree title, and the module structure are consistently 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 universities without losing academic progress. It actively involves students in the design of teaching and learning processes in the spirit of student-centered teaching and learning and provides opportunities for self-directed study.

(2) The curriculum is implemented by teaching staff with sufficient subject-matter and pedagogical expertise. In line with the institution's profile, the integration of research and teaching is ensured, particularly through full-time professors in both undergraduate and graduate programs. The institution takes appropriate measures for staff selection and professional development.

(3) The program also has adequate resources, particularly non-academic staff and facilities, including IT infrastructure as well as teaching and learning materials.

(4) Exams and assessment methods enable a meaningful evaluation of the learning outcomes achieved. They are module-based and competency-oriented.

(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. the fundamental absence of scheduling conflicts between courses and exams,
3. a reasonable average workload commensurate with the examination load, whereby the learning outcomes of a module must be designed so that they can generally be achieved within one semester or one year, as validated by regular surveys, and
4. An appropriate and manageable examination schedule and structure, whereby, as a rule, only one examination is scheduled per module, and modules should be worth at least five ECTS credits.

(6) Degree programs with a specific profile shall demonstrate a coherent program concept that appropriately reflects the distinctive characteristics of the profile.

§ 13

Academic and Content-Related Design of Degree Programs

(1) The currency and appropriateness of the subject-specific and academic requirements are ensured. The curriculum's subject-specific content and methodological-didactic approaches are continuously reviewed and adapted to advancements in the field and in pedagogy. To this end, systematic consideration is given to the 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 and subject-specific disciplines, as well as their didactics, in accordance with state-wide and state-specific subject-related requirements, and 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 interdisciplinary program at universities or equivalent institutions of higher education that includes at least two academic disciplines and educational sciences during both the bachelor's and master's phases,
2. practical school training already during the bachelor's program, and
3. a differentiation of the program and degrees according to teaching positions

have been implemented. Exceptions to sentence 1 are permitted for degree programs leading to teaching certification at vocational schools. Exceptions to sentence 1, no. 1, are permitted for the subjects of art and music.

§ 14

Academic Performance

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

§ 15

Gender Equality and Compensating for Disadvantages

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

For joint degree programs, the regulations in Section 11(1) and (2), Section 12(1), sentences 1 through 3, (2), sentence 1, (3), and (4), and Section 14 apply *mutatis mutandis*. In addition, the following applies:

1. The admission requirements and selection procedures are 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 L 255, September 30, 2005, p. 22; L 271 of October 16, 2007, p. 18; L 93 of April 4, 2008, p. 28; L 33 of February 3, 2009, p. 49; L 305 of Oct. 24, 2014, p. 115; L 177 of July 8, 2015, p. 60; L 268 of Oct. 15, 2015, p. 35; L 95 of Apr. 9, 2016, p. 20), to- as last amended by Decision (EU) 2016/790 (OJ L 134, 24.5.2016, p. 135).
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.

§ 17

Concept of the Quality Management System

(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 set forth in Section 2 and in the subsequent provisions of this section. The university has established and published university-wide the decision-making processes, authorities, 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. Its functionality and effectiveness with regard to the quality of study programs are regularly reviewed by the university and continuously improved.

§ 18

Measures for Implementing the Quality Management Concept

(1) The quality management system includes regular evaluations of the degree programs and the areas of study relevant to teaching

and academic life by internal and external students, external academic experts, representatives from the professional field, and graduates. If a need for action is identified, the necessary measures are taken and implemented.

(2) If, on the basis of the university's quality management system, evaluations are conducted of teacher education programs, teacher education programs that include Protestant or Catholic theology or religion as a combined subject, or Protestant theological programs that qualify students for the ministry, and other bachelor's and master's degree programs with the combined subject of Protestant or Catholic Theology, the requirements for participation and approval under Section 24(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 in which it 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 § 28.

§ 19

Cooperation with Non-Higher Education Institutions

If a higher education institution offers a degree program in cooperation with a non-higher-education institution, the higher education institution is responsible for ensuring compliance with the requirements set forth in Section Two and the additional provisions of this section. 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. The nature and scope of the cooperation must be described, and the agreements underlying the cooperation must be documented.

Section 20

University Cooperation

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

(2) If a system-accredited institution of higher education enters into a program-specific cooperation with another institution of higher

If a system-accredited institution of higher education implements the program, it may award the program the Accreditation Council's seal pursuant to § 21(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 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.

**Section 4: Procedural Rules for Program
and
system accreditation**

§ 21
Decision of the Accreditation Council, Awarding of the Seal

(1) The Accreditation Council decides on accreditation at the request of the institution by determining compliance with the formal criteria and the academic and content-related criteria pursuant to Article 3(5), sentence 1, of the State Treaty on Study Program Accreditation, in conjunction with the provisions of Sections Two and Three of this Regulation. The basis for the decision regarding the formal criteria is an audit report pursuant to Article 4(3), sentence 1, no. 2, letter b of the State Treaty on Study Accreditation. The basis for the decision regarding the academic and content-related criteria is an expert opinion pursuant to Article 3(2), sentence 1, no. 4 of the State Treaty on Study Accreditation.

(2) The decision shall be issued in writing. It must be supported by a statement of reasons.

(3) The institution is given the opportunity to comment prior to the Accreditation Council's 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 within the full theological curriculum is granted exclusively in the form of program accreditation. In the case of full theological and partial theological degree programs, the decision of the Accreditation Council requires the approval of the competent church authorities.

§ 22
Documents to be Submitted

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

1. a 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 proof that at least one degree program has gone through the quality management system,
 4. in the case of an application for system reaccreditation, proof that, in principle, all bachelor's and master's degree programs have undergone the quality management system at least once.

(2) If the documents referred to in paragraph 1, no. 2 are not written in German, translations into German must be submitted.

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

§ 23
Commissioning of an agency, accreditation reports,
Site Visit

(1) The university commissions an agency accredited by the Accreditation Council pursuant to Article 5(3)(5), first sentence, of the State Treaty on Study Program Accreditation to evaluate the formal and substantive criteria and to prepare an accreditation report. For Catholic theological degree programs within the full theological curriculum, 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 shall provide 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 in accordance with the provisions of Sections Two and Three. The institution's self-evaluation report, in the preparation of which the student body must be involved, shall not exceed 20 pages for program accreditation and 50 pages for system accreditation and bundle accreditation pursuant to Section 29(1), first sentence.

(3) The audit report is prepared by the Agency; for degree programs under Section 24(1), sentences 3 and 4, the audit report requires the approval of the persons named therein. The relevant standards for the audit report are the formal criteria set forth in Section Two. It contains a proposal for determining compliance with the formal criteria. The audit report must 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 expert opinion is issued by the expert panel in accordance with § 24. The expert panel receives the audit report pursuant to paragraph 3. The relevant standards for the expert opinion are the substantive criteria set forth in Section Three. The expert opinion referred to in the first sentence includes a recommendation regarding compliance with the substantive criteria. It must be drafted in accordance with the template

and shall not exceed 20 pages in length for program accreditation or 100 pages in length for system accreditation and for bundled accreditation pursuant to Section 29(1), first sentence.

(5) As part of the evaluation of the academic and content-related criteria, the review panel conducts an on-site visit. 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 pursuant to § 25(2).

§ 24

Composition of the Review Panel, Requirements for Reviewers

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

1. at least two university professors with expertise in the relevant field,
2. a representative from the professional field with expertise in the subject area, and
3. one student with expertise in the 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 education shall take the place of the person referred to in sentence 2, no. 2; for teacher training programs that include Protestant or Catholic religious education as a combined subject, a representative of the locally responsible diocese or regional church shall also be included. In the accreditation of degree programs in full-time theological studies and all other bachelor's and master's degree programs with the combined subject of Protestant or Catholic theology or religion, a representative of the competent ecclesiastical authority shall take the place of the person referred to in sentence 2, no. 2. For the degree programs mentioned in sentences 3 and 4, the submission of the expert opinion pursuant to § 23(4), sentence 1, requires the consent of the persons named in each instance; without this consent, the expert opinion shall not be submitted to the Accreditation Council.

(2) The agencies' review panel for a 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, and
3. one student.

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

(4) The reviewers are appointed by the agency commissioned to prepare the accreditation report. In making these appointments, the agency is bound by the procedures to be developed by the Conference of School Principals

to be developed by the German Rectors' Conference pursuant to 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. are employed at or enrolled in one of the institutions participating in the program in the context of cooperative degree programs or joint degree programs, or
3. is considered biased according to the customary rules of academia.

(6) The Agency shall notify 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 submit comments within a period of two weeks. At the institution's request, the Agency may extend this period to up to four weeks.

§ 25

Validity Period of Accreditation, Extension

(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 at the time 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 system accreditation or bundle accreditation pursuant to Section 29(1), sentence 1, in which the respective degree program is included. Upon application for a bundled or system accreditation, the accreditation of degree programs whose accreditation expires during the proceedings may be provisionally extended for the duration of the proceedings plus one year.

§ 26

Conditions

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

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

(3) Compliance with the condition must be demonstrated to the Accreditation Council

§ 27

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 period of validity of the accreditation.

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

§ 28

Publication

The Accreditation Council's decision and the accreditation report are published by the Accreditation Council on its website. Upon publication, personal data may not be disclosed unless the data subject has consented 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.

§ 29

Bundle Accreditation, Subsystem Accreditation

(1) The report of the review panel pursuant to Section 23(4) may cover multiple degree programs if they share a high degree of academic similarity that goes beyond mere affiliation with a subject group such as the humanities and cultural studies, social sciences, or natural sciences (bundled accreditation). The academic and content-related criteria set forth in Section III must be assessed separately for each degree program. A bundle shall consist of no more than ten degree programs.

(2) At the request of the institution, the Accreditation Council may approve the specific composition of the package prior to the submission of the application pursuant to § 22.

(3) In exceptional cases, a subunit of the institution responsible for academic affairs may be the subject of system accreditation (subsystem 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 quality management system of the subunit is integrated into the institution, and
3. at least one degree program of the subunit has already undergone this quality management system.

§ 30

Random Sampling

(1) In the case of system accreditation and subsystem accreditation, the review panel conducts a random sample review in accordance with § 24(2). The sample review examines whether the intended effects of the quality management system

are achieved at the program level.

(2) The subject of the random sample is

1. the consideration of all criteria regulated in Sections Two and Three within a degree program that has undergone the institution's quality management system, and
 2. the consideration of formal and subject-specific criteria of Sections Two and Three as determined by the review panel.
- When selecting the sample, the review panel takes into account the university's range of disciplines in its teaching.

(3) If the institution offers degree programs that also prepare students for a regulated profession, one of these programs must be included in the sample, taking into account the criteria set forth in Sections 2 and 3, which apply to degree programs. For teacher education programs, sentence 1 applies accordingly to one program of each type of teaching qualification offered, as well as to programs with the combined subject of Protestant or Catholic theology or religion. The sample shall include one representative appointed by the authority responsible for the respective regulated profession, or a representative of the ministry responsible for the school system, or the respective church authority.

§ 31

Combined Degree Programs

(1) If students select individual courses from a larger number of eligible courses for their program of study, 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 validity period of the accreditation for the combined degree program.

(4) The accreditation certificate shall list all sub-programs or fields of study included in the accreditation. In the event that the accreditation is supplemented in accordance with paragraph 3, a new accreditation certificate shall be issued.

(5) The provisions of this section remain unaffected in all other respects.

§ 32

Special Provisions for Joint Degree Programs

For joint degree programs in which a domestic institution of higher education and other institutions of higher education from the European

If institutions from the European Higher Education Area are involved, the accreditation decision may be made, notwithstanding § 21(1), by recognizing the evaluation conducted by an agency listed in the European Quality Assurance Register for Higher Education. The Accreditation Council recognizes this evaluation upon application by the institution and grants its seal if compliance with the formal and academic criteria set forth in Sections Two and Three for joint-degree programs has been demonstrated and the evaluation process has met the following requirements:

1. The Accreditation Council was notified of the initiation of the procedure prior to its commencement,
2. the accreditation decision is based on a self-evaluation report submitted by the cooperating institutions, which contains, in particular, 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 institutions as well as other stakeholders,
4. the evaluation is based on an expert report that complies with the requirements set forth in Sections Two and Three for joint degree programs,
5. the evaluation was conducted by a panel of at least four experts,
 - a) which was composed as follows:
 - aa) members from at least two of the countries participating in the joint degree program,
 - bb) at least one student representative,
 - b) who represent expertise in the relevant subjects and disciplines, including the labor market or the professional world in the respective fields, and expertise in the area of quality assurance in higher education, and who possess knowledge of the higher education systems of the participating institutions as well as the languages of instruction used, and
 - c) and in which the requirements of § 24 (3) sentence 1, (5), and (6) have been met,
6. the evaluation identifies the following characteristics:
 - a) Reasoning,
 - b) Finality and
 - c) where applicable, documented compliance with requirements, and
7. the Agency has published the expert opinion and the assessment on its website in German and English.

Section 21(2) through (4), first sentence; Section 25(1), first sentence, and (2), first sentence; and Sections 27 and 28 apply mutatis mutandis. Notwithstanding the general provisions, the period of validity of the accreditation is

Section 25(1), first sentence, and (2), second sentence: 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.

Section 5 Alternative Accreditation Procedures

§ 33

Alternative Accreditation Procedures

(1) In addition to the procedures for program and system accreditation, alternative procedures for ensuring and developing quality in studies and teaching may also be implemented pursuant to Article 3(1)(3) of the State Treaty on Study Accreditation.

(2) In alternative procedures, the criteria set forth in Sections 2 and 3 must be observed. The provisions of Article 3(2), first sentence, of the State Treaty on Study Program Accreditation, as well as the principles for appropriate academic involvement and the requirements for participation and consent set forth in the State Treaty on Study Program Accreditation and in this regulation pursuant to § 25(1) sentences 3 through 5 shall apply mutatis mutandis.

(3) The implementation of alternative procedures requires the prior approval of the Accreditation Council and the Ministry. The Accreditation Council may commission an external evaluation. The institution's application to conduct an alternative procedure must be submitted to the Accreditation Council via the Ministry. In consultation with the Ministry, the Accreditation Council may refuse its approval only if the alternative procedure does not comply with the requirements of Article 2 of the State Treaty on Study Accreditation and the provisions of Article 3(2), sentence 1, of the State Treaty on Study 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 ordinance. 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 21(4), sentence 2, and Section 25(3), sentence 3, shall apply mutatis mutandis. It shall be overseen by the Accreditation Council and, as a rule, shall be evaluated by an independent, research-oriented institution two years prior to the expiration of the period specified in sentence 1.

Section 6 Final Provisions

Section 34

Connection with Procedures for Assessing the Professional Suitability of a Degree Program

(1) Accreditation procedures under Article 3(1)(1) or (2) of the State Treaty on Study Program Accreditation may, at the request of the institution of higher education, be combined with procedures that determine a study program's eligibility under professional licensing law, .

(2) The participation of an external expert—to be appointed in addition to the other representatives of professional practice and responsible for assessing the program's suitability under professional licensing law—in an advisory capacity on the expert committee pursuant to § 24 (1) and (2) shall be effected through nomination by the state authority responsible for the respective regulated profession.

§ 35
Evaluation

Three years after this regulation enters into force, its implementation and effects shall be reviewed. 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.

§ 36
Equality Provision

Title and job descriptions in this regulation apply to both male and female forms.

§ 37
Entry into Force

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

Erfurt, July 5, 2018

Minister of Economic

Affairs,
Science, and Digital Society Wolfgang Tiefensee