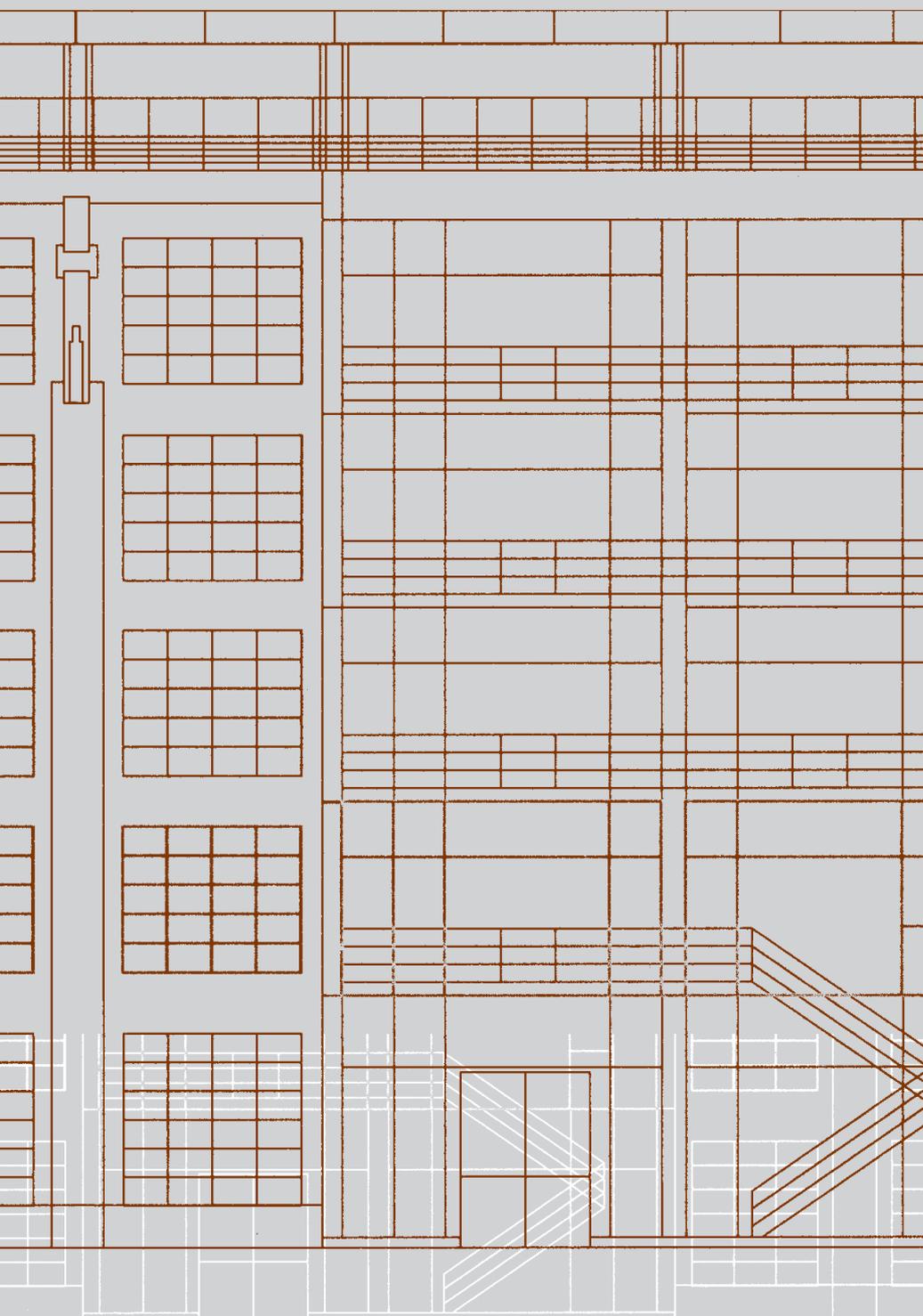


Criteria for the accreditation of courses of study

Architecture

Sixth edition 2018



ASAP

Validation Organisation
for Study Programmes
in Architecture and Planning

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1 Guidelines

In this manual, ASAP sets out the subject-specific criteria for accreditation of degree courses in architecture, which are in addition to the cross-disciplinary standards of the accreditation agencies. Of particular importance is the fact that the Validation Organisation ASAP has brought together representatives of the profession and institutions of higher education to launch and develop procedures for the improvement and securing of the quality of different study programmes.

In view of the great diversity in architecture training offered, this manual aims to provide a reference framework for accreditation that ensures compatibility of international study programmes whilst promoting the institutions of higher education's willingness to exchange students and lecturers as well as maintain their individual and regional characteristics. It should focus on the specific requirements for accreditation of the regulated profession of architecture.

ASAP's Expert Committee on Architecture is aware that these standards will need to be adjusted and updated. With this in mind, it also considers its role as providing a forum for fruitful discussion on the objectives of education in architecture. Thus this edition of the criteria incorporates the contents and guidelines of the following new documents:

- ASAP qualification framework architecture, June 2016
- Findings of the expertise working group of the validation council
- Recommendations on the education-related entry requirements for architects of the Federal Chamber of German Architects of 13.07.2016
- State treaty on the organisation of a joint accreditation system for quality assurance in studies and teaching at German institutions of higher education (Studienakkreditierungsstaatsvertrag) (in force since 01.01.2018)
- Model Ordinance on the Accreditation of Studies in accordance with Article 4, Paragraphs 1 to 4 of the state treaty on the organisation of a joint accreditation system for quality assurance in studies and teaching (agreement of the Conference of Interior Ministers of 07.12.2007)

1.1 Conformity with European and international standards

Architecture plays a special role within the educational landscape, as it is a profession regulated by German federal state laws relating to architects¹ and is also shaped by international standards. They are:

Europe-wide: EU Professional Recognition Directive (Directive 2005/36/EC of the European Parliament and Council of 7 September 2005 on the recognition of professional

qualifications) as in Directive 2013/55/EU amended on 20 November 2013 on recognition of professional qualifications and Regulation (EU) No 1024/2012 on administrative cooperation through the Internal Market Information System (the IMI Regulation)

Worldwide: UNESCO/UIA Charter for Architectural Education (2011/2017) and the Accord on Recommended International Standards of Professionalism in Architectural Practice (2014)

The inclusion in the EU Directive and the UNESCO/UIA Charter create the following framework conditions for education in architecture.

- For professional recognition at European level, the duration of study in a study course in architecture according to Article 46 Paragraph 1 (a) is five years on a full-time basis or 300 credits according to the European Credit Transfer System (ECTS). Alternatively, according to the Professional Recognition Directive Article 46 Paragraph 1 (b), it can comprise four years or 240 credits, if it is supplemented by a two-year practical training placement, of which one year builds on the knowledge acquired during the course of study according to Article 46 Paragraph 2 (11 points). The integration of a practical part of the training into the curriculum requires that the balance between theoretical and practical aspects of the architectural education is maintained and the acquisition of the 11 points over the duration of the course of study is guaranteed. The practical part of the training does not replace the above-mentioned mandatory two-year practical training placement.
- Fulfilment of the UNESCO/UIA criteria requires at least five years of full-time study or study of architecture with 300 credits according to ECTS at an institution of higher education. The integration of practical training periods is excluded (see also Section 7.2 Unintegrated practical training periods).

The educational content must correspond to the requirements of the European Professional Recognition Directive or the UNESCO/UIA Validation System and the UIA Accord, if the educational goal describes the achievement of appropriate qualifications. At the same time, it must be ensured without doubt and in responsibility towards the students from the beginning of their studies that these goals are achieved to the same extent by all graduates of the study programme.

1.2 International aspects for architecture education

There is a trend towards an internationalisation of the architects' fields of activity, which creates new potential whilst posing new challenges. Traditional professional practices come up against dissimilar political and economic developments as well as changing environmental factors. These changes in the profession affect the institutions of higher education and influence the discussion about study objectives and course contents.

¹ This also includes the German federal state laws for Hessen relating to architects and urban planners (Architekten- und Stadtplanergesetz Hessen), Baukammergesetz Bayern and other relevant laws.

Particular importance is attached to the study exchange with international institutions of higher education as well as practising the profession at home and abroad, making increased international opportunities one of the educational objectives.

The mutual recognition of qualifications and training by once distinct national competencies is a new factor that needs to be promoted in order to increase the mobility of architects and students.

Increased mobility necessitates that architects are educated to respect, analyse and safeguard different cultural backgrounds and accept social responsibility as well as respond to local contexts and the local identity of prospective areas of work in the future.

1.3 Notification aspects

The European Professional Recognition Directive ensures mutual recognition of education degrees and qualification certificates in the field of architecture after each study course has been evaluated. The EU commission keeps a register of notified study courses in an annex to the directive and publishes an updated list on a regular basis in all member states. The degrees listed in Annex V.5.7.1 of the EU Professional Recognition Directive and published in the Official Journal of the European Union guarantee automatic recognition of the graduates in all EU states.

An indication in the educational goal stating that the courses of study or study programmes lead to automatic EU-wide recognition is only permissible for notified courses of study. Four-year courses of study must prove in the course of the notification procedure that they comply with Article 46 and prove how the practical training placement builds on the 11 points in at least one year.

Accreditation must also review the contents and curricular structure of notified study courses.

2 Objectives and course contents for architecture education

As study programmes in architecture should lead to students being qualified to work in the regulated profession, it must be defined for the courses which qualifications will lead to eligibility for admission to which chambers of architects. Particularly for Master's degree courses due care must be taken that the basic goal of the qualification is guaranteed in the same form for all students on the course (letter of the Accreditation Council dated 16.04.2016 to accreditation agencies and system-accredited higher education institutions).

2.1 Qualifications to be obtained through the curriculum in accordance with the definition in the UNESCO/ UIA Charter for Architectural Education (amended 2011/2017)

By the end of their studies, students should have acquired skills in design, planning and construction as well as knowledge and skills that enable them to

perform their role as generalist and coordinate interdisciplinary programme objectives. This competence distinguishes architects from other service providers in the field of the built environment. The complexity of integrative skills increases during the course of study in architecture.

Architectural education comprises learning the following skills:

Design

- Ability to engage imagination, think creatively, innovate and provide design leadership.
- Ability to gather information, define problems, apply analyses and critical judgement and formulate strategies for action.
- Ability to think three-dimensionally in the exploration of design.
- Ability to reconcile divergent factors, integrate knowledge and apply skills in the creation of a design solution.

Knowledge

Cultural and artistic studies

- Ability to act with knowledge of historical and cultural precedents in local and world architecture.
- Ability to act with knowledge of the fine arts as an influence on the quality of architectural design.
- Understanding of heritage issues in the built environment.
- Awareness of the links between architecture and other creative disciplines.

Social studies

- Ability to act with knowledge of society, and to work with clients and users that represent society's needs.
- Ability to develop a project brief through definition of the needs of society, users and clients, and to research and define contextual and functional requirements for different types of built environments.
- Understanding of the social context in which built environments are produced, of ergonomic and space requirements and issues of equality and access.
- Awareness of the relevant codes, regulations and standards for planning, design, construction, health, safety and use of built environments.

Environmental studies

- Ability to act with knowledge of natural systems and built environments.
- Understanding of conservation and waste management issues.
- Understanding of the life cycle of materials, issues of ecological sustainability, environmental impact, design for reduced use of energy, as well as passive systems and their management.

- Awareness of the history and practice of landscape architecture, urban design, as well as territorial and national planning and their relationship with the local and global demography and resources.
- Awareness of the management of natural systems taking into account natural disaster risks.

Technical studies

- Technical knowledge of structure, materials and construction.
- Ability to act with innovative technical competence in the use of building techniques and the understanding of their evolution.
- Understanding of the processes of technical design and the integration of structure, construction technologies and service systems into a functionally effective whole.
- Understanding of services systems as well as systems of transportation, communications, maintenance and safety.
- Awareness of the role of technical documentation and specifications in design realisation, and of the processes of construction, cost, planning and control.

Design studies

- Knowledge of design theory and methods.
- Understanding of design procedures and processes.
- Knowledge of design precedents and architectural criticism.

Professional studies

- Ability to understand different forms of procurement of architectural services.
- Understanding of the fundamental workings of the construction and development industries, such as finance, real estate investment and facilities management.
- Understanding of the potential roles of architects in conventional and new areas of activity and in an international context.
- Understanding of business principles and their application to the development of the built environments, project management and the functioning of a professional consultancy.
- Understanding of professional ethics and codes of conduct as they apply to the practice of architecture and of the architects' legal responsibilities where registration, practice and building contracts are concerned.

Skill

- Ability to work in collaboration with other architects and members of interdisciplinary teams.
- Ability to act and to communicate ideas through collaboration, speaking, numeracy, writing, drawing, modelling and evaluation.

- Ability to utilise manual, electronic, graphic and model making capabilities to explore, develop, define and communicate a design proposal.
- Understanding of systems of evaluation that use manual and/or electronic means for performance assessments of built environments.

2.2 Qualifications to be obtained through the curriculum in accordance with the definition by the European Professional Recognition Directive

The educational programme must include a balance between theoretical and practical aspects of architectural training and teach the following educational contents:

- Ability to create architectural designs that satisfy both aesthetic and technical requirements.
- Adequate knowledge of the history and theories of architecture and the related arts, technologies and human sciences.
- Knowledge of the fine arts as an influence on the quality of architectural design.
- Adequate knowledge of urban design, planning and the skills involved in the planning process.
- Understanding of the relationship between people and buildings, and between buildings and their environment, and of the need to relate buildings and the spaces between them to human needs and scale.
- Understanding of the profession of architecture and the role of the architect in society, in particular in preparing briefs that take account of social factors.
- Understanding of the methods of investigation and preparation of the brief for a design project.
- Understanding of the structural design, construction and engineering problems associated with building design.
- Adequate knowledge of physical problems and technologies and of the function of buildings so as to provide them with internal conditions of comfort and protection against the climate.
- Design skills necessary to meet the building users' requirements within the constraints imposed by cost factors and building regulations.
- Adequate knowledge of the industries, organisations, regulations and procedures involved in translating design concepts into buildings and integrating plans into overall planning.

2.3 Profile-creation at institutions of higher education

The targets are intended to help institutions of higher education develop individual profiles through placing special emphasis on aspects within architectural education. Bachelor's degree courses should offer a broad range of scientific qualifications according to the Model Ordinance, which contradicts specialisation during this stage.

Master's degree courses that qualify for the regulated profession of architects must teach the content defined in the Professional Recognition Directive; they cannot lead to specialisations.

3 Course structure and course duration

3.1 Structure of time and contents of the study systems

In accordance with the Bologna system and the relevant national and European regulations for the architectural profession, study programmes in architecture are generally based on the following different study systems:

Four years for a Bachelor's degree course in architecture in accordance with the EU Professional Recognition Directive, Article 46 Paragraph 1 (b) or a course of study with a minimum of 240 credits in line with the ECTS, plus proof that teaching of knowledge, skills and competences took place beyond the duration of the course of study and in at least one year of the required work experience.

Consecutive courses of study in architecture consist of a three or three-and-a-half-year Bachelor's degree in architecture in combination with a two-year or one-and-a-half-year Master's degree in architecture with a total of at least 300 credits according to ECTS.

According to the qualification framework for degrees from German institutions of higher education and the qualification framework for architecture, the level of qualification gained in a Master's programme is higher than that gained in the Bachelor's programme. Hence, the two courses of study within one system cannot lead to the same qualification goal related to professional recognition.² Therefore, a Master's programme that follows on from a four-year Bachelor's programme or a course of study with 240 credits that already teaches all the contents required for the regulated profession of architects, must be based on other or further goals and qualifications.

Only one standard period of study for each degree programme was permissible according to the agreement of the KMK.³

3.2 Bachelor's degree courses

The different qualification objectives of Bachelor's courses shall be clearly stated and the relationship of the degree to the regulated architectural profession specified.

3.2.1 Bachelor's degree courses with 180 or 210 ECTS credits (six or seven semesters full-time study)

Three-year or three-and-a-half-year Bachelor's courses qualify for all fields of activity in planning and construction, public administration, the real estate industry and are a requirement for acceptance on a Master's degree course. However, they do not meet the requirements of the European Professional Recognition Directive.

3.2.2 Bachelor's degree courses with 240 ECTS credits (eight semesters full-time study)

Four-year short study programmes ending in a Bachelor's degree qualify for the architects' regulated profession in accordance with EU standards, and for acceptance on a Master's degree course to specialise in arts or sciences at a German or international institution of higher education.

The four-year Bachelor's course must teach all necessary subjects required to qualify for practising as an architect. Therefore, the Bachelor's course shall not leave any gaps in the architectural education that are only then filled by the Master's course. Consequently, institutions of higher education cannot combine the four-year Bachelor's course with a two-year Master's course, which would lead to the same professional qualification (also see Section 3.1).

If the institution of higher education offers both eight-semester and six-semester Bachelor's degrees, each shall be developed as a separate, autonomous course. For both courses different resilient targets shall be defined and different curricula developed. The relevance of the degrees for the profession of architecture must be shown.

3.3 Master's degree courses

The successful completion of the second stage of studies leads to a Master's degree. It enables admission to doctoral studies or doctorates and meets educational qualifications required for upper-level civil servants. A Master's degree obtained on a consecutive Master's course following on from a Bachelor's course that satisfies the UIA criteria fulfils the requirements for worldwide recognition as an architect in accordance with UNESCO/UIA standards. Consecutive Master's degree courses are, according to the Model Ordinance, build up as in-depth, broadening, inter-disciplinary study courses or study courses in other subjects.

3.3.1 Two-year or one-and-a-half-year Master's degree courses (120 or 90 credits) in combination with a three or three-and-a-half-year Bachelor's degree course

In the Master's course the core areas of architectural education are complemented with a focus on research and development as well as artistic activities. However, architecture must remain the main educational element.

For the successful completion of a Master's course which is to lead to worldwide recognition in accordance with UNESCO/UIA, it is also required that

² Qualification framework for German higher education qualifications, qualification framework architecture

³ Agreement of the Standing Conference of the Ministers of Education and Cultural Affairs, 20.09.2012

- after completion of a Master's course with a minimum of 300 credits the requirements of the UNESCO/UIA Charter for training in architecture have been met
- the course is a full five-year academic programme in architecture, excluding the time spent in practical training.

3.3.2 One-year Master's degree courses (60 credits)

The objective of a Master's course that follows on from a Bachelor's course which already qualifies for the architects' profession must be significantly different from the professional qualification obtained with the Bachelor's degree. It must lead to further scientific or artistic specialisations that extend the professional profile in special areas.⁴

Accordingly, the various specialisations must be pointed out in the study programme and professional fields that require such specialisation identified.

3.3.3 Continuing Master's degree courses

In addition to the Master's degree courses which build directly on the corresponding Bachelor's degree courses in terms of time and content (and a maximum one year practical period between courses), continuing Master's degree courses are also offered. Continuing Master's degree courses require professional work experience of generally no less than one year. The Master's course shall consider the contents and tie in with the professional experience. While developing the concept for the Master's degree course the institution of higher education shall indicate the relationship of the course and qualification for the profession and/or research. Master's degree courses for graduates with the required work experience may either lead to specialisation and in-depth studies, but with the appropriate educational contents, they may also follow on from a Bachelor's degree in architecture that leads to a qualification as an architect. In this case they must comply with the requirements in Section 3.3.1.

3.4 Cooperation with international institutions of higher education

In the case of cooperative courses with international institutions of higher education that offer students an international degree, the institutions of higher education must review compatibility with the above requirements and inform students in advance.

3.5 Part-time courses, part-time courses for working students

Part-time courses are study programmes that are constituted in curricula, structured by examination regulations and lead to an academic degree, although not in full-time study but characteristically in continuous and consistent training and self-directed learning and attaining verifiable academic achievements. The educa-

tional contents and learning of competences must be equivalent to those taught in the corresponding full-time courses, the only difference being the duration.

3.6 Dual study courses

Dual study courses are characterised by the use of companies and equivalent institutions as second learning venues alongside the institution of higher education, and divide the curriculum between two learning venues at least. Their intended integration of contents, duration and organisation is aimed at students achieving a specific qualification profile by linking theoretical and practical teaching. The dual study courses' level, type and extent are generally equivalent to a corresponding full-time course. However, time spent in practical training does not count towards a possible recognition of the education of architects in accordance with the UNESCO/UIA.

When planning and setting up dual study programmes, the place of learning outside the institution of higher education must be integrated into quality assurance. At the same time, any implications with regard to the allocation of benefits in accordance with BAföG must be taken into account, which are generally not applicable to students participating in dual Master's programmes, for example.

3.7 Doctoral study courses

PhD study courses provide organised academic education for PhD students. The objectives and structure of such courses in the field of architecture are currently being discussed. As a general rule, entrance requirements are Master's degrees in accordance with the PhD regulations of each institution of higher education. Other entrance requirements can be set by the institutions of higher education.

The objective of acquiring in-depth knowledge is a systematic understanding of the research discipline and comprehensive familiarity with literature connected to the subject. The submission of an academic paper is to make an individual contribution to research that expands the boundaries of knowledge and stands up to national and international assessment by specialised academics. Fields of research and academic problems arise from the high complexity of architecture, and are often linked to one or several other academic disciplines.

PhD studies deepen the students' knowledge and skills with the objective of encouraging their versatile personal development whilst providing qualified and focussed training for young academics. They support PhD projects and provide opportunity to further develop acquired knowledge and skills within a tutorial framework.

PhD studies are research-based additional training with the objective of conveying in-depth methodical and academic knowledge which reaches outside and beyond the previous course of study. If necessary they also serve the completion of key competences.

The objective of the studies is to successfully complete the PhD programme at a faculty of architecture whilst

⁴ Pursuant to the Model Ordinance on the State Treaty on the Accreditation of Studies

meeting additional entrance requirements in compliance with the doctorate regulations or decrees by the PhD board which are based on them. Successful studies lead to obtaining a PhD.

The curriculum for PhD studies includes research methods, subject-related and issue-specific lectures and courses as well as the teaching, enhancement and updating of key skills.

4 Entrance requirements for Bachelor's and Master's degree courses

Entrance requirements are essential for the quality of the courses. Other than the entrance requirements listed below, the institutions of higher education may formulate additional entrance requirements, as for instance for dual study courses. They must be robustly defined by the institution of higher education in special admission regulations or in the course and examination regulations as well as in the diploma supplements. This must be assessed for accreditation.

4.1 Entrance requirements for Bachelor's courses in architecture

The entrance requirements for a Bachelor's degree course are the same as the entrance requirements stipulated by German federal state law. For the subject architecture, an additional entrance qualification, other than the higher education entrance qualification, is recommended in the form of an aptitude test pursuant to the relevant German higher education laws.

4.2 Entrance requirements for Master's courses in architecture

A first degree from an institution of higher education is a mandatory requirement for acceptance onto a Master's degree course. In addition to this, professional work experience of one year as a rule is necessary for admission to continuing Master's degree courses. A Master's degree course must meet high professional and academic standards; therefore admission to a Master's degree course shall be dependent on additional entrance requirements (e.g. admission examination, preliminary work experience). This must be assessed for accreditation.

In accordance with the European Professional Recognition Directive, a minimum study period of four years in the subject of architecture is required to qualify for the regulated architects' profession.⁵ The UNESCO/UIA standards for international recognition require at least five years of theoretical studies in the subject of architecture.

This implies the following for study programmes that lead to a Master's degree and qualify for the regulated profession of architecture:

- Entrance requirements for a Master's degree course in architecture which qualifies for the regulated

architects' profession must, in accordance with the European Professional Recognition Directive, be a first degree in architecture. Admission of graduates from other disciplines or fields is excluded (also see Section 3.3.1), as otherwise the educational objective cannot be achieved by all graduates to the same extent.

- The institution of higher education must ensure that all credits obtained in the first architecture degree course and those in the Master's degree course at least cover a balance of all theoretical and practical aspects in accordance with the 11 points in Professional Recognition Directive 2005/36/EC Article 46.
- Institutions of higher education pursuing education according to UNESCO/UIA criteria must check at admission whether a first degree course without practical periods can be proven and guarantee that a total of five years of full-time study in architecture has been completed.
- Master's degree courses that have the title and follow the objective to provide a specialisation in the field of architecture or planning, and so are directed at graduates from different disciplines, are as a rule not suitable qualifications for the architectural profession. This must be made absolutely clear and transparent to potential students.

The above issues must be clearly and transparently stated in all respective admissions, course and examination regulations as well as in the descriptions of available courses.

5 Qualifications

5.1 Degree titles

Courses in architecture may generally lead to three different degrees:

- Bachelor or Master of Arts (B.A. / M.A.)
- Bachelor or Master of Science (B.Sc. / M.Sc.)
- Bachelor or Master of Engineering B.Eng. / M.Eng.)

The title 'arts' denotes arts-oriented courses (including study courses in liberal arts); the title 'science' denotes study courses in natural sciences, the title 'engineering' denotes study courses in engineering. Since architecture can be attributed to all of these fields, the institution of higher education must define the focus of the course.

Bachelor's and Master's degree courses are distinct courses that lead to distinct degrees. Therefore, successful completion of a Bachelor's or Master's course can each only achieve one degree. Consequently, Bachelor's and Master's degrees cannot be gained at the same time as completing a diploma or magister course. Similarly, a diploma or magister degree cannot be gained at the same time as completing a Bachelor's or Master's degree course.

In the field of architecture, the term 'qualifying for a profession' can only be used for qualifications that undoubtedly lead to an education-related registration requirement for architects. If the higher education laws for the German federal states stipulate that the

⁵ In accordance with Directive 2005/36/EC (Article 21(7) Professional qualifications for architects) amended in Directive 2013/55/EU

degrees of all Bachelor's degree programmes must be recognised as qualifying for a profession, institutions of higher education should, in case of degrees that are not sufficient for practising in the regulated profession (e.g. three-year Bachelor's degree programmes), transparently point out the relevance of the prerequisites for registration. In this context, reference can be made to the option of practising the profession in a participatory capacity or under guidance, for instance.

5.2 Degree certificates, diploma supplement

The diploma supplement and transcript of records provide proof of students' qualifications, which they need in particular if they want to change institutions of higher education.

The institutions of higher education must clearly define in their examination regulations and in the diploma supplement which qualifications graduates will have gained on completion of the respective degree courses with regard to registration or licensing.

The accreditation certificate shall include a supplement with a detailed description of the academic standard with regard to its international status.

5.3 Securing the internationally defined contents of architecture education

If an institution of higher education offers an education in architecture it must – in the interest of consumer protection and, in particular, the registration committees of the German chambers of architects – be ensured that the contents of courses leading to a qualification in architecture, as defined by the EU Professional Recognition Directive or worldwide by the UNESCO/UIA, are the subject of the training and thus part of the course objective. Therefore accreditation must assess whether it is a course in architecture that leads to professional recognition. If this is not the case, it must be reflected in the title of the course.

For accreditation, the standard of qualification of the different types of courses must be reviewed with regard to professional recognition, and, if need be, confirmed with the notes in Section 5.3.1. These must also be specified in the diploma supplement.

5.3.1 Five-year study programmes in architecture

For five-year study programmes that lead to a Master's degree in architecture, both the Bachelor's and the Master's courses must meet the criteria of EU or, with the appropriate definition of the educational goal, of the UNESCO/UIA Charter. This must be verified for both study courses and if need be confirmed:

- for Bachelor's degrees:
'The course qualifies for acceptance on a Master's degree course in architecture and thus can form part of the five-year training of architects'
- for Master's degrees:
'The Master's degree meets the criteria of the EU Directive'

or as appropriate:

'The Master's degree meets both the criteria of the EU Directive and the UNESCO/UIA criteria'

Institutions of higher education must be able to rely on the diploma supplement or the transcript of records for the Bachelor's degree from the previous institution of higher education (see requirements in Section 4.2). This must be incorporated in the examination regulations and reviewed for accreditation.

5.3.2 Four-year study programmes in architecture

Short courses that lead to qualifications as architects after only four years shall include the following note in the diploma supplement:

'The Bachelor's degree in association with a two-year practical work placement pursuant to Article 46 in the Professional Recognition Directive meets the criteria of the EU Directive.'

5.4 Civil service

Course-related accreditations ensure that the degrees fully meet the educational qualifications required for upper-level civil servants. In accordance with the agreement between the Conference of Interior Ministers of the states in the Federal Republic of Germany (IMK) and the Standing Conference of the Ministers of Education and Cultural Affairs of the states in the Federal Republic of Germany (KMK), Master's degrees gained at either higher education institutions or universities of applied sciences qualify for work in upper-level civil service while Bachelor's degrees, irrespective of the duration of the studies, qualify for higher civil service.⁶

6 Modularisation, mobility and the European Credit Transfer System

6.1 Modularisation concept

The courses of study must promote the internationalisation of professional studies. They are required to be modular in structure, and their assessment must be in line with the European Credit Transfer System (ECTS) to ensure national and international compatibility.

For the accreditation of a Bachelor's or Master's degree course it must be verified that the course is modular and the ECTS is in place. As a rule, the contents of modules must be designed so that they can be taught within one semester or one year. In exceptional cases a module may extend over several semesters.

As a rule, 60 credits can be obtained during one academic year in accordance with the ECTS – that is 30 credits per semester. This assumes that one credit is equivalent to students' workload of 25 to 30 hours maximum self-directed study and classroom presence, so that the workload on a full-time course in one semester of lectures and lecture-free periods amounts to

⁶ Agreement between Conference of Interior Ministers of the states in the Federal Republic of Germany (IMK) of 07.12.2007 and Standing Conference for Ministers of Education and Cultural Affairs (KMK) of 20.09.2007.

a total of 750 to 900 hours. This is equivalent to 32 to 39 hours per week for 46 weeks per year.

The proviso of the Model Ordinance requiring that modules should not offer less than five credits intends to ensure that the old structure of courses is not retained. However, the specific conditions of a course of study or a module will determine the specification of a module's size, which in some cases may justify the allocation of fewer credits.

It is important to note that the allocation of credits does not necessarily require an examination, but the successful completion of a particular module. The allocation of credits must be precisely and comprehensibly described in the examination regulation and in the accreditation documentation.

The objectives of modules must be related to the different qualification objectives of the individual courses. Robust rules must be developed for a possible recognition of modules taken in parallel courses of study.

The dual use of modules whose contents builds on previous modules of a course of study⁷ is excluded. This is the case for consecutive and non-consecutive as well as continuing courses at Master's degree level. The duplication of modules from Bachelor's degree courses in Master's courses is permitted in exceptions, if the educational objective, which is accomplished after successful completion of the relevant module, plays an adequate role in accomplishing the overall educational objective of the Master's degree course.

The following applies in all other cases: The qualification standard defined for each degree level must be maintained. The institutions of higher education must ensure that students cannot take the same or essentially similar modules in a Bachelor's and again in a Master's degree course.

6.2 Academic feasibility

The logical consistency of a course concept and the academic feasibility (studiability) of a course of study, including self-directed work, must be ascertained by the institutions of higher education and reviewed as well as confirmed for accreditation.

In addition to reviewing the structure of modules and examinations, the course plans and methods employed for determining and updating of workload should be scrutinised in particular.

6.3 Recognition of educational credits at other institutions of higher education

Responsibility for the recognition of credits that have been obtained at another higher education institution lies with the institution of higher education that is asked to accept credits ('reversal of burden of proof' pursuant to the Lisbon Convention). The focus of assessment by the institutions of higher education has now shifted from 'equivalence' or 'similarity' of

qualifications to their materiality of differences.⁸ The recognition process must be based on manageable provisions, which are also part of the examination regulations. This is subject to accreditation. Reasons must be given for non-recognition of modules. The aim is to facilitate mutual recognition of modules at other institutions of higher education; this is a key element of the Bologna reform.

Since students of architecture are increasingly involved in an international context it is recommended that the ECTS is applied also for modules that are marked individually.

6.4 Recognition of skills gained outside the institution of higher education

In accordance to the requirements of the KMK, it was permissible that verified equivalent competences and skills obtained outside educational institutions may account for up to half of the credits allocated for a course of study. If an institution of higher education applied this exception, it had to be verified whether a suitable procedure for verifying the students' qualifications had been developed. It had to be ensured that the institution of higher education reliably announced the abridged academic part of the course of study in their examination regulations and in the diploma supplement, whilst recognising the provisions of the EU Directive.

The recognition of competences acquired outside the institution of higher education is the responsibility of the institution of higher education. Through their recognition, they ensure that the achievements gained outside the institute of higher education correspond to the achievements gained within the institution of higher education and thus guarantee the qualification for professional recognition. In particular for courses of study in architecture, the criteria listed under Section 7.2 expressly for practical training periods within a course also apply.

Both the State Treaty on the Accreditation of Studies and the Model Ordinance do not provide information on this requirement by the KMK; however, the appropriate requirements are specified by the German federal laws governing higher education.

6.5 Transparency

In order to provide comprehensive information to prospective students, employers and chambers of architects, it is necessary to ensure easily accessible information on the course structure. For this purpose, it is useful to publish the following information on all courses of study on the institution of higher education's website:

- qualification objectives
- admission requirements
- examination regulations

⁷ Statement on the Model Ordinance on the State Treaty on the Accreditation of Studies, page 21

⁸ Recognition policies for the Lisbon Convention applicable to institutions of higher education based in Germany qua federal and/or state law, see statement on the Model Ordinance on the State Treaty on the Accreditation of Studies, page 15

- overview of modules with information on the related credits
- module manuals

In addition, it is recommended to name modules, briefs for design work and final projects in such a way that they allow conclusions to be drawn about the qualifications imparted.

7 Professional practice

7.1 Course integrated practical training period

Practical training periods within a full-time course of study, which is integrated into the course and whose contents is set by the institution of higher education and thus is a supervised element of the professional practical experience, forms part of the workload and is rewarded by ECTS credits. This includes practical training periods during lecture-free periods, since the students' workload is calculated over the whole academic year or semester.

Institutions of higher education must make clear the learning objectives of practical training and how they relate to the curriculum. The contents of the work experience must be modularised and agreed with the place of work, for instance in a 'learning agreement'. The contents and organisation of the practical training periods during a course of study must be made known to students as well as their place of work and are subject to accreditation. Practical training must be recognised in a formal and comprehensible procedure and anchored in the examination regulations.⁹

Equating practical training periods with academic study periods – for example in optional mobility semesters – is not permitted in architecture courses due to the various qualification objectives.

It is important to bear in mind that practical training periods integrated into studies do not replace parts of the work placement required for professional recognition.

Integration of practical training periods according to the European Professional Recognition Directive: The integration of curricularly anchored and supervised practical training periods into the course of study is the responsibility of the institutions of higher education. If professional recognition is pursued in accordance with national and European legislation, it must be ensured that the content of the directive is communicated in sufficient detail. This must be proven by notification – particularly in the case of four-year Bachelor's degree programmes (see also Section 7.3).

Integration of practical training pursuant to the UESCO/ IIA Charter for Architectural Education: The UESCO/ IIA criteria explicitly stipulate five years of full-time study in an accredited study programme. Practical train-

ing periods must be outside this study period as they will otherwise shorten the study periods for theory.¹⁰

7.2 Unintegrated practical training period

7.2.1 Preliminary work experience

Institutions of higher education may require a preliminary work experience as a prerequisite for admission to a Bachelor's or Master's degree programme, which does not count towards the period of study, taking into account the German higher education laws. The institutions of higher education may stipulate in the admission requirements that proof of previous work experience can be submitted after the course of studies has started.

Construction-related preliminary work experience:

As a rule, work experience in construction is recommended prior to starting the course of study. Work experience serves to confirm the chosen subject of study, provides valuable experience that will be of use during the course and offers insights into professional practice and everyday work on a construction site.

Preliminary work experience in a practice:

Work experience in a practice should be carried out under the guidance of a member of the Chamber of Architects and provide an in-depth insight into professional practice to supports the course of studies.

The following basic conditions should be considered for the preliminary work experience:

- Institutions of higher education that require a preliminary work experience placement must ensure that there are no restrictions on study e.g. by overlapping practical training periods and study periods.
- The work experience between Bachelor's and Master's courses of study does not endanger the consecutiveness of a Master's course, but the direct transition from Bachelor's to consecutive Master's programmes should not be jeopardised.
- If the institution of higher education recommends a longer period of work experience before the beginning of the Master's course and thus a later start into further studies, this can count towards the professional training period required for professional recognition, as described in Section 7.2.2.
- Proof of at least one year's professional experience is required for continuing Master's courses of study.

7.2.2 Extra-curricular practical training periods within the duration of study

Study programmes can include practical work periods outside the curriculum, as for instance in part-time

⁹ See former proviso for the interpretation of the structural requirements common to all German federal states, decision of the Accreditation Council of 12.02.2011

¹⁰ Reconfirmed by the UIA General Assembly in Tokyo 2011 (Amendment to the UNESCO/UIA Charter for Architectural Education, 2011, Article II-5.1), and for 'supervised' practical training periods confirmed again by the UIA Commission on 20.12.2012.

study programmes. In the case of these courses of study pursuing professional recognition in accordance with the German architects' laws, the duration of studies is extended.

Please note in this context:

- Extra-curricular practical work periods can be evaluated by the chambers of architects as part of the practical training placement required for professional recognition, subject to the appropriate legislation at state level. In accordance with the Professional Recognition Directive, this may relate to practical training periods which are carried out after completion of the first three years of study (see also Section 7.3).
- The inclusion of practical training periods that extend the period of study presupposes that the students working in the profession are paid according to legal requirements (minimum wage). As a rule, this means that no BAföG benefits are provided.

7.3 Bachelor's degree course Professional experience component after completion of the course of study

In order to be registered as an architect by a Chamber, graduates from German institutions of higher education must prove that they have worked for two years in the profession in accordance with the architects' laws of the federal states. As a rule, the architects' laws of the federal states stipulate that this is to take place after completion of the studies leading to a professional qualification. In some federal states, the practical professional training required for registration, which is carried out in the period between the completion of the Bachelor's degree and the beginning of the Master's degree, may be partially recognised.

The practical professional activity following the course of study is not subject to accreditation, but should be seen in relation to the curriculum and programme. The European Professional Recognition Directive also has consequences for the notification of four-year study programmes in the field of architecture:

- At European level, in the case of four-year courses of study, two years of professional experience following the course of study are required.
- At least one year of this practical work experience must build on the knowledge, skills and competences acquired during the studies.
- The practical training placement must be completed under the supervision of an authorised person or body.

Four-year Bachelor's courses of study pursuing the objective of professional recognition are therefore only notified if it can be shown that they also meet the requirements of the Professional Recognition Directive with regard to the two-year practical training period. The curricular integration of practical training periods is therefore subject to special consideration in notification procedures in these degree programmes.

8 Research and teaching

Teaching in the field of architecture is born by contributions by practising professionals and research at the institution of higher education itself. The key competence of architects is their ability to deliver architectural designs. In the creative process, they apply their intellectual knowledge, test it and give new impetus for research in all dimensions of a building project, and at best become researchers themselves. Design is also scientific research.

To uphold the quality of architecture teaching and maintain the essential real-world reference to the complex demands of professional working life, it is necessary for the teaching staff at higher education institution to be involved in research. This is generally based on applied methods and experience, including architectural practice, project work and construction methods as well as other academic disciplines.

Architecture is considered a science that is structured in a theoretical and a practical field, and its continual differentiation leads to a number of sub-disciplines. Research fields are based upon the autarky of architecture and upon natural sciences, but also increasingly the humanities, social sciences and the arts.

The natural sciences field of architectural research considers inanimate and living nature by observing, recording and analysing it through computation. In this context, nature is the whole of all empirically accessible phenomena of matter and energy. One of the important tasks is to apply this in the planning process and make it available to people. In the field of architecture, this research area includes aspects of energy and construction physics, structural design, building services, materials and their properties.

Research areas related to the humanities and social sciences use different methods to study various fields that relate to intellectual, media, cultural, social, historical and political phenomena. Anthropology would be a possible starting point, since people and their products are at the centre of all 'habitation'. Alongside history of architecture, the theory of architecture and urban planning play key roles in architecture. Specific building traditions are historically analysed and the underlying theories explored. These researches lead to reflection on architecture and urban planning, and establish a basis for appreciating and comprehending the complex characteristics of space, place, building and city as well as the various cultural, social, societal and political forces that have affected their planning and building processes.

Artistic processes are always explorative, based on experience and leading to knowledge. Art and science are two dimensions in a shared cultural space. Artistic research could be characterised as a process of searching that skirts the boundary between knowledge and ignorance, or not yet knowing and wanting to know. Designing also shifts between intuition and issues that can be solved with knowledge-based methods. Therefore, research in architecture must to a large extent make reference to the analysis and presentation of design and planning processes (object – method –

product) since its findings form the basis for teaching the architects' key competences.

Accreditation must ensure the correlation of research and teaching. It is a fundamental aspect of internal quality assurance.

9 Staff structure

Accreditation documentation should give an overview of an institution's academic teaching staff, which is to include information about teaching but also about research projects, publications, independent professional work and social involvement, e.g. tasks in self-government. The student to teacher ratio must be stated as well as the number of first semester students, the total number of students and the annual number of graduates.

The faculty must make available sufficient supervisory staff for the courses of study offered. Proof must be provided of lecturers' qualifications for the modules they teach (job description at the time of appointment, practical experience, academic and artistic reputation) as well as the quantitative capacity of the teaching workload. The suitability of the participating teaching staff's qualifications regarding the profile of the course of study must be checked. This applies in particular to Master's degree courses with a special focus.

9.1 Professors

Availability of sufficient basic staff resources of professorships is a requirement for setting up a course of study. ASAP recommends a minimum provision of full-time positions for the protection and development of teaching pursuant to Article 46 of the European Professional Recognition Directive.

Professors represent their subject in all aspects of research and teaching. They are usually appointed from within the profession and, in addition to an excellent professional reputation, they must also demonstrate particular academic or artistic accomplishments and pedagogical competence.

The credentials of higher education teaching staff can only be assured in the long term if they spend their available time on planning, design and construction projects or research projects.

9.2 Non-professorial teaching staff

The research and/or artistic staff support the implementation of research and teaching. The qualification for a teaching position is substantial work experience after graduation. Since most positions are offered on fixed-term contracts, the faculty should ensure that in addition to the statutory basis for further professional or academic qualifications, participation in competitions and other design or research projects allow the development of individual profiles. Funds must be allotted for this purpose that not only cover periods of leave.

9.3 Non-academic staff

Staff with specialist training provide important supplements and support in research and teaching, either by

supporting laboratories and workshops or by taking on administrative tasks. They can also act as teachers for special areas and take over parts of the teaching, thus relieving professors and non-professorial teaching staff.

9.4 Student assistants and tutors

Successfully qualified students in higher semesters can usefully support teaching of specific subjects in direct contact with students. They must be instructed by the relevant professors.

9.5 Lecturers, visiting lecturers, guest critics

Lecturers, visiting lecturers and guest critics support the organisation of research and teaching. Furthermore, their teaching adds a specific focus on issues faced by practitioners. The required subject-specific qualifications of lecturers with a right of examination should be the same as for professors.

The curriculum must identify options offered by external lecturers, visiting lecturers and guest critics and at interdisciplinary events.

10 Infrastructure

New didactic methods, growing diversification of the contents of teaching in technical and laboratory-related areas as well as a changing dependence on IT infrastructure have led to increasing demand for subject-specific infrastructural facilities at schools of architecture since the mid-1900s. This led to the traditional distribution of funds in the budget of institutions of higher education to become obsolete, in particular among the technical sciences. With scarce resources at institutions of higher education, this can lead to disputes about the codes for the distribution of funds and calculation criteria. In this respect, accreditation can contribute by providing the independent assessors' external and objective views on the one hand whilst supporting the faculties of architecture in justifying their requirements on the other.

Accreditation must evaluate whether the existing infrastructural facilities are adequate and suited to guaranteeing the educational objectives and quality of courses of study.

10.1 Studio workspaces for students

It is essential for the quality of training that students of architecture have workspaces in a studio; this is currently the usual standard. They must be adequately equipped and, if possible, individually accessible 24 hours a day, also outside the institution of higher education's regular opening hours. ASAP recommends the provision of individual studio workspaces for all students, corresponding to European and US standards.

10.2 Workshops and laboratories

Workshops and laboratories are essential elements for teaching and research on courses of study in architecture. Equipment, size and supervision must correspond to the acceptance rate. It is sensible to distinguish

between areas that belong to a particular teaching department and areas that are accessible to all students.

10.3 IT equipment

The availability of subject-specific hardware and software is essential for the efficient teaching of architecture. Accreditation is to evaluate whether the existing equipment corresponds to the study and research objectives and whether it meets the curricular requirements in the high-end segment.

10.4 Library

A library is an important facility for teaching architecture. It should be well equipped with current literature, have long opening hours and be easily accessible from the studio workspaces.

10.5 Research laboratories

Appropriately sized and equipped spaces used for a specific discipline's research activities or spaces are available for interdisciplinary work must be accounted for.

10.6 Communication and presentation spaces

In addition to other functional spaces, architecture faculties need communication and presentation spaces that are available to all teaching staff and students. These mainly include conference rooms, spaces for crits of student projects and spaces for public presentation of student projects.

11 Budget

The listing of available funds shall provide clear information on the allocation for academic personnel, material resources, investment resources and freely available personnel resources (e.g. for teaching assignments, student assistants, etc.).

Evidence must be provided that the didactic and spatial targets of the curriculum can be met by the current budget.

12 Quality assurance

12.1 Formalised quality assurance procedures

The institution of higher education or faculty should have a concept and concomitant procedure for assuring the quality and standards of its study programme and degrees. In order to achieve this, it should develop a strategy for its continuous quality development as well as for the implementation of this strategy. The strategy, concept and procedure should have a formal status and be accessible to the institution of higher education's public. Additionally, it should allocate specific roles for students and other stakeholders.

The tools and procedures for quality assurance employed by a faculty must be reviewed in terms of their relevance to the course of study in architecture. This ap-

plies in particular to the adoption of inter-faculty quality assurance systems.

Programme accreditation

Additionally to providing evidence of the minimum criteria for the quality of academic achievements as a requirement for accreditation, ASAP also asks for the formulation of evaluation criteria. Strengths and weaknesses in the teaching concept should be identified and recommendations made for improving the quality. For this purpose, the institutions of higher education should hold ready examples of students' work. The institution of higher education's self-report must also include the type, frequency and assessment procedures for students' evaluation as a means for developing their training. Students are also questioned about their educational standards in student interviews.

System accreditation

There are no significant differences to programme accreditation with regard to the proof of regulated procedures and criteria for quality assurance. The principle of continuous, i.e. regularly recurring reviews of the provisions remains in place. Only the assessment procedure varies depending on the quality of the institutions of higher education's assurance processes, which are tested for system accreditation. Since architectural education has a special role in the educational landscape due to its tie to the regulated and defined architecture profession, ASAP recommends that an assessment is made by external experts in any case.

System-accredited higher education institutions must ensure that professional law issues are considered sufficiently during internal accreditation and that the educational objectives pursued in the study programmes are achieved with regard to professional qualification.

12.2 Informal quality assurance methods

In addition to formal procedures of quality assurance required for degree courses in architecture the following informal aspects are also significant:

Interaction with society and profession

In the field of architectural teaching, interaction with internal and external stakeholders is an important means to control and develop the quality of teaching. This includes exhibitions of student projects, publications, etc. Particularly the presentation of results, study processes and teaching philosophy for public critique guarantees a constant scrutiny of educational objectives and optimal quality control.

Interaction in the realm of higher education

The involvement of faculties and degree courses in partnerships with national and international institutions of higher education and research facilities not only enhances choices available for students but also provides an essential tool for broadening experiences in teaching and for reviewing their own positions.

The assessors should discuss with the faculty to what extent cooperation between institutions of higher education is put into practice. The extent to which the faculty engages in discourse about the theory and teaching of architecture involving several institutions of higher education must be reviewed.

Interdisciplinarity

Interdisciplinarity plays a significant part in the actual work of architects. This is why it forms a requirement of research and teaching. Particularly design projects in which numerous disciplines are applied present a broad sphere of activity. Explicit evidence is required of the ways in which the curriculum of the architectural school reflects this interdisciplinarity.

Appendix

Supporting documents

Worldwide

- UNESCO/UIA Charter for Architectural Education, Revised Edition 2011, Approved by UIA General Assembly, Tokyo 2011
Revised 2017 Edition without modifications of the 2011 edition, UNESCOUIA Validation Council for Architecture
- UIA Accord on Recommended International Standards of Professionalism in Architectural Practice, August 2014

European Union

- Joint declaration by the European ministers for education, 19.07.1999, Bologna
- Directive 2005/36/EC of the European Parliament and of the Council of 7 September 2005 on the recognition of professional qualifications, of 7.11.2005, last amended by Directive 2013/55/EU
- European Commission: ECTS Users' Guide, Luxembourg: Publications Office of the European Union, 2015

Federal Republic of Germany

- Hochschulrahmengesetz (HRG) (Framework Act for Higher Education) notification version of 19 January 1999 (BGBl. I p.18), last amended by Article 6G of the Act on 23 May 2017 (BGBl. I p.1228, 1241)
- Qualification framework for degrees from German institutions of higher education, KMK/HRK, of 21.04.2005
- Qualification framework for degrees from German institutions of higher education in architecture, ASAP (June 2016), DARL, fbta (November 2016)
- Agreement of the Conference of Interior Ministers (07.12.2007) and the Standing Conference of the Ministers of Cultural Affairs and Education (20.09.2007): admission to careers in the upper-level civil service with a Master's degree from universities of applied science
- Law on the agreement of 11 April 1997 on the recognition of qualifications from institutions of higher education in the European region of 16 May 2007
- Conference of the Ministers of Cultural Affairs: The following resolutions of the Conference of the Ministers of Cultural Affairs have shaped the original wording in the Professional Criteria. These resolutions are replaced by the State Treaty on the Accreditation of Study Courses and the supplementary regulations of the federal states. In so far as they have been formulated already, reference to the State Treaty on the Accreditation of Study Courses and the Model Ordinance has been amended in the sixth edition of the Professional Criteria.
 - Development of the Bologna process, resolution of the Standing Conference of the Ministers of Cultural Affairs and Education, 15.10.2009

- Common structural guidelines of the German federal states for the Accreditation of Bachelor's and Master's courses of study (resolution of the Standing Conference of the Ministers of Cultural Affairs and Education, 10.10.2003, amended 04.02.2010)
- Interpretation of the Common Structural Guidelines of the German Federal States for the Accreditation of Bachelor's and Master's Courses of Study, 04.02.2010. Handout by the Committee on Institutions of Higher Education at the Standing Conference of the Ministers of Cultural Affairs and Education, 25.03.2011, 25.03.2011

- State Treaty on the organisation of a common accreditation system for quality assurance for study programmes and teaching at German institutions of higher education (State Treaty on the Accreditation of Study Courses) 1.–20.06.2017
- Model Ordinance in accordance with Article 4 (1–4) State Treaty on the Accreditation of Study Courses, resolution by the Standing Conference of the Ministers of Cultural Affairs and Education, 07.12.2017
- Statement by ASAP, ZEvA and KMK on the duration of study courses BA and MA in architecture, 8.12.2003
- Accreditation Council: Reply to ASAP's query on the qualification level of Bachelor's and Master's courses, 21.11.2011
- 'On current questions on the accreditation of degree courses in architecture' – Bonn 18.02.2009 – Statement by Dr. Achim Hopbach, Managing Director of the Accreditation Council, Prof. Prof.h.c. Herbert Bühler, then chairman of the ASAP

States of the Federal Republic of Germany

- German federal state law on institutions of higher education
- Architects' law of the German federal states (including architects' and urban planners' law, builders' chamber laws, etc.)
- Ordinance in accordance with Article 4 (1–4) State Treaty on the Accreditation of Study Courses

Abbreviations

ACQUIN	Accreditation, Certification and Quality Assurance Institute (Akkreditierungs-, Zertifizierungs- und Qualitätssicherungs-Institut)
AR	Accreditation Council (Akkreditierungsrat)
ASIIN	Accreditation Agency for Courses of Study in the Engineering Sciences, Informational Services, Natural Sciences and Mathematics (Akkreditierungsagentur für Studiengänge der Ingenieurwissenschaften, der Informatik, der Naturwissenschaften und der Mathematik)
DAAD	German Academic Exchange Service (Deutscher Akademischer Austauschdienst)

ECTS	European Credit Transfer System
HRK	German Rectors' Conference (Hochschulrektorenkonferenz)
KMK	Standing Conference of the Ministers of Education and Cultural Affairs of the states in the Federal Republic of Germany (Kultusministerkonferenz)
WR	German Council of Science and Humanities (Wissenschaftsrat)
UIA	Union Internationale des Architectes
ZEvA	Central Evaluation and Accreditation Agency (Zentrale Evaluations- und Akkreditierung-sagentur)

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BAK Bundesarchitektenkammer

BDA Bund Deutscher Architekten

bdia Bund Deutscher Innenarchitekten

bdla Bund Deutscher Landschaftsarchitekten

BGL Bundesverband Garten-, Landschafts- und Sportplatzbau

DASL Deutsche Akademie für Städtebau und Landesplanung

DARL Deutsche Dekane- und Abteilungsleiterkonferenz für
Architektur, Raumplanung und Landschaftsarchitektur

fbta Fachbereichstag Architektur

HKL Hochschulkonferenz Landschaft

IfR Informationskreis für Raumplanung

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