

**National system  
of higher educa-  
tion**

**Reorganisation  
of the system of QA**

**Accreditation  
Council**

**Results and recog-  
nition of results**

**International  
cooperation**



Accreditation: shift of paradigm of quality assurance in Germany

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## Types of higher education institutions

The following kinds of state and state-approved higher education institutions exist:

- universities;
- colleges of art and music;
- universities of applied sciences.

-->There are a number of special higher education institutions which only admit certain groups (e.g. higher education institutions of the Federal Armed Forces, of the Police and of public administration).

-->Most of them are members of the Rector's Conference.

-->Around 98 per cent of all students in Germany are matriculated at these institutions.

-->Around 50 private institutions exist, where the number of students is about 2% of all students.

-->Holders of a higher education entrance qualification can also choose to enter a *Berufsakademie* as an alternative to higher education. These institutions combine on-the-job training with academic work and have been established in seven of the 16 *Länder* since 1974.

## Responsibility for the education system in Germany

Responsibility is determined by the federal structure of the state:

- Most of the H.E.I. are recognised and funded fully or partly by the state (i.e. the *Länder*)
- The responsibility for the contents and organisation of studies and examinations as well as for the quality of higher education is with the *Länder* → „framework regulations for studies and examinations“ as old system of QA

The framework regulations contain the following quantitative reference data:

- Standard period of study
- Amount of hours of teaching
- Number of certificates required for admission to examinations
- Examination details

→ **Extraordinarily ponderous procedure**

This procedure has been given up and at the same time the relationship between the state and higher education institutions has changed significantly. The legal framework gives more flexibility for reform, for output-based funding etc. (i.e. more autonomy).

# Quality assurance in German higher education

## Reorganisation of the system of QA

### Institutional level

- state approval
- membership in the Association of Universities and other HE Institutions (Rector's Conference, HRK)
- institutional accreditation of private universities by the German Science Council

### Study programme level

- state approval
- standards guaranteed by agreement between KMK and HRK (framework regulations)
- teaching reports requested by HE legislation acts
- evaluation by evaluation agencies and HE networks on a regional level
- accreditation of study programmes by agencies accredited by the Accreditation Council (the AC is responsible for enforcing comparable quality standards within a decentralised accreditation system)**

# Cornerstones for the further development of accreditation in Germany I

## Reorganisation of the system of QA

### Central aims of the new regulations and law of accreditation:

Precision of competencies and more distinct organisation of the co-operation between Accreditation Council and agencies (esp. through a contract between AC and agencies with rights and duties)

Legal basis for the work of the Accreditation Council through Foundation Law from February 2005 (e.g. also for regulations on an appeal system)

Enhancement of efficiency for mastering the huge number of programmes to be accredited (e.g. through accreditation of clusters of programmes etc.)

KMK Resolution of 15.10.2004

# Cornerstones for the further development of accreditation in Germany II

## Tasks of the Accreditation Council (1):

Accreditation of agencies and periodical reaccreditation of agencies, granting them for a set period of time the authorisation to accredit study courses (bestowing the certificate of the AC)

Integration of the structural guidelines of all *Länder* and the structural guidelines specific to some *Länder* in binding regulation for accreditation

Definition of the minimum requirements for accreditation incl. the preconditions and limits of so-called cluster accreditations

Monitoring that the agencies are fulfilling their tasks

Ensuring fair competition among the accreditation agencies

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# Cornerstones for further development of accreditation in Germany III

## Tasks of the Accreditation Council (2):

Taking into account in the accreditation system the gender main-streaming approach of the EU Treaty of Amsterdam and the resp. national regulations

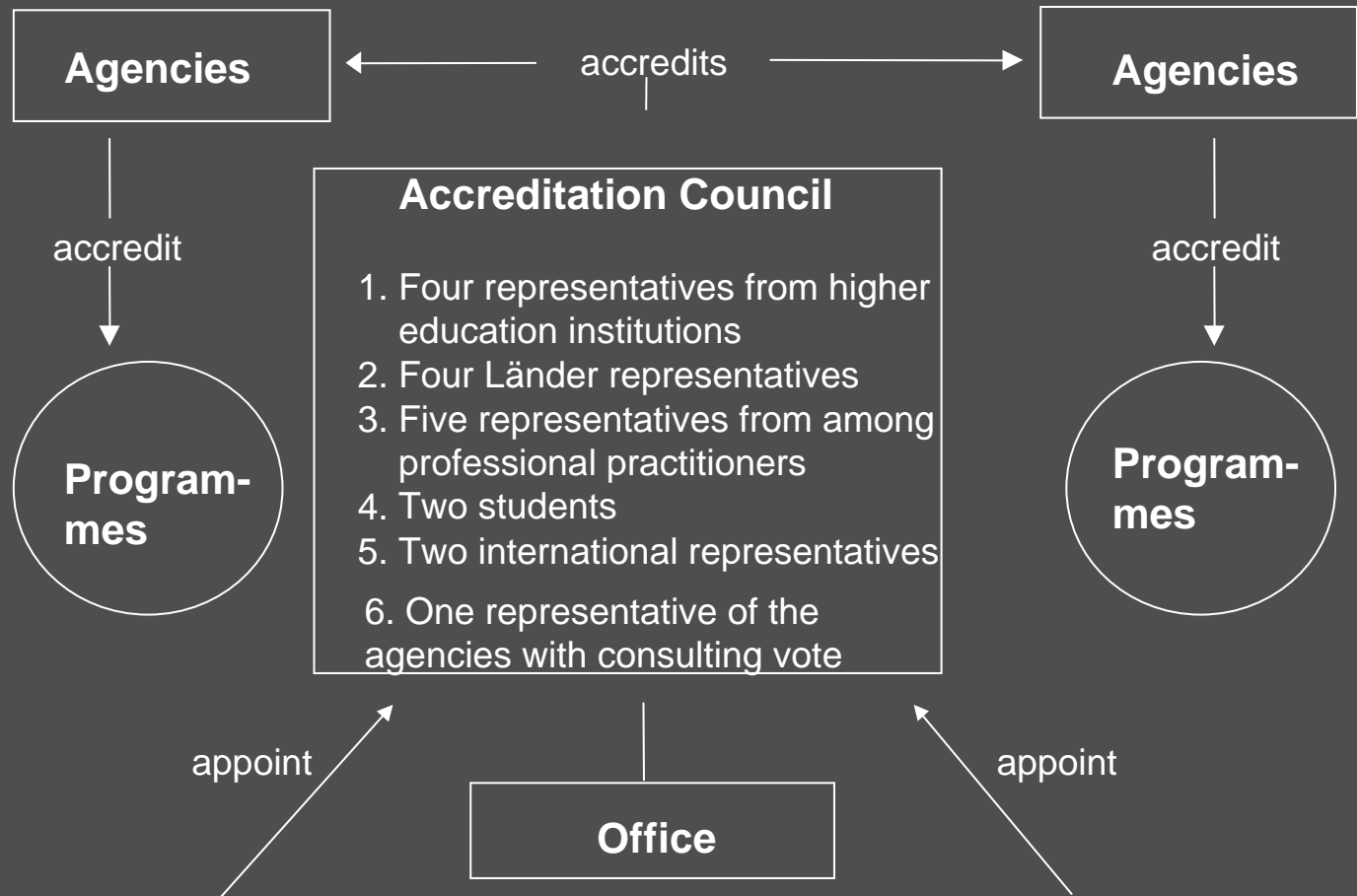
Definition of the requirements for the recognition of accreditation by foreign agencies

Promotion of the international co-operation in the area of accreditation and quality assurance

Regular reporting to the the *Länder* concerning the development of the implementation of the Bologna process and of the development of quality through the accreditation process

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# Organisational Structure



**Accreditation Council**

Association of Universities and other Higher Education Institutions /  
Standing Conference of the Ministers of Education and Cultural Affairs



## Accreditation Results

-->Accreditation and reaccreditation of six agencies

-->Accreditation of study programmes

Number of all study programmes: 11220

B/M-programmes: 2759 (24,6%)

Number of Bachelor's programmes: 1447

accredited: 343 (23,7%)

Number of Master's programmes: 1312

accredited: 432 (32,9%)

**Results and recognition of results**

Source: Higher Education Compass  
January .2005

## Recognition of Results

The *Länder* ministers of education and culture decided on a functional separation between state approval and accreditation

Accreditation is a prerequisite of approval

As approval is a prerequisite for state funding accreditation is indirectly a prerequisite of funding

Accreditation is more and more a prerequisite of promotion of programmes through national promotion programmes (e.g. promotion of international study programmes) and EU promotion programmes

**Results and recognition of results**

## Cooperation through networks

Building regional capacity through activities in different networks (INQAHEE and sub-networks, ENQA and other regional networks)

Transnational recognition of accreditation decisions through:

- Code of good practice (D-A-CH, ECA)
- Selection criteria for experts (D-A-CH, ECA)
- Shared quality criteria and descriptors (cf. also Qualification frameworks on European and national scale)
- Common publication format (ECA)
- Transnational accreditation procedures

Exchange of international experts in peer review groups

International experts in national accreditation committees

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