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Regulation Governing the Accreditation of Study Programs
at Universities in the State of Saxony-Anhalt (Saxony-Anhalt
Study Program Accreditation Regulation – StAkkVO LSA)
Dated September 18, 2018

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Pursuant to Article 4, paragraphs 1 through 4 and 6, of the State Treaty on Study Program Accreditation dated June 1 June to June 20, 2017 (GVBl. LSA pp. 235, 236; 2018 p. 7), the following is enacted:

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Part 1

General Provisions

§ 1

Scope

(1) This Regulation sets forth the details regarding the formal criteria under Article 2(2) of the State Treaty on Study Program Accreditation, the subject-specific 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) In applying this regulation, the status and the resulting legal framework of the Police University of Applied Sciences pursuant to § 3 of the Act on the Police University of Applied Sciences of September 12, 1997 (GVBl. LSA p. 836), as last amended by Article 14(17) of the Act of June 13, 2018 (GVBl. LSA p. 72, 118), as amended, shall be taken into account.

§ 2
Forms of Accreditation

Forms of accreditation include the procedures set forth in Article 3(1)(1) of the State Treaty on Study Accreditation (system accreditation), in Article 3(1)(2) of the State Treaty on Study Accreditation (program accreditation), or alternative accreditation procedures under Article 3(1)(3) of the State Treaty on Study Accreditation.

Part 2
Formal Criteria for Degree Programs

§ 3
Structure and Duration of Study

- (1) In a tiered degree program system, the bachelor's degree is the first standard degree conferring professional qualifications in a higher education program; the master's degree constitutes a further higher education degree conferring professional qualifications. Undergraduate degree programs leading 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 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). Shorter or longer standard durations 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, work-integrated, or dual study programs, as well as semesters of professional practice. Notwithstanding the third sentence, consecutive bachelor's and master's degree programs in core artistic disciplines at art and music colleges may also be established with a standard duration of study of six years.
- (3) Theology programs that qualify students for the office of pastor, the priesthood, or the position 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 "application-oriented" or "research-oriented." Master's degree programs at colleges of art and music may have a special artistic profile. Master's degree 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 comply with the requirements for standard duration of study and the thesis as set forth for 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.

**Admission Requirements and Transitions
Between Programs**

- (1) The admission requirement for a master's program is a first professional university degree. For continuing education and artistic master's programs, the professional university degree may be replaced by an entrance examination. Continuing education master's programs generally require at least one year of qualified professional experience.

(2) To be admitted to a Master's program in the arts, applicants must demonstrate the specific artistic aptitude required for the program. For admission to advanced Master's programs in the arts, professional work experience gained during the course of study may also be taken into account, provided that state law permits this. The requirement for professional practical experience does not apply at art colleges for programs designed to deepen independent artistic skills, provided that state regulations so provide.

(3) In addition, admission to master's degree programs is governed by Section 27(7) of the Higher Education Act of the State of Saxony-Anhalt, as published on December 14, 2010 (GVBl. LSA p. 600; 2011 p. 561), last amended by Article 14(15) of the Act of June 13, 2018 (GVBl. LSA p. 72, 118).

Section 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 the program leads to a multiple-degree conferral. In such cases, degrees are not differentiated based on the standard duration of study.

(2) The following designations 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, Administrative Sciences, Art History, Performing Arts, and, where the content is relevant, in the subject group of Economics as well as in applied arts programs,
2. Bachelor of Science (B.S.) and Master of Science (M.S.) in the subject areas of mathematics, natural sciences, medicine, agricultural, forestry, and food sciences, as well as in the subject areas of engineering and economics, provided the program focuses on relevant content,
3. Bachelor of Engineering (B. Eng.) and Master of Engineering (M. Eng.) in the field of engineering, provided the program 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 Music subject group,
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 according to numbers 1 through 7 may be assigned based 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 office of pastor, the priesthood, or the profession of pastoral assistant (full theological studies), different titles may also be used.

(3) The degree documents may specify, in an appropriate section, that the level of the Bachelor's degree corresponds to a Diplom degree from a university of applied sciences, and that the level of the Master's degree corresponds to a Diplom degree from a university or an equivalent institution of higher education.

(4) Detailed information regarding the specific 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 structured into study units (modules) that are thematically and temporally defined by the grouping of course content. The content of a module must be designed so that it can generally be covered 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 the following:

1. Content and learning objectives of the module,
2. Teaching and learning methods,
3. Prerequisites for participation,
4. Applicability of the module,
5. Requirements for the awarding of ECTS credits in accordance with the 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 competencies 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).

Credit Point System

(1) Each module is assigned a specific number of ECTS credits based on the workload required of the students. As a general rule, 30 credits are allocated per semester. One credit corresponds to a total student workload of 25 to a maximum of 30 hours of in-class and independent study. ECTS credits are awarded for a module if the student demonstrates the achievements specified in the examination regulations. 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, in justified exceptional cases, the scope of the bachelor's thesis may be up to 20 ECTS credits and that of 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 to degree programs with special academic organizational measures. In this context, the workload for one ECTS credit is calculated at 30 hours. Special organizational measures may relate in particular to the learning environment and support, the structure of the program, academic planning, and measures to ensure the student's livelihood.

(5) For teacher education programs for elementary or primary school teaching, for cross-disciplinary primary school teaching, and for all or specific types of schools in the
For secondary education, a master's degree may be awarded for teaching credentials covering all or specific types of lower secondary schools, as well as for special education teaching credentials for lower secondary schools, provided that a total of 300 ECTS credits have been earned, including at least 240 ECTS credits completed 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 collaborations with companies and other institutions, including non-university learning locations, course components, and languages of instruction, are contractually regulated and described on the university's website. When applying credit transfer models within the framework of program-related collaborations, the substantive equivalence of non-university qualifications to be credited and their equivalence in accordance with the intended qualification level must be clearly demonstrated.

(2) In the case of program-specific partnerships with non-higher-education institutions, the added value for prospective 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 that is 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, leads to a joint degree, and has the following additional characteristics:

1. integrated curriculum,
2. A study component at one or more foreign universities, generally comprising 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 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, pp. 712, 713, 1711). The ECTS 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. 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), 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 § 32(1).

Part 3

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

Section 1

Academic and Content-Related Criteria for Degree Programs

§ 11

Qualification objectives and degree level

(1) The qualification objectives and the intended learning outcomes are clearly formulated and 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 academic, scientific, and artistic requirements encompass the following aspects: knowledge and understanding (broadening, deepening, and comprehending knowledge); the application, use, and creation of knowledge and art (utilization and transfer, scientific innovation); communication and cooperation; as well as scientific and artistic self-awareness and professionalism. These requirements are aligned 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 to deepen, broaden, integrate across disciplines, or focus on different subject areas. 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 requirements compared to consecutive master's programs. Artistic programs foster and develop the ability for artistic creation.

§ 12

Coherent program design and appropriate 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 level and 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 to promote 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-matter and pedagogical expertise. In line with the institution's profile, the integration of research and teaching is ensured, in particular, by 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, facilities, and equipment, including IT infrastructure, 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. minimal overlap 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 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 must have a coherent program concept that appropriately reflects the distinctive characteristics of that profile.

§ 13

Academic and Content-Related Design of Degree Programs

(1) The currency 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 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 of higher education covering at least two subject-specific disciplines and educational sciences 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 degree programs and degrees have been differentiated according to the type of teaching position. Exceptions are permitted for teaching positions 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 Compensation 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

(1) For joint degree programs, § 11 (1) and (2) as well as § 12 (1) sentences 1 through 3, (2), sentence 1, paragraphs 3 and 4, and § 14 shall apply mutatis mutandis. In addition,

1. the admission requirements and selection procedures must 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. the requirements 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 October 24, 2014), as last amended by Delegated Regulation (EU) 2017/2113 (OJ L 317, 1 Dec. 2017, p. 119);
4. the diversity of students and their needs shall be respected in the supervision, design of the degree program, and the teaching and learning methods used, and the specific requirements of mobile students shall be taken into account;
5. the university's quality management system ensures the implementation of the provisions set forth in sentence 2, nos. 1 through 4, and those specified 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),

In such cases, upon application by the domestic institution of higher education, paragraph 1 shall apply mutatis mutandis if the non-European cooperation partners have committed themselves in the cooperation agreement with the

domestic institution to undergo accreditation in accordance with the criteria and procedural rules set forth in paragraph 1, as well as in § 10(1) and (2) and § 32(1).

Section 2
**Academic and Content-Related
Criteria for Quality Management
Systems**

§ 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 Parts 2 and 3. The university has established and published university-wide 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 the involvement of 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 the degree programs and the areas of performance relevant to teaching and student studies by internal and external students, academic experts from outside the university, representatives from the professional field, and alumni. If
, the necessary measures are taken and implemented.

(2) Provided that, based on the university's quality management system, evaluations are also conducted of teacher education programs, teacher training programs with the combined subject of Protestant or Catholic Theology/Religion, Protestant theological programs leading to ordination, and other bachelor's and master's programs with the combined subject of Protestant or Catholic Theology, the requirements for participation and approval pursuant to 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 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 § 28.

Section 3
**Special Provisions for Cooperation with Higher Education and
Non-Higher Education Institutions**

§ 19

Cooperation with non-university 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 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

Higher Education 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 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 § 21 (4), sentence 2, provided that it is itself a degree-granting institution 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 is required for each participating institution. At the request of the cooperating institutions, a joint system accreditation process is permitted.

Part 4

Procedural Rules for Program and System Accreditation

§ 21

**Decision of the Accreditation Council;
Awarding of the Seal**

(1) Upon application by the institution of higher education, the Accreditation Council shall decide on accreditation by determining compliance with the formal criteria and the academic and content-related criteria in accordance with Article 3(5), sentence 1, of the State Treaty on Study Program Accreditation, in conjunction with Parts 2 and 3. 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 Program 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 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 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 degree program) takes place exclusively in the form of program accreditation. The decision

of the Accreditation Council requires the approval of the competent ecclesiastical authorities for full-time and part-time theological degree programs.

§ 22

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 accreditation, evidence 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, item 2 are not written in German, translations into German must be submitted.

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

§ 23

Appointment of an agency; Accreditation Report; Site Visit

(1) The institution shall commission an agency accredited by the Accreditation Council pursuant to Article 5(3)(5) of the State Treaty on Study Program Accreditation to assess the formal and subject-specific criteria and to prepare an accreditation report. For Catholic theological degree programs that qualify students for the priesthood or the profession of pastoral assistant (full theological studies), 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 set forth 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 cluster accreditation.

(3) The evaluation report is prepared by the Agency; for degree programs under Section 24(1), sentences 3 and 4, the evaluation report requires the approval of the persons designated therein. The formal criteria set forth in Part 2 serve as the applicable standards for the evaluation report. The evaluation report includes a recommendation regarding compliance with the formal criteria. It 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 review panel receives the audit report pursuant to paragraph 3. The relevant standards for the report are the subject-matter criteria set forth in Part 3. The report contains a recommendation regarding compliance with the subject-matter criteria. It must be drafted using the template to be provided by the Accreditation Council and shall not exceed program accreditation and 100 pages for system and cluster accreditation.

(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.

§ 24
**Composition of the Review Panel;
Requirements for evaluators**

(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 faculty members with expertise in the relevant field,
2. a representative with relevant professional experience from the field,
3. a student with relevant professional experience.

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 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 No. 2 shall be replaced by a representative of the competent ecclesiastical authority. For the programs mentioned in sentences 3 and 4 For degree programs, the submission of the expert opinion pursuant to Section 23(4), sentence 1, requires the consent of the persons specified therein; without such consent, the expert opinion shall not be submitted to the Accreditation Council.

(2) In the case of a system accreditation, the agencies' panel of experts shall consist of at least five persons. It shall be composed as follows:

1. at least three university faculty members with relevant experience in quality assurance in the area of teaching,
2. a representative from professional practice,
3. one student.

(3) University faculty members hold the majority of votes. In each review panel, the majority of reviewers must have experience with accreditation. In the case of a system accreditation, the majority of 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 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 in a cooperative degree program or joint degree program at one of the universities participating in the program, or
3. is considered biased according to the rules customary in 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.

§ 25

Validity Period of Accreditation; Extension

(1) 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 bundle or system accreditation, the accreditation of degree programs whose accreditation expires during the procedure may be provisionally extended for the duration of the procedure plus one year.

§ 26

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.

§ 27

Obligation to Report Changes

(1) The institution is required 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 shall be published by the Accreditation Council on its website. Upon publication, personal data may not be disclosed 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.

§ 29

Bundle Accreditation; Partial System Accreditation

(1) The expert panel's report pursuant to Section 23(4) may cover multiple degree programs if they share a high degree of academic affinity that goes beyond mere affiliation with a disciplinary field (humanities and cultural studies, social sciences, or natural sciences) (bundled accreditation). The academic 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 22.

(3) In exceptional cases, a subunit of the institution responsible for academic organization 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 institution, and
3. at least one degree program of the subunit has already gone through this system.

§ 30

Random Sampling

(1) In the case of system accreditation and partial system accreditation, the review panel shall conduct a random sample in accordance with § 24(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 set forth in 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 disciplines 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 set forth in Parts 2 and 3, which pertain to degree programs; The same applies in the case of teacher training programs, for one program of each type of teaching qualification offered, as well as for programs in Protestant or Catholic theology/religion. The sample shall include a representative appointed by the authority responsible for the respective regulated profession, or a representative appointed by the authority responsible for the respective regulated profession, or a representative of the ministry responsible for education or the respective church authority.

Part 5

Procedural Rules for Special Degree Programs

§ 31

Combined Degree Programs

- (1) If students select individual courses from a larger number of eligible courses for their studies, 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 lists 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 must be issued.
- (5) The provisions of Part 4 remain unaffected.

§ 32

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 be made, in deviation from Section 21(1), 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 pursuant to Parts 2 and 3 has been demonstrated and the evaluation process has met the following requirements:
 1. The conduct of the proceedings was reported to the Accreditation Council prior to the start of the procedure,
 2. the accreditation decision is based on a self-report by the cooperating institutions, which in particular contains information on the respective national framework conditions and highlights the special features of the Point Degree Program,
 3. an on-site visit took 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 Point Degree programs 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 countries participating in the Point Degree Program,
 - b) at least one student representative,
 - c) the panel of experts represents expertise in the relevant subjects and disciplines, including the labor market or professional world in the relevant fields, as well as expertise in the area of quality assurance in higher education, and possesses knowledge of the higher education systems of the participating institutions and the languages of instruction used, and
 - d) the requirements pursuant to Section 24(3), first sentence, and (5) and (6) have been met,

6. the evaluation specifies the following characteristics: justification, finality, and, where applicable, demonstrated fulfillment of conditions and
7. The agency has published the report and the assessment on its website in German and English.

Section 21(2), (3), and (4), first sentence; Section 25(1), first sentence, and (2), first sentence; Section 27; and Section 28 apply mutatis mutandis. Notwithstanding § 25 (1), first sentence, and (2), second sentence, the accreditation period shall be 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 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 set forth in paragraph 1 as well as in § 10(1) and (2) and § 16(1).

Part 6
Alternative Accreditation Procedures
§ 33
Alternative Accreditation Procedures

(1) In addition to the two procedures set forth in Part 4, alternative procedures for ensuring and developing quality in study programs and teaching may also be implemented in accordance with Article 3(1)(3) of the State Treaty on Study Program Accreditation.

(2) In alternative procedures, the criteria set forth in Parts 2 and 3 must be observed. The principles governing the appropriate involvement of the academic community, as set forth in Article 3(2), first sentence, of the State Treaty on Study Accreditation, as well as those applicable in the State Treaty on Study Accreditation and in this Regulation, shall apply mutatis mutandis; likewise, the requirements for participation and consent pursuant to Section 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 through 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 of the State Treaty on Study Program Accreditation and the provisions of Article 3(2), sentence 1, 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, in particular, govern the requirements for applications.

(5) The alternative procedure shall be limited to a maximum of eight years. Section 21(4), sentence 2, and § 25 (3), sentence 3 shall apply mutatis mutandis. The alternative procedure 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 project period.

Part 7
Final Provisions

§ 34

Relationship to Procedures Concerning the Suitability of
a Degree Program for Professional Licensing Purposes

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

(2) The participation of external experts with an advisory role in the review committees pursuant to § 24 (1) and (2), in addition to the other representatives of professional practice, shall be effected through the appointment of the state authority responsible for the respective regulated profession.

§ 35

Evaluation

(1) The ministry responsible for higher education institutions shall evaluate the application and effects of this regulation three years after its entry into force.

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

§ 36

Entry into Force

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

Magdeburg, September 18, 2018.

State Government of Saxony-Anhalt

Dr. Haseloff

Prof. Dr. Willingmann

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