STIFTUNG Akkreditierungsrat

Comparison of the MRVO with State Regulations

Thuringia

MRVO	Thuringian Regulation on the Implementation of the State Treaty on Study Program Accreditation (Thuringian Study Program Accreditation Regulation— ThürStAkkrVO)	Assessment of the Deviations in the State Ordinance from the MRVO
Section 1 **Scope of Application** (1) This ordinance governs, pursuant to Article 4 of the State Treaty on the Organization a joint accreditation system for quality assurance	**§ 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, as well as the subject-specific criteria under Article 2	§ 1(2) of the MRVO was not incorporated into the LVO due to the fact that there are no vocational academies in Thuringia that belong to the tertiary education sector; § 1, para.

in degree program and teaching at German universities (State Treaty on the Accreditation of Study Programs; GVBl.) provides further details on the formal criteria under Article 2, paragraph 2, on the subject-specific and content-related criteria under Article 2, paragraph 3, and on the procedure under Article 3 of the State Treaty on Study Program Accreditation.	Par. 3 of the State Treaty on Study Program Accreditation, as well as to the procedure under Article 3 of the State Treaty on Study Program Accreditation.	Sentence 2 of Paragraph 2 of the MRVO has been incorporated into § 5, Paragraph 1, Sentence 2 of the LVO. Otherwise, editorial changes/no deviations
(2) Unless otherwise specified in this regulation, the following provisions on program accreditation shall apply also to degree programs at state-run and state-recognized vocational academies that lead to the degree title “Bachelor.” A Bachelor’s degree accredited on the basis of this (model) statutory ordinance is equivalent under higher education law to a bachelor’s degree from a university.	(2) The “ministry” within the meaning of this ordinance is the ministry responsible for higher education.	

Section 2 **Forms of Accreditation** The forms of accreditation are the procedures set forth in Article 3 paragraph 1 (1) 1 of the State Treaty on Study Program Accreditation (System Accreditation), pursuant to Article 3, Paragraph 1, Item 2 (program accreditation) or alternative accreditation procedures pursuant to Article 3, paragraph 1, item 3.	**Section 2** **Forms of Accreditation** Forms of accreditation include the procedures set forth in Article 3 (1 No. 1 of the State Treaty on Study Program Accreditation (system accreditation), pursuant to Article 3, Paragraph 1, No. 2 of the State Treaty on Study Program Accreditation (program accreditation) or alternative accreditation procedures pursuant to Article 3(1)(3 of the State Treaty on Study Program Accreditation.	Editorial changes/no deviations
Section 3 **Program Structure and Duration** (1) In the system of tiered degree programs, the bachelor's degree the the first standard degree conferring professional qualifications in a university program; the master's degree constitutes a further university degree conferring professional qualifications. Undergraduate programs that lead directly to a	**§ 3** **Program Structure and Duration** (1) In the system of tiered degree programs, the bachelor's degree the first standard degree conferring professional qualifications in a university program; the master's degree constitutes a further university degree conferring professional qualifications. Undergraduate programs that lead directly to a	Filling the scope for flexibility in state law provided by the MRVO Otherwise editorial changes/no deviations

Master's degree are excluded, with the exception of the degree programs mentioned in paragraph 3. (2) The standard periods of study for full-time study are six, seven, or eight semesters for bachelor's degree programs and four, three, or two semesters for master's degree programs. For bachelor's degree programs, the standard period of study for full-time study is at least three years. For consecutive degree programs , the total standard period of study for full-time study is five years (ten semesters). If state law so provides, shorter or longer standard periods of study are arrangements, in order 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 sentence 3, in the artistic core subjects at art and music colleges	may lead to a master's degree; however, with the exception of the degree programs mentioned in paragraph 3, such programs are excluded. (2) The standard periods of study for full-time study are at least six and at most eight semesters for bachelor's degree programs and at least two and at most four semesters for master's degree programs. For bachelor's degree programs, the standard period of study for full-time study is at least three years. For consecutive degree programs , the total standard period of study for full-time study is five years (ten semesters). Shorter or longer standard periods of study are , in order to enable students to pursue an individualized learning path, particularly through part-time, distance, or work-study programs. Notwithstanding the third sentence, in the core artistic disciplines at art and music colleges, based on a corresponding agreement in accordance with	

as defined in more detail by state law, consecutive Bachelor's and master's degree programs with a total standard period of study of six years. (3) Theological degree programs that qualify students for the office of pastor, the priesthood, or the profession of pastoral assistant ("full theological program") need not be structured in stages and may have a standard period of study of ten semesters .	By agreement between the institution of higher education and the ministry, consecutive bachelor's and master's degree programs may also be established with a standard period of study totaling no more than twelve semesters. (3) Theological degree programs that qualify students for the office of pastor, the priesthood, or the profession of pastoral assistant (full theological degree program) need not be structured in stages and may have a standard period of study of ten semesters.	
§ 4 **Program Profiles** (1) Master's degree programs may be "application-oriented" and "research-oriented." Master's degree programs at colleges of art and music may have a specific artistic profile . Master's programs in which the educational prerequisites for a teaching position	**§ 4** **Program Profiles** (1) Master's programs can be classified according to the profile types "application-oriented" and "research-oriented." Master's programs at art and music colleges may have a specific artistic profile . Master's programs in which the Educational Requirements for a Teaching Position	Editorial changes/no deviations

have a specific teacher-training-related profile. The respective profile must be specified in the accreditation. (2) When establishing a master's program, it must be specified whether it is consecutive or non-consecutive. Non-consecutive Master's programs conform to the requirements for the standard period 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 in the respective discipline within a specified timeframe using scientific or artistic methods.	Programs designed to train teachers have a specific teacher-training profile. This profile must be specified in the accreditation. (2) When establishing a master's program, it must be specified whether it is consecutive or continuing education. Continuing education Master's programs have the same requirements as consecutive Master's programs and lead to the same level of qualification and the same entitlements. (3) Bachelor's and Master's degree programs require a thesis that demonstrates the ability to independently address a problem within the respective discipline using scientific or artistic methods within a specified timeframe.	
§ 5	**§ 5**	

Admission Requirements and Transitions Between Degree Programs	**Admission Requirements and Transitions Between Degree Programs**	
(1) Admission Requirements for a master's program is a first professional degree university degree.	(1) The admission requirement for a master's program is a first professional degree.	Paragraph 1, Sentence 2 of the LVO: Equivalence of bachelor's degrees from vocational academies
In the case of and continuing education artistic	In this context, pursuant to the	Paragraph 1, sentence 5 of the LVO: Fulfillment of the requirements set forth by the
Master's programs , the	State Treaty on Study Accreditation	MRVO offered discretion in
vocational university degree	from an accredited Bachelor's degree from a	state law
may be replaced by an entrance examination,	program at a public or	Otherwise Editorial Changes/none
provided that state law provides provides.	A bachelor's degree from a state-recognized	Exceptions
Master's programs in continuing education generally require at least one year of qualified professional experience.	vocational academy is equivalent to a bachelor's degree from a university. Professional master's programs generally require at least one year of qualified professional experience. The admission requirement for master's programs in the arts is the necessary special artistic aptitude.	
(2) As an admission requirement for artistic master's degree programs, applicants must demonstrate the specific artistic aptitude required for such programs. For admission to professional	For professional master's programs ,	
artistic	the professionally qualifying	
master's programs, professional practical	university degree be replaced by an aptitude test	
activities completed during the course of study	in accordance with	
may also be taken into account	of § 70, para. 3, of the Thuringian	
, 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 law so provides. (3) For admission to master's degree programs, additional requirements may be stipulated in accordance with state law.	Higher Education Act (ThürHG) of May 10, 2018 (GVBl. p. 149), as amended. (2) Additional requirements may be stipulated for admission to master's degree programs.	
§ 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—shall be conferred, unless it is a multiple-degree program. In this context, degrees are not differentiated based on the standard period of study. (2) For bachelor's and consecutive master's degrees , the following designations shall be used:	**§ 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 the master's degree—is awarded, unless it is a multiple-degree program. In this context, degrees are not differentiated based on the standard period of study. (2) For bachelor's and consecutive master's degrees the following designations shall be used:	Editorial changes/no deviations

1. Bachelor of Arts (B.A.) and Master of Arts (M.A.) in the subject groups of Language and Cultural Studies, Sports, Sports Science, Social Sciences, Art History, Performing Arts, and in corresponding substantive focus in the Economics Department as well as in artistic applied degree programs, 2. Bachelor of Science (B.Sc.) and Master of Science (M.Sc.) in the subject groups mathematics, natural sciences, medicine, agricultural, forestry, and food sciences, and in the subject groups of engineering and Economics with a corresponding specialization, 3. Bachelor of Engineering (B.Eng.) and Master of Engineering (M.Eng.) in the	1. "Bachelor of Arts (B.A.)" and "Master of Arts (M.A.)" in the subject areas of Language and Cultural Studies, Sports, Sports Science, Social Sciences, Art History, Performing Arts, and—provided the program's content is appropriately aligned—in the field of Economics, as well as in applied arts programs, 2. "Bachelor of Science (B.Sc.)" and "Master of Science (M.Sc.)" in the subject areas of Mathematics, Natural Sciences, Medicine, Agricultural, Forestry, and Nutritional Sciences, in the subject groups of Engineering and Economics, provided the program's content is appropriately aligned, 3. "Bachelor of Engineering (B.Eng.)" and "Master of Engineering (M.Eng.)" in the	

engineering discipline group, provided the program's content is appropriately aligned, 4. Bachelor of Laws (LL.B.) and Master of Laws (LL.M.) in the subject area 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 career. For a multidisciplinary degree program, a designation may be assigned according to numbers 1 through 7 may be assigned.	Engineering subject group, provided the program's content is appropriately aligned, 4. "Bachelor of Laws (LL.B.)" and "Master of Laws (LL.M.)" in the field of law, 5. "Bachelor of Fine Arts (B.F.A.)" and "Master of Fine Arts (M.F.A.)" in the Fine Arts subject group, 6. "Bachelor of Music (B.Mus.)" and "Master of Music (M.Mus.)" in the music discipline group, or 7. "Bachelor of Education (B.Ed.)" and "Master of Education (M.Ed.)" for degree programs that provide the educational qualifications required for a teaching position. For a multidisciplinary degree program, the following may apply: the program's academic focus.	

Subject-specific additions to the degree titles and mixed-language degree titles are not permitted. Bachelor's degrees with the suffix "honors" ("B.A. hon.") are not permitted. For interdisciplinary and combined degree programs, the degree title is based on the field of study that predominates. 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 program"), different titles may also be used. (3) The degree documents may clarify, in an appropriate place, that the qualification level of the bachelor's degree corresponds to a "Diplom" degree from universities of applied sciences or	Subject-Specific Additional to the degree titles, mixed-language degree titles, and bachelor's degrees with the suffix "honors" ("B.A. hon.") are not permitted. For interdisciplinary and combined degree programs, the degree title is based on the field of study that predominates. For continuing education programs, master's degrees that differ from the aforementioned titles may also be used. A different title may also be used for a full-time degree in theology. (3) Degree documents may clarify, in an appropriate place, that the qualification level of the bachelor's degree corresponds to a "Diplom" degree from universities of applied sciences	

the qualification level of a master's degree corresponds to a "Diplom" degree from a university or equivalent institutions. (4) Detailed information about the program of study underlying the degree is provided in the Diploma Supplement, which is an integral part of every degree certificate.	or the qualification level of a master's degree corresponds to a "Diplom" degree from universities or equivalent institutions of higher education. (4) Detailed information regarding the course 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 shall be structured into study units (modules) that are thematically and temporally defined by the grouping of course content. The content of a module shall be designed so that it can generally be taught within a maximum of two consecutive semesters; in exceptionally justified cases, a module may also extend over more than two semesters . For the core artistic subject in	**§ 7** **Modularization** (1) Degree programs shall be structured into study units (modules) that are thematically and temporally defined by the grouping of course content. The content of a module shall be structured so that it can generally be taught within a maximum of two consecutive semesters; in exceptionally justified cases, a module may also extend over more than two semesters . For the core artistic subject in	Editorial Changes/No Deviations

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. the module's content and learning outcomes, 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 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 include the knowledge, skills, and abilities required for successful participation, as well as guidance for appropriate preparation by the students . Within the scope of the Bachelor's program,	bachelor's program, at least two modules are required, which may account for approximately two-thirds of the total workload. (2) The description of a module must include at least the following: 1. the module's content and learning outcomes, 2. teaching and learning methods, 3. prerequisites for participation, 4. Applicability of the module, 5. Requirements for the awarding of credit points in accordance with the European Credit Transfer System (ECTS credit points), 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 include the knowledge, skills, and abilities required for successful participation, as well as guidance for appropriate preparation by the students . With regard to the applicability of the	

module, 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. The requirements for the awarding of ECTS credits must specify how a module can be successfully completed (type of examination, scope, duration).	The module's description must outline its relationship to other modules in the same degree program and the extent to which the module is suitable for use in other degree programs. The requirements for the award of ECTS credits must specify how a module can be successfully completed in terms of the type, scope, and duration of the examination.	
§ 8 **Credit Point System** (1) Each module shall be assigned a specific number of ECTS credits based on the workload required of the students. As a rule, 30 credits shall be used as the basis for each semester. One credit corresponds to a total student workload of 25 to a maximum of 30 hours of in-class and independent study. For a module , ECTS credits are awarded if	**§ 8** **Credit Point System** (1) Each module shall be assigned a specific number of ECTS credits based on the workload required of the students. As a rule, 30 ECTS credits shall be used as the basis for each semester. One ECTS credit corresponds to a total student workload of 25 to a maximum of 30 hours of in-class and independent study. For a module , ECTS credits are awarded if	Paragraph 5 of the LVO: According to information from the Ministry, the provision from § 8(5) MRVO was not adopted because, in Thuringia, coursework from the preparatory service is not credited toward teacher education, and 300 ECTS credits are already earned upon completion of the master's degree. Paragraph 6 of the LVO: This section does not contain any provisions regarding vocational academies, as in Thuringia

the coursework required by the examination regulations is completed. The awarding of ECTS credits does not necessarily require an examination, but rather the successful completion of the respective module. (2) For a bachelor's degree, no fewer than 180 ECTS credits must be demonstrated. For a master's degree, 300 ECTS credits are required, taking into account prior studies up to the first professionally qualifying degree. In individual cases, exceptions to this requirement 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 study of six years, the master's level is achieved with 360 ECTS credits.	The requirements specified in the examination regulations must be met. The awarding of ECTS credits does not necessarily require an examination, but rather the successful completion of the respective module. (2) No fewer than 180 ECTS credits must be earned for the bachelor's degree. For the master's degree, 300 ECTS credits are required, taking into account the preceding course of study up to the first professionally qualifying degree. In individual cases, exceptions to this requirement 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 study of six years, the master's level is achieved with 360 ECTS credits.	There are no vocational academies that are part of the tertiary education sector. Otherwise Editorial Changes/No Deviations

(3) The scope of work for the bachelor's thesis is 6 to 12 ECTS credits, and for the master's thesis, 15 to 30 ECTS credits. In fine arts programs, 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, for degree programs with special academic organizational measures, up to 75 ECTS credits per academic year. In such cases, the workload one ECTS credit is calculated at 30 hours. Special measures for organizing studies may include, in particular, the learning environment and supervision, the structure of the program, academic planning, and measures to ensure a livelihood. (5) For teacher education programs leading to certification for elementary school or primary education, for	(3) The scope of work for the bachelor's thesis is six to twelve ECTS credits, and for the master's thesis, 15 to 30 ECTS credits. In fine arts programs, the scope of the Bachelor's thesis may, in justified exceptional cases, be up to 20 ECTS credits, and that of the Master's thesis up to 40 ECTS credits. (4) In justified exceptional cases, for degree programs with special academic organizational measures, up to 75 ECTS credits per academic year are used as the basis. The workload for one ECTS credit is calculated at 30 hours. Special measures related to the organization of studies may pertain, in particular, to the learning environment and academic support, the structure of the program, academic planning, and measures to ensure a livelihood.	

Cross-disciplinary teaching degrees for the primary level and for all or specific types of secondary schools, for teaching degrees covering all or specific types of lower secondary schools, as well as for special education teaching degrees at the lower secondary level, a master's degree may be awarded if a total of 300 ECTS credits have been earned, including at least 240 ECTS credits acquired at the university and taking into account the pre-service training period. (6) At vocational academies, students must generally earn 180 ECTS credits for a three-year Bachelor's degree program. The theoretical component of the program must not be less than 120 ECTS credits, and the practical component must not be less than 30 ECTS credits.		

§ 9 **Special Criteria for Collaborations with Non-Higher-Education Institutions**	**§ 9** **Special Criteria for Collaborations with Non-Higher-Education Institutions**	
(1) The scope and nature of existing collaborations with companies and other institutions must be assessed, taking into account non-higher-education learning venues and course components, as well as the language of instruction, and described on the university's website. When applying credit transfer models within the framework of program-specific collaborations, the substantive equivalence of the non-higher-education qualifications to be credited and their equivalence in relation to the intended qualification level must be clearly demonstrated.	(1) The scope and nature of existing collaborations with companies and other institutions must be described, taking into account non-higher-education learning venues and course components, as well as the language or languages of instruction, and described on the university's website. When applying credit transfer models within the framework of program-specific collaborations, the substantive equivalence of non-university qualifications to be transferred and their equivalence to the intended qualification level must be clearly demonstrated.	Editorial changes/no deviations
(2) In the case of program-specific collaborations with non-higher-education institutions, the added value for future students and the degree-granting university must be clearly demonstrated.	(2) In the case of program-specific collaborations with non-higher-education institutions, the added value for future students and the degree-granting university must be clearly demonstrated.	

§ 10 **Special Provisions for** **Joint-Degree Programs**	**§ 10** **Special Provisions for** **Joint Degree Programs**	
(1) A joint-degree program is a multi-stage degree program that is coordinated and offered by a domestic institution of higher education in collaboration with one or more institutions of higher education in foreign countries within the European Higher Education Area, leads to a joint degree, and has the following additional characteristics: 1. An integrated curriculum, 2. a study component at one or more foreign institutions of higher education of generally at least 25 percent, 3. contractually regulated cooperation, 4. coordinated admission and examination procedures, and 5. joint quality assurance. (2) Qualifications and periods of study shall be recognized in accordance with the Act implementing the Convention of April 11, 1997, on the	(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 in foreign countries within the European Higher Education Area, leads to a joint degree, and has the following additional characteristics: 1. an integrated curriculum, 2. a study component at one or more foreign higher education institutions of, as a rule, at least 25 percent, 3. contractually regulated cooperation, 4. coordinated admissions and examination systems, and 5. a joint quality assurance system. (2) Qualifications and periods of study shall be recognized in accordance with the Act implementing the Convention of April 11, 1997, on the	Editor's note: The separate paragraphs on non-European cooperation in § 16 and § 33 of the MRVO are not incorporated into the LVO. Instead, § 10(3) of the LVO refers to § 16 and § 32 (same as § 33). The regulatory content is thus identical to that of the MRVO. Otherwise, editorial changes/no deviations

Recognition of Qualifications in Higher Education in the European Region of May 16, 2007 (Federal Law Gazette 2007 II, pp. 712, 713) (Lisbon Convention). 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 demonstrated, and for a master's degree, no fewer than 60 credit points. The essential program information is published and accessible to students at all times. (3) If a joint degree program is coordinated and offered by a domestic institution of higher education in collaboration with one or more institutions of higher education in foreign countries that do not belong to the European Higher Education Area (non-European cooperation partners), paragraphs 1 and 2 shall apply mutatis mutandis upon application by the domestic institution of higher education, provided that the non-European Partners in the	Recognition of Qualifications in Higher Education in the European Region of May 16, 2007 (Federal Law Gazette II, p. 712). The credit point system is applied in accordance with Sections 7 and 8(1), and the allocation of credit points is regulated. For a bachelor's degree, 180 to 240 credit points must be earned, and for a master's degree, no fewer than 60 credit points. The essential program information is published and accessible to students at all times. (3) If a joint-degree program is coordinated and offered by a domestic institution of higher education in collaboration with one or more institutions of higher education in foreign countries that do not belong to the European Higher Education Area (non-European cooperation partners), paragraphs 1 and 2 as well as §§ 16 and 32 shall apply mutatis mutandis upon application by the domestic institution of higher education, provided that the non-European partner in the	

cooperation agreement with the domestic institution to undergo accreditation in accordance with the criteria and procedural rules set forth in paragraphs 1 and 2 as well as in § 16(1) and § 33(1).	cooperation agreement regarding collaboration with the domestic institution to undergo 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).	
§ 11 **Qualification Objectives and Degree Level** (1) The qualification objectives and the intended learning outcomes shall be clearly formulated and shall reflect the in Article 2 paragraph 3 Number 1 referred to in the State Treaty on Study Program Accreditation objectives of higher education in a transparent . The Dimension of Personal Development includes also the future civic, political, and cultural role of female graduates and graduates. After graduation, students should graduation in the be to analyze social processes critically and thoughtfully and with a sense of responsibility, and in	**§ 11** **Qualification Objectives and Degree Level** (1) The qualification objectives and the intended learning outcomes are clearly stated and reflect the in Article 2 , para. 3 No. 1 as specified in the State Treaty on Study Program Accreditation objectives of higher education in a comprehensible . The Dimension of Personal Development includes also the future civic, political, and cultural role of graduates. Upon graduation, students should be able to critically and thoughtfully and with a sense of responsibility and in	the requirement for qualified professional experience, generally one year, is regulated in § 5(1) of the LVO. Otherwise Editorial changes/no deviations

democratic sense of community to help shape it in a decisive way. (2) The academic and scientific/artistic requirements encompass the aspects of knowledge and understanding (broadening, deepening, and understanding of knowledge), application, application and creation of knowledge/art (use and transfer, scientific innovation), communication, and cooperation as well as scientific/artistic self-concept / professionalism, and are consistent in regard to the level of the degree awarded. (3) Bachelor's degree programs are designed to impart academic fundamentals, methodological skills, and profession-specific qualifications, and ensure a broad academic foundation. Consecutive master's degree programs are	play a decisive role in shaping them through democratic civic engagement. (2) The academic and scientific or artistic requirements encompass the following aspects 1. knowledge and understanding in the sense of expanding, deepening, and comprehending knowledge, 2. the use, application, and creation of knowledge or art in the sense of utilizing and the transfer as well as scientific innovation, 3. communication and cooperation, as well as 4. scientific or artistic self-understanding and professionalism and are consistent with the level of the degree awarded. (3) Bachelor's degree programs are designed to impart scientific fundamentals, methodological competence, and career-related qualifications, and ensure a broad scientific foundation. Consecutive master's degree programs are designed as	

programs that deepen, broaden, or are interdisciplinary in nature, or that focus on different subject areas. Professional Master's programs require qualified professional experience of generally no less than one year. The program design for professional Master's programs takes professional experience into account and builds upon it to achieve the program's qualification objectives. In designing the program, the institution outlines the connection between professional qualifications and the academic offerings, as well as the equivalence of the requirements compared to consecutive Master's programs. Artistic degree programs foster and further develop the ability for artistic creation.	programs are designed to provide in-depth, broad-based, interdisciplinary, or specialized study. The program design for continuing education Master's programs takes professional experience into account and builds upon it to achieve the program's qualification objectives. In designing these programs, the university outlines the relationship between professional qualifications and the program offerings, as well as the equivalence of requirements for consecutive Master's programs. Artistic degree programs foster and further develop the ability to create art.	

§ 12 **Coherent Program Concept and Adequate Implementation**	**§ 12** **Coherent Program Concept and Adequate Implementation**	
(1) The curriculum is appropriately structured, taking into account the specified entry qualifications and with a view to achieving the qualification objectives. The qualification objectives, the program title, degree level, and and the module concept are consistently aligned with one another. The program concept encompasses diverse forms of teaching and learning adapted to the respective academic culture and program format, as well as practical components where applicable. It creates suitable conditions for promoting student mobility, enabling students to spend time at other institutions of higher education without losing academic progress. It actively involves students in the design of teaching and learning processes (student-centered teaching and learning)	(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 name, the degree level, the degree title, and the module concept are consistently aligned with one another. The program concept encompasses a variety of teaching and learning formats adapted to the respective academic culture and the program format as well as practical components, where applicable. It creates suitable conditions for promoting student mobility, enabling students to spend time at other institutions without losing academic progress. It actively involves students in the design of teaching and learning processes in the sense of	Editorial changes/no deviations

and provides scope for self-directed study. (2) The curriculum is implemented by teaching staff with sufficient subject-specific and methodological-didactic qualifications. The integration of research and teaching is ensured—in accordance with the institution's profile—particularly through full-time professors in both undergraduate and graduate programs. The institution takes appropriate measures for staff selection and professional development. (3) The program also has an adequate allocation of resources (in particular, non-academic staff, facilities, and equipment, including IT infrastructure, teaching and learning materials). (4) Exams and types of exams allow for a meaningful assessment of	student-centered teaching and learning and provide scope for self-directed study. (2) The curriculum is implemented by teaching staff with sufficient subject-specific and methodological-didactic qualifications. The integration of research and teaching is ensured—in accordance with the profile of the institution—particularly by full-time professors in both undergraduate and graduate programs. The institution takes appropriate measures for staff selection and training. (3) The program also has an adequate allocation of resources, particularly non-academic staff and facilities, including IT infrastructure as well as teaching and learning materials. (4) Exams and types of exams enable a meaningful assessment of the	

achieved learning outcomes achieved. They are module-specific and competency-based. (5) The ability to complete the program within the standard period of study is guaranteed. This includes, in particular, 1. a predictable and reliable academic operations, 2. a situation where courses and exams largely do not overlap, 3. a plausible workload that is commensurate with the exam requirements average workload, whereby the learning outcomes of a module must be designed so that they can generally be achieved within one semester or one year, as validated by regular surveys, and 4. an appropriate and manageable frequency and organization of examinations, whereby, as a rule, only one examination is scheduled per module, and modules must achieve at least one	achieved learning outcomes. They are module-specific and competency-based. (5) The ability to complete the program within the standard period of study is guaranteed. This includes, in particular, 1. a predictable and reliable academic program, 2. the fundamental absence of scheduling conflicts between courses and exams, 3. a reasonable average workload commensurate with the exam 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 of exams and -organization, whereby, as a rule, only one exam is scheduled and	

scope of five ECTS credits. (6) Degree programs with a specific profile shall have a self-contained program concept that appropriately reflects the special characteristics of the profile.	Modules should be worth at least five ECTS credits. (6) Degree programs with a specific profile shall have a coherent program concept that appropriately reflects the specific characteristics of the profile.	
§ 13 **Substantive and Content-Related Design of Degree Programs** (1) The currency and adequacy of the academic and scholarly requirements are ensured. The academic content and the methodological and pedagogical approaches of the curriculum are continuously reviewed and adapted to academic and pedagogical developments. To this end, systematic consideration is given to the academic discourse at the national and , where applicable, international levels.	**§ 13** **Design of the Academic Content of Degree Programs** (1) The currency and adequacy of the academic and scientific requirements are ensured. The academic content and the methodological and pedagogical approaches of the curriculum are continuously reviewed and adapted to academic and pedagogical developments. To this end, systematic consideration is given to the academic discourse at the national and , where applicable, international levels.	Editorial Changes/No Deviations

(2) In degree programs that provide the educational prerequisites for a teaching career, accreditation is based both on the evaluation of educational sciences and subject-specific disciplines, as well as their didactics, in accordance with state-wide and state-specific subject requirements, and the state-wide and state-specific structural guidelines for teacher education. (3) As part 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 is offered during both the bachelor's and master's phases (exceptions are permitted for the subjects of art and music), 2. practical school-based training is already included during the Bachelor's program, and	(2) In degree programs that provide the educational prerequisites for a teaching career, the basis for accreditation is both the evaluation of educational sciences and subject-specific disciplines, as well as their didactics, in accordance with state-wide and state-specific subject requirements, and the state-wide and state-specific structural guidelines for teacher education. (3) As part 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, 2. practical school placements already during the bachelor's program, and	

3 the program and degrees are differentiated according to teaching specializations have been implemented. Exceptions are permitted for teaching positions at vocational schools.	3. the program and degrees are differentiated by teaching certification has been implemented. Exceptions to the first sentence are permitted for degree programs leading to teaching positions at vocational schools. Exceptions to the first sentence, No. 1, are permitted for the subjects of art and music.	
§ 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 developed. These are continuously reviewed, and the results are used for the further development of the program. The participants are informed of the results and the measures taken in compliance with data protection regulations.	**§ 14** **Academic Success** The degree program is subject to continuous monitoring with the participation of students and graduates. Based on this, measures are developed to ensure academic success. These measures are continuously reviewed, and the results are used to further develop the degree program. Those involved are informed of the results and the measures taken, in compliance with data protection regulations.	Editorial Changes/No Deviations

§ 15 **Gender Equality and Compensating for Disadvantages** The university has policies in place regarding gender equity and the promotion of equal opportunities for students in special life circumstances, which are implemented at the program level.	**§ 15** **Gender Equality and Compensating for Disadvantages** The university has policies in place regarding gender equity and the promotion of equal opportunities for students in special circumstances, which are implemented at the degree program level.	Editorial changes/no deviations
§ 16 **Special Provisions for Joint Degree Programs** (1) For joint degree programs, the provisions in § 11, paragraphs 1 and 2, as well as Section 12(1), sentences 1 through 3; (2), sentence 1; paragraphs 3 and 4, and § 14 apply accordingly. In addition, the following applies: 1. The admission requirements and selection procedures shall be commensurate with the academic level and the discipline in which the degree program is situated.	**Section 16** **Special Provisions for Joint Degree Programs** For joint-degree programs , the provisions in § 11, paras. 1 and 2; § 12, para. 1 sentences 1 through 3, paragraph 2, sentence 1, paragraphs 3 and 4, and § 14 apply mutatis mutandis. In addition, the following applies: 1. The admission requirements and selection procedures shall be commensurate with the academic level and the discipline in which the degree program	Editorial note: Although Paragraph 3 is missing from the LVO, there is a reference to § 16 in § 10(3) of the LVO. The regulatory content is thus identical to that of the MRVO. Otherwise, editorial changes/no deviations

	is based.	

2. It can be demonstrated that the program achieves the intended learning outcomes. 3. Where applicable, the requirements of Directive 2005/36/EC of September 7, 2005 (OJ L 255 of September 30, 2005, pp. 22–142) on the recognition of professional qualifications, as last amended by Directive 2013/55/EU of January 17, 2014 (OJ L 354 of December 28, 2013, pp. 132–170). 4. In the supervision of students, the design of the degree program, and the teaching and learning methods used, the diversity of the student body and their needs are respected, and the specific requirements of mobile students are taken into account.	2. It can be demonstrated that the program achieves the intended learning outcomes. 3. Where applicable, the provisions of Directive 2005/36/EC of the European Parliament and of the Council of September 7, 2005, on the recognition of professional qualifications (OJ L 255, September 30, 2005, p. 22; L 271, 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, p. 115; L 177 of July 8, 2015, p. 60; L 268 of Oct. 15, 2015, p. 35; L 95 of Apr. 9, 2016, p. 20), as last amended by Decision (EU) 2016/790 (OJ L 134, May 24, 2016, p. 135). 4. In the provision of academic support, the design of the degree program, and the teaching and learning methods used, the diversity of students and their needs is respected, and the specific requirements of mobile students are taken into account.	

5. The institution's quality management system ensures the implementation of the above provisions and those set forth in § 17. (2) If a joint degree program is coordinated and offered by a domestic institution of higher education in collaboration with one or more institutions of higher education in foreign countries that do not belong to the European Higher Education Area (non-European cooperation partners), paragraph (1) shall apply mutatis mutandis upon request by the domestic institution of higher education, provided that the non-European cooperation partners 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 those in §§ 10(1) and (2) and 33(1).	5. The institution's quality management system ensures the implementation of the above requirements and those specified in § 17.	

§ 17 **Concept of the Quality Management System (Objectives, Processes, Tools)**	**§ 17** **Concept of the Quality Management System**	
(1) The institution of higher education 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 provisions set forth in Part 2 and 3 of this regulation. The institution must define decision-making processes, areas of authority, and responsibilities for the establishment, review, further development, and discontinuation of degree programs, as well as the institution's own procedures for the accreditation of degree programs, within the framework of its quality management system and has published them institution-wide.	(1) The university has a mission statement for teaching that is reflected in the curricula of its degree programs . The quality management system adheres to the values and standards of the mission statement for teaching and aims to continuously improve the quality of education. It ensures the systematic implementation of the requirements set forth in Section Two and in the subsequent provisions of this section. The university has established decision-making processes, areas of authority, 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, and has published them university-wide.	Editorial Changes/No Deviations

(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 academic studies and teaching, and is equipped with adequate and sustainable resources. The university regularly reviews and continuously refines the system's functionality and effectiveness with regard to the quality of academic programs.	(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 at the university 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 academic studies and teaching, and is supported by adequate and sustainable resource allocation. The university regularly reviews its functionality and effectiveness with regard to the quality of studies and continuously refines them.	

§ 18 **Measures for Implementing the Quality Management Concept**	**§ 18** **Measures for Implementing the Quality Management Concept**	
(1) The quality management system includes regular evaluations of degree programs and the areas of operation relevant to teaching and student studies by internal and external students, academic experts from outside the university, representatives from the professional field, and graduates. If a need for action becomes apparent, the necessary measures are taken and implemented.	(1) The quality management system includes regular evaluations of degree programs and of areas relevant to teaching and student learning by internal and external students, academic experts from outside the university, representatives from the professional field, and graduates. If a need for action is identified, the necessary measures are taken and implemented.	Editorial changes/no deviations
(2) Provided that on the basis the university's quality management system, evaluations of teacher-training programs, teacher-training programs with the combined subject Protestant or Catholic Theology/Religion, Protestant-theological programs that qualify for the	(2) If, on the basis of the university's quality management system, evaluations of teacher education programs, teacher education programs combined with the combined subject of Protestant or Catholic Theology or Religion, Protestant theological degree programs that qualify for the ministry, and other	

qualify for the pastoral ministry, and other bachelor's and master's degree programs with Protestant or Catholic theology as a combined subject, the following shall apply the participation and approval requirements pursuant to Section 25(1), sentences 3 through 5, 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 university documents the evaluation of the degree programs of the university's internal quality management system including the feedback from external stakeholders, and informs university members, the public, the sponsoring body, and the host country on a regular basis regarding the measures taken. It informs the public about the accreditation decisions made on the basis of the university's internal procedure and submits them to the Accreditation Council the for publication	When enrolling in bachelor's and master's degree programs that include Protestant or Catholic Theology as a combined major, the following applies: the participation and approval requirements under Section 24(1) sentences 3 through 5 shall apply accordingly. (3) The data required for the implementation of the quality management system is collected university-wide and on a regular basis. (4) The university documents the evaluation of the academic programs of the university's internal quality management system including the feedback from external stakeholders, and informs university members, the public, the sponsoring body, and the host country on a regular basis regarding the measures taken. It informs the public about the accreditation decisions made on the basis of the university's internal procedure and submits them to the Accreditation Council the for publication	

pursuant to § 29.	the information required under § 28.	
Section 19 **Cooperation with Non-Higher-Education Institutions** If a higher education institution offers a degree program in cooperation with a non-higher-education institution, the higher education institution is responsible for compliance with the requirements set forth in Parts 2 and 3. The institution awarding the degree 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.	**§ 19** **Cooperation with Non-Higher-Education Institutions** If a higher education institution offers a degree program in cooperation with a non-higher-education institution, the institution is responsible for compliance with the requirements set forth in Section Two and the additional provisions of this section. The degree-granting university 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 the teaching staff. The nature and	clarification in the LVO that the nature and scope of the cooperation must be described and the agreements underlying the cooperation must be documented. Otherwise, editorial changes/no deviations

	The scope of the cooperation must be described, and the agreements underlying the cooperation must be documented.	
§ 20 **Higher Education Collaborations** (1) If a university enters into a program-specific collaboration with another university, the degree-granting institution shall ensure that university or the degree-granting institutions shall ensure the implementation and quality of the program concept. The nature and scope of the collaboration shall be described, and the agreements underlying the collaboration shall be documented. (2) If a system-accredited institution of higher education enters into a program-specific collaboration with another institution of higher education, the system-accredited institution may grant the program the seal of the Accreditation Council pursuant to § 22, paragraph 4, sentence	**§ 20** **University Collaborations** (1) If a higher education institution enters into a program-specific collaboration with another higher education institution, the degree-granting institution or the degree-granting institutions shall ensure the implementation and quality of the program concept. The nature and scope of the collaboration must be described, and the agreements underlying the collaboration must be documented. (2) If a system-accredited institution of higher education enters into a program-specific collaboration with another institution of higher education, the system-accredited institution may grant the program the seal of the Accreditation Council pursuant to Section 21(4), second sentence	Editorial changes/no deviations

2, provided that it is itself authorized to confer degrees and ensures the implementation and quality of the program concept. [2] Paragraph 1, sentence 2, applies mutatis mutandis. (3) In the case of cooperation among institutions of higher education the level of their quality management systems, system accreditation of each participating institution is required. Upon application by the cooperating institutions, a joint procedure for system accreditation is permissible.	award degrees, provided that it is itself authorized to confer degrees and ensures the implementation and quality of the program concept. Paragraph 1, sentence 2, applies accordingly. (3) In the case of cooperation between institutions of higher education at the level of their quality management systems, system accreditation of each of the participating institutions of higher education is required. Upon application by the cooperating institutions of higher education, a joint procedure for system accreditation.	
§ 21 **Special Criteria for Bachelor's Degree Programs at Vocational Academies** (1) Full-time faculty members at vocational academies must meet the hiring requirements for professors at universities of applied sciences pursuant to § 44		Special criteria for vocational academies were not taken into account in the state ordinance due to the fact that there are no vocational academies in Thuringia that are part of the tertiary education sector.

the Higher Education Framework Act, as published on January 19, 1999 (Federal Law Gazette I, p. 18), last amended by Article 6(2) of the Act of May 23, 2017 (Federal Law Gazette I, p. 1228). To the extent that course offerings are primarily intended to impart practical skills and knowledge for which the hiring requirements for professors at universities of applied sciences are not required, these be appointed § 56 of the Higher Education Framework Act and relevant state law. The proportion of teaching provided by full-time instructors shall not be less than 40 percent. In exceptional cases, this may also include professors at universities of applied sciences or universities who teach part-time at a vocational academy, provided that they also contribute to the continuity of the course offerings and the consistency of		

overall educational program, as well as the mandatory supervision and advising of students; compliance with these requirements must be separately verified as part of the accreditation process for each individual degree program. (2) The first sentence of paragraph 1 applies mutatis mutandis to part-time faculty members who offer theory-based courses leading to ECTS credits or who serve as examiners in the assignment and evaluation of the bachelor's thesis. Courses as described in the first sentence may, in exceptional cases, also be offered by part-time faculty members who hold a relevant university degree or an equivalent qualification, as well as subject-specific and pedagogical qualifications and several years of subject-specific relevant professional experience in accordance with the requirements for the course .		

(3) As part of the accreditation process, the following must also be reviewed: 1. the interaction between the different learning environments (academy and workplace), 2. the assurance of quality and continuity in the curriculum and in the support and advising of students, given the unique staffing structure at vocational academies, and 3. the existence of a sustainable quality management system that encompasses the various learning locations.		
§ 22 **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 pursuant to Article 3, paragraph 5, sentence 1 State Treaty on Study Program Accreditation in	**§ 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 pursuant to Article 3, paragraph 5, sentence 1 of the State Treaty on Academic Accreditation in	Editorial changes/no deviations Please note: Due to the non-adoption of § 21 MRVO the section numbering diverges here.

In connection with Parts 2 and 3 of this regulatory ordinance. The basis for the decision on the formal criteria is an inspection report pursuant to Article 4, paragraph 3, sentence 1, number 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), first sentence, item 4 of the State Treaty on Study Program Accreditation. (2) The decision shall be issued in writing. It must be substantiated. (3) The institution of higher education is given the opportunity to comment prior to the Accreditation Council's decision if the Council deviates significantly extent from the experts' recommendation. The deadline for submitting comments is one month. (4) Upon granting accreditation, the Accreditation Council awards its seal to the degree program or the quality management system. In the case of system accreditation, the	in conjunction with the provisions of Sections Two and Three of this ordinance. 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), first sentence, No. 4 of the State Treaty on Study Program Accreditation. (2) The decision shall be issued in writing. It must be substantiated. (3) The institution is given the opportunity to comment before the Accreditation Council makes its decision if the Accreditation Council deviates significantly from the experts' recommendation extent from the experts' recommendation. The deadline for submitting comments is one month. (4) Upon granting accreditation, the Accreditation Council awards its seal to the degree program or the quality management system. In the case of system accreditation, the	

College the right to, the seal of the Accreditation Council for the degree programs it has reviewed. (5) The accreditation of Catholic theological programs intended for priesthood and the vocation of pastoral assistant qualify ("Theological Full-time Theological Program"), is made exclusively in form of Program Accreditation. The decision of the Accreditation Council requirements in full theological and partially theological degree programs the approval of the competent church authorities.	College the right to, the seal of the Accreditation Council for the degree programs it has reviewed. (5) The accreditation of Catholic theological programs the full-time full-time degree program is exclusively in form of Program Accreditation. The decision the Accreditation Council requires for full theological and partially theological degree programs the approval of the competent church authorities.	
§ 23 **Documents to Be Submitted**	**§ 22** **Documents to Be Submitted**	

(1) The following documents must be attached to the application: 1. Self-assessment report from the institution of higher education,	(1) The following documents must be attached to the application: 1. a Self-Evaluation Report of the university,	Editorial changes/no deviations

2. an accreditation report from an agency approved by the Accreditation Council, consisting of an audit report and an expert opinion; in the case of system accreditation, the audit report refers to the evidence specified in items 3 and 4, 3. in the case of an application for system accreditation, additional evidence that at least one degree program has undergone the quality management system, 4. in the case of an application for system reaccreditation, evidence that, in principle, all bachelor's and master's degree programs have undergone the quality management system at least once. (2) Of the documents referred to in paragraph 1, item 2, if they are not written in German, translations into German language.	2. an accreditation report from an agency approved by the Accreditation Council, consisting of an audit report and an expert opinion; in the case of system accreditation, the audit report refers to the evidence specified in items 3 and 4, 3. in the case of an application for system accreditation, additional evidence that at least one degree program has undergone the quality management system, 4. in the case of an application for system reaccreditation, proof that, in principle, all bachelor's and master's degree programs have gone through the quality management system at least once. (2) Of the documents referred to in paragraph 1, No. 2, if they are not written in German, translations into German language.	

(3) As soon as the Accreditation Council makes an electronic data processing system available, it must be used.	(3) As soon as the Accreditation Council makes an electronic data processing system available, it must be used.	
§ 24 **Commissioning of an Agency; Accreditation Report; Site Visit** (1) The institution of higher education shall commission an agency registered with the Accreditation Council pursuant to Article 5, paragraph 3 sentence 1 item 5 State Treaty on Study Program Accreditation to assess the formal and academic criteria and to prepare an accreditation report. For Catholic theology programs that are intended for the priesthood and theposition of a pastoral assistant (“Theological program”), the evaluation is conducted by the Agency for Quality Assurance and Accreditation of Canonical Degree Programs in Germany, which is accredited by the Accreditation Council.	**§ 23** **Appointment of an Agency to Accreditation Reports, Site Visits** (1) The institution of higher education shall commission an agency registered with the Accreditation Council pursuant to Article 5, paragraph 3, no. 5 , first sentence of the State Treaty on Academic Accreditation to assess the formal and academic-content criteria and to prepare an accreditation report. For Catholic theological degree programs within the full-time , the evaluation by the Agency for Quality Assurance and Accreditation of Canonical Degree Programs in Germany, which is authorized by the Accreditation Council.	Editorial Changes/No Deviations

(2) The institution shall provide the Agency with a self-evaluation report that contains, at a minimum, information on the institution's quality objectives and on the formal and subject-specific criteria set forth in Parts 2 and 3. The institution's self-evaluation report, in the preparation of which the student representative body must be involved, shall not exceed 20 pages for program accreditation and 50 pages for system and cluster accreditation. (3) The review report is prepared by the agency; for degree programs under Section 25(1), sentences 3 and 4, the review report requires the approval of the persons named therein. The formal criteria set forth in Part 2 serve as the relevant standards for the review report. It contains a recommendation regarding compliance with the formal criteria. The review report must be in the language specified by the	(2) The institution shall provide the agency with a self-evaluation report that includes, at a minimum, information on the institution's quality objectives and on the formal and academic criteria in accordance with the provisions of Sections Two and Three. The institution's self-evaluation report, in the preparation of which the student representative body must be involved, shall not exceed 20 pages for program accreditation and 50 pages for institutional accreditation and bundled accreditation pursuant to Section 29(1), first sentence. (3) The audit report is prepared by the agency; for degree programs under Section 24(1), sentences 3 and 4, the audit report requires the approval of the persons named therein. The formal criteria of Section II serve as the relevant standards for the audit report. It contains a proposal regarding compliance with the formal criteria. The review report must be drafted using the template provided by the	

Accreditation Council. The institution of higher education 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 § 25. The expert panel receives the review report pursuant to paragraph 3. The relevant standards for the expert opinion are the subject-matter and content criteria set forth in Part 3. It contains a recommendation regarding compliance with the subject-matter and content criteria. The expert report must be prepared using the template specified by the Accreditation Council and shall not exceed 20 pages for program accreditation and 100 pages for system and cluster accreditation. (5) As part of the evaluation of the subject-specific and content-related criteria, the review panel will conduct an on-site visit. When accrediting a degree program that is to be	format to be specified by the Accreditation Council. The institution must be informed immediately of any failure to meet a formal criterion. (4) The expert panel issues its report in accordance with § 24. The expert panel receives the review report pursuant to paragraph 3. The relevant standards for the report are the academic and content-related criteria set forth in Section Three. The report referred to in sentence 1 contains a recommendation regarding compliance with the academic and content-related criteria. It must be drafted using the template to be specified by the Accreditation Council and shall not exceed 20 pages for program accreditation, nor 100 pages for system accreditation and bundle accreditation pursuant to Section 29(1), first sentence. (5) As part of the evaluation of the academic and content-related criteria, the review committee shall conduct an on-site visit. In the case of accreditation of a degree program that is not yet offered at the	

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.	is not yet offered at the time the agency is commissioned (concept accreditation), the review committee may, by mutual agreement, waive the on-site visit. The same applies to the reaccreditation of a degree program pursuant to Section 25(2).	
§ 25 **Composition of the Review Panel; Requirements for Reviewers** (1) The agencies' review panel for program accreditation shall consist of at least four members. It shall be composed as follows: 1. at least two university faculty members with expertise in the relevant field, 2. one representative from professional practice with expertise in the relevant field, and 3. a student with expertise in the relevant field or a student with relevant expertise.	**§ 24** **Composition of the Review Committee,** **Requirements for Reviewers** (1) The review panel of the agencies shall consist of at least four members for program accreditation. It shall be composed as follows: 1. at least two university faculty members with expertise in the relevant field, 2. one representative from the professional field with expertise in the subject area, and 3. one student with expertise in the relevant field.	Section 1 of the LVO: Designation of the competent authority under state law Paragraph 6 of the LVO: Option for the institution to extend the deadline for submitting comments to four weeks Otherwise, editorial changes/no deviations

In the accreditation of degree programs that qualify students for admission to the preparatory service for a teaching career, a representative of the highest state authority responsible for the school system shall take the place of the person referred to in paragraph 2; for teacher education programs with the combined subject of Protestant or Catholic Theology/Religion, a representative of the locally competent 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, or the profession of pastoral assistant (“full theological degree program”) and in all other bachelor’s and master’s degree programs with the combined major of Protestant or Catholic Theology/Religion, the person referred to in paragraph 2 is replaced by a representative of the competent church authority. For the cases referred to in sentences 3 and	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 the school system shall take the place of the person referred to in sentence 2, No. 2; in the case of teacher training programs that the combined subject of Protestant or Catholic Religious Education, a representative of the locally responsible diocese or regional church shall also be included. In the accreditation of degree programs in full-time theological degree programs and all other bachelor’s and master’s degree programs with the combined subject of Protestant or Catholic Theology or Religion, a representative of the competent church authority shall take the place of the person referred to in sentence 2, no. 2. For the degree programs mentioned in sentences 3 and 4, the submission of the expert opinion pursuant to § 23(4), sentence 1, requires the consent of the persons named in each case;	

For the degree programs mentioned in sentence 4, the submission of the expert opinion pursuant to § 24(4), sentence 1, requires the consent of the persons named in each case; without this consent, the expert opinion shall not be submitted to the Accreditation Council.	without this approval, the report will not be submitted to the Accreditation Council.	
(2) In the case of system accreditation, the agencies' expert panel shall consist of at least five members. 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. one representative from the professional field, 3. one student.	(2) In the case of a system accreditation, the agencies' review panel consists of at least five members. It is composed as follows: 1. at least three university faculty members with relevant experience in quality assurance in the area of teaching, 2. a representative from the professional field and 3. one student.	
(3) The university faculty members hold the majority of the votes. In the respective review panel, the majority of the reviewers must have experience with accreditation. In the case of a system accreditation, the	(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	

evaluators must have experience with system accreditations. (4) The evaluators are appointed by the agency commissioned to prepare the accreditation report. In making these appointments, the agency is bound by the procedure to be developed by the German Rectors' Conference in accordance with Article 3, paragraph 3, sentence 3, of the State Treaty on Study Program Accreditation. (5) Any person who 1. is employed by or enrolled at the institution submitting the application for accreditation, 2. is employed by or enrolled at one of the institutions participating in cooperative degree programs or joint-degree programs, or 3. is considered biased according to the rules customary in academia. (6) The Agency shall inform the institution of higher education prior to the appointing the reviewers	that the reviewers have experience with institutional accreditation. (4) The reviewers are selected by the body responsible for preparing the accreditation report. The agency is responsible for the appointment to theby the procedures to be developed by the German Rectors' Conference pursuant to Article 3, paragraph 3, sentence 3 of the State Treaty on Study Program Accreditation. (5) Any person who 1. is employed by or enrolled at the institution submitting the application for accreditation, 2. is employed by or enrolled at one of the institutions participating in the program in the case of cooperative degree programs or joint-degree programs, or 3. is considered biased according to the customary rules of academia. (6) The Agency shall inform the institution of higher education prior to the appointing the evaluators, the university	

composition of the review panel to the institution. The institution has the right to comment within a period of two weeks.	composition of the review panel. The institution has the right to comment within a period of two weeks. This period may be extended by the Agency to up to four weeks upon request by the institution.	
§ 26 **Term 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 program has not yet been launched, the accreditation is valid from the start of the semester or trimester in which the program is first offered, but no later than the start of the second semester or trimester following the announcement of the accreditation decision following semester or trimester.	**§ 25** **Period of Validity 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 is valid 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 following semester or trimester following the announcement of the accreditation decision.	Editorial Changes/No Deviations

(2) Before the expiration of the accreditation period, an immediately 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 still enrolled at the time the accreditation period expires. The accreditation of a degree program may be extended for a period of up to two years if the institution is preparing an application for a bundled or system accreditation that includes the respective degree program. When applying for a bundled or system accreditation, the accreditation of degree programs whose accreditation expires during the process may be .	(2) Before the accreditation period expires, an immediately 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 still enrolled at the time the accreditation period expires. The accreditation of a degree program may be extended for a period of up to two years if the institution is preparing an application for system accreditation or bundled accreditation pursuant to Section 29(1), first sentence, in which the respective degree program is included. When an application for bundle or system accreditation is submitted, the accreditation of degree programs whose accreditation expires during the proceedings may be provisionally extended for the duration of the proceedings plus one year.	

§ 27 **Conditions** (1) A deadline of generally twelve months shall be set for the fulfillment of a condition. (2) In justified exceptional cases, the deadline may be extended upon application by the institution of higher education.	**§ 26** **Conditions** (1) As a general rule, a period of twelve months shall be set for the fulfillment of a condition. (2) In justified exceptional cases, the deadline may be extended upon application by the institution of higher education. (3) Proof of compliance with the condition must be provided to the Accreditation Council.	Editorial changes/no deviations
§ 28 **Obligation to Report Changes** (1) The institution is required to promptly notify the Accreditation Council of any significant change to the subject matter 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.	**§ 27** **Obligation to Report Changes** (1) The institution of higher education is required to notify the Accreditation Council immediately of any significant change to the subject matter 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.	Editorial changes/no deviations

§ 29 **Publication**	**Section 28** **Publication**	
The Accreditation Council's decision and the accreditation report shall be published by the Accreditation Council on its website. When publishing the report, personal data must not 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 best interest. Sentences 1 and 2 apply to internal accreditation decisions of system-accredited institutions of higher education accordingly.	The decision of the Accreditation Council and the accreditation report shall published by the Accreditation Council on its website. When publishing, personal data must not 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 best interest. The sentences 1 and 2 apply to internal accreditation decisions at system-accredited institutions of higher education.	Editorial changes/no deviations

§ 30 **Bundled Accreditation;** **Partial system accreditation**	**§ 29** **Bundle Accreditation,** **Subsystem Accreditation**	
(1) The report of the review panel pursuant to § 24(4) may cover multiple degree programs if they share a high degree of disciplinary affinity that goes beyond mere affiliation with a disciplinary field (humanities and cultural studies, social sciences or natural sciences) (bundled accreditation). The academic and content-related criteria set forth in Part 3 must be assessed separately for each degree program. A bundle shall consist of no more than ten degree programs. (2) At the request of the institution, the Accreditation Council may determine the approve the specific composition of the bundle prior to the submission of the application pursuant to § 23 .	(1) The report by the panel of experts pursuant to Section 23(4) may cover multiple degree programs if they share a high degree of academic similarity that goes beyond mere affiliation with a subject group such as the humanities and cultural studies, social sciences, or the natural sciences (bundled accreditation). The academic and content-related criteria set forth in Section III must be assessed separately for each degree program. A bundle shall consist of no more than ten degree programs. (2) At the request of the institution, the Accreditation Council may determine the approve the specific composition of the bundle prior to the submission of the application pursuant to § 22 .	Editorial Changes/No Deviations

(3) In exceptional cases, a subunit of the university responsible for academic affairs be the subject of system accreditation. This may be the case, in particular, if 1. the 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 at the subunit has already been processed through this system.	(3) In exceptional cases, a subunit of the institution responsible for organizing academic programs may be the subject of system accreditation (subsystem accreditation). This may be the case, in particular, if 1. the accreditation of the quality management system for the entire institution is not yet appropriate or feasible, 2. the quality management system of the subunit is integrated into the institution, and 3. at least one degree program at the unit has already completed the cycle of this quality management system.	
§ 31 **Random Sampling** (1) In the case of system accreditation and partial system accreditation , the assessment panel pursuant to § 25(2) a	**§ 30** **Random Samples** (1) In the case ofthe system accreditation and subsystem accreditation , the Expert Panel pursuant to Section 24(2) as a	(3) of the LVO: Designation of the competent authority under state law

. The audit verifies whether the intended effects of the quality management system under review are achieved at the degree program level. (2) The subject of the random sample is 1. the consideration of all criteria in accordance with Parts 2 and 3 within a degree program that has undergone the institution's quality management system, and 2. the consideration of formal and subject-specific criteria in accordance with Parts 2 and 3, as determined by the review committee When selecting the sample, the review panel takes into account the university's range of academic disciplines in its teaching programs. (3) If the institution offers degree programs that also prepare students for a regulated profession, one such program shall additionally be selected, taking into account the criteria set forth in Parts 2 and 3 that pertain to the degree programs included in	the sample. The sample is used to verify whether the intended effects of the quality management system under review are achieved at the degree program level. (2) The subject of the sample review is 1. the consideration of all criteria set forth in Sections Two and Three within a degree program that has passed through the institution's of the institution, and 2. the consideration of formal and subject-specific criteria from Sections Two and Three, as determined by the review committee. When selecting the sample, the review committee takes into account the university's range of academic disciplines in its teaching programs. (3) If the institution offers degree programs that also prepare students for a regulated profession, one of these degree programs must additionally be selected, taking into account the criteria set forth in Second and Third Sections	Otherwise Editorial Changes/no deviations

samples; the same applies in the case of teacher-training programs—one program for each type of teaching certification offered—as well as for programs in Protestant or Catholic theology/religion. The sample shall include, in each case, a representative designated by the authority responsible for the respective regulated profession, or a representative designated by the authority responsible for the respective regulated profession, or a representative of the authority responsible for the school system responsible or the respective church authority.	Criteria relating to degree programs to be included in the samples. For teacher education programs, sentence 1 applies Accordingly, this applies to one degree program for each type of teaching certification offered, as well as to degree programs that include Protestant or Catholic theology or religion as a combined subject. The sample survey involves a representative designated by the authority responsible for the respective regulated profession, or a representative of the ministry responsible for the school system, or the respective church authority.	
§ 32 **Combined Degree Programs** (1) If students select individual subjects from a larger number of permissible subjects for their program of study, each of these	**§ 31** **Combined Degree Programs** (1) If students select individual subjects from a larger number of subjects permitted for their program of study, each of these	Editorial changes/no deviations

subjects constitutes a partial degree program as part of a combined degree program. (2) The subject of accreditation is the combined degree program. The institutions of higher education shall 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. The accreditation period for the combined degree program remains unchanged. (4) The accreditation certificate shall list all sub-programs or fields of study included in the accreditation. If the accreditation is supplemented in accordance with paragraph 3, a new accreditation certificate shall be issued. (5) The provisions of Part 4 remain other respects.	Subjects: a sub-program as part of a combined degree program. (2) The subject of accreditation is the combined degree program. The institutions shall by 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 fields of study. This does not alter the validity period of the accreditation for the combined degree program. (4) The accreditation certificate lists all sub-programs or fields of study included in the accreditation. If the accreditation is supplemented in accordance with paragraph 3, a new accreditation certificate must be issued. (5) The provisions of this section remain otherwise unaffected.	

§ 33 Joint Degree Programs	Section 32 Special Provisions for 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—notwithstanding § 22(1)—by recognizing the evaluation conducted by an agency listed in the European Quality Assurance Register for Higher Education (EQAR). The Accreditation Council shall recognize this evaluation upon application by the institution of higher education and shall grant its seal if compliance with the formal and academic criteria for joint-degree programs pursuant to Parts 2 and 3 of this Regulation has been demonstrated and the evaluation process has met the following requirements:	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—notwithstanding § 21(1)—by recognizing the evaluation conducted by an agency listed in the European Quality Assurance Register for Higher Education. The Accreditation Council recognizes this evaluation upon application by the institution and grants its seal if compliance with the formal and academic criteria set forth in Sections Two and Three for joint-degree programs has been demonstrated and the evaluation process has met the following requirements:	Editorial: Not included in LVO para. 2, but reference to § 32 in § 10 para. 3 of the LVO Otherwise, editorial changes/no deviations

1. The conduct of the procedure was notified 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 of higher education, which includes, in particular, information on the respective national framework conditions and highlights the specific characteristics of the joint-degree program, 3. an on-site visit took place at at least one location where the program is offered, with the participation of representatives from all cooperating institutions as well as other stakeholders, 4. The evaluation is based on an expert report that complies with the requirements for joint-degree programs set forth in Parts 2 and 3, 5. the evaluation was conducted by a panel of at least four experts, composed as follows:	1. the Accreditation Council was notified of the procedure prior to its commencement, 2. the accreditation decision is based on a self-evaluation report submitted by the cooperating institutions, which includes, in particular, information on the respective national framework conditions and highlights the distinctive features of the joint-degree program, 3. an on-site visit took place at at least one location of the degree program with the participation of representatives from all cooperating institutions as well as other stakeholders, 4. the evaluation is based on an expert report that complies with the requirements set forth in Sections Two and Three for joint-degree programs , 5. the evaluation was conducted by a panel of at least four experts, a) which was composed as follows:	

a. Members from at least two of the countries participating in the joint-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/working world in the relevant fields and expertise in the area of quality assurance in higher education, and possesses knowledge of the higher education systems of the participating institutions as well as the languages of instruction used, and d. the requirements set forth in Section 25, paragraph 3, sentence 1, and paragraphs 5 and 6 have been met, 6. The evaluation identifies the following characteristics: justification, validity and, where applicable, demonstrated fulfillment of conditions and	aa) members from at least two of the countries participating in the joint degree program, bb) at least one student representative, b) who represent expertise in the relevant subjects and academic disciplines—including the labor market or professional world in the corresponding fields—and expertise in the area of quality assurance in higher education, and who possess knowledge of the higher education systems of the participating institutions as well as the languages of instruction used, and c) for which the requirements of Section 24(3), first sentence, and (5) and (6) have been met, 6. the evaluation specifies the following characteristics: a) Justification, b) finality, and	

7. the Agency has published the expert opinion and the evaluation on its website in German and English. Section 22, paragraphs 2, 3, and 4, sentence 1; Section 26, 1, sentence 1, and paragraph 2, sentence 1, as well as Sections 28 and 29, apply mutatis mutandis. Notwithstanding § 26, paragraph 1, sentence 1, and paragraph 2, sentence 2, the accreditation period is six years. Upon publication, the decision shall be identified as an accreditation decision based on the separate procedure for joint-degree programs. The institution of higher education 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	c) where applicable, demonstrated compliance with requirements and 7. the Agency has published the expert opinion and the evaluation on its website in German and English. Section 21, paragraphs 2 through 4, sentence 1; Section 25, paragraph 1, sentence 1; and paragraph 2, first sentence, and §§ 27 and 28 apply mutatis mutandis. Notwithstanding § 25 (1), first sentence, and (2), second sentence, the period of validity of the accreditation is six years. Upon publication, the decision shall be identified as an accreditation decision based on the separate procedure for joint-degree programs. The institution of higher education must clearly indicate this in the degree certificates.	

(non-European cooperation partners), paragraph 1 applies mutatis mutandis upon application by the domestic institution of higher education if the non-European cooperation partners in the cooperation agreement with the domestic institution to undergo accreditation in accordance with the criteria set forth in paragraph 1, as well as those in §§ 10(1) and (2) and 16(1).		
Section 34 **Alternative Accreditation Procedures** (1) In addition to the two procedures set forth in Part 4, alternative procedures for ensuring and developing the quality of academic programs and teaching may be employed in accordance with Article 3, paragraph 1, item 3 of the State Treaty on Study Accreditation. (2) In alternative procedures, the criteria set forth in Parts 2 and 3 of this regulation	**§ 33** **Alternative Accreditation Procedures** (1) In addition to the procedures for program and system accreditation, pursuant to Article 3(1) No. 3 of the State Treaty on Study Accreditation, alternative procedures may also be used to ensure and develop quality in study and teaching. (2) In the alternative procedures, the criteria set forth in Sections Two and Three	Editor's note: Paragraph 2 of the LVO refers to the requirements for participation and approval under § 25(1), sentences 3 through 5, while the MRVO refers to § 18(2) (which, however, also refers to § 25(1), sentences 3 through 5) Paragraph 3 of the LVO: Reference to the competent authority under state law

must be observed. The provisions of Article 3, paragraph 2, sentence 1 of the State Treaty on Study Program Accreditation, as well as the principles governing appropriate academic participation set forth in the State Treaty on Study Program Accreditation and in this regulation, apply mutatis mutandis; the same applies to the participation and consent requirements pursuant to § 18, paragraph 2, apply accordingly. (3) The implementation of alternative procedures requires the prior approval of the Accreditation Council and the competent science authority of the respective state; the Accreditation Council may arrange for an external review. The application must be submitted to the Accreditation Council through the competent science authority . In consultation with the state, the Accreditation Council may refuse to grant its approval only if the alternative procedure does not comply with the requirements of Article 2 and the provisions of Article 3(2), first sentence, State Treaty on Study Program Accreditation, as well as the	. The principles set forth in Article 3(2), first sentence, of the State Treaty on Study Program Accreditation, as well as the principles for appropriate academic participation and the requirements for participation and consent under § 25(1), sentences 3 through 5 shall apply mutatis mutandis. (3) The implementation of alternative procedures requires the prior approval of the Accreditation Council and the Ministry. The Accreditation Council may commission an external review. The institution's application to conduct an alternative procedure must be submitted to the Accreditation Council via the Ministry. In consultation with the Ministry, the Accreditation Council may refuse its approval only if the alternative procedure does not comply with the provisions of Article 2 of the State Treaty on Study Program Accreditation and the	Otherwise Editorial Changes/no deviations

in the State Treaty on Academic Accreditation and in the principles set forth in this ordinance for the appropriate participation of the academic community. The alternative procedure is intended to be suitable for generating fundamental insights into alternative approaches to external quality assurance beyond those set forth in Article 3, paragraph 1 subparagraphs 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 is limited to a maximum of eight years. Section 22(4), second sentence, and Section 26(3), third sentence, apply mutatis mutandis. It is overseen by the Accreditation Council and, as a rule, must be evaluated by an independent, academic institution two years before the end of the project period.	Provisions of Article 3, paragraph 2, sentence 1, of the State Treaty on Academic Accreditation as well as the in the State Treaty on Academic Accreditation and in this regulation set forth in the academic community does not . The alternative procedure is intended be suitable to provide fundamental insights into alternative approaches to external quality assurance beyond those Article 3 (1 No. 1 and 2 of the State Treaty on Study Program Accreditation. (4) The Accreditation Council shall develop rules of procedure that govern, in particular, the requirements for applications. (5) The alternative procedure shall be limited to a maximum of eight years. Section 21(4), second sentence, and Section 25(3), third sentence, shall apply mutatis mutandis. It shall be overseen by the Accreditation Council and, as a rule, shall be evaluated by an independent, academic institution two years prior to the expiration of the period specified in the first sentence.	

§ 35 **Relationship to Procedures Concerning the Suitability of a Degree Program for Professional Licensing Purposes**	**§ 34** **Link to Procedures for Determining the Suitability of a Degree Program for Professional Licensing**	
(1) Accreditation procedures pursuant to Article 3 (1)(1) and Article 3(1) No. 2 of the State Treaty on Study Program Accreditation may, upon application by the institution of higher education, be combined with procedures which determine the eligibility of a degree program under professional licensing law. (2) The participation of external experts—to be appointed in addition to the other representatives from professional practice—in an advisory capacity on the review committees pursuant to § 25, paragraphs 1 and 2, shall be effected through nomination by the state authority responsible for the respective regulated profession.	(1) Accreditation procedures pursuant to Article 3 (1), No. 1 or 2 of the State Treaty on Study Program Accreditation may, upon application by the institution of higher education, be combined with procedures concerning the suitability of a degree program . (2) The participation of an external expert—to be appointed in addition to the other representatives of professional practice and responsible for assessing the eligibility of the degree program for professional licensure—in an advisory capacity on the review committee pursuant to Section 24, paragraphs 1 and 2, shall be effected through nomination by the state authority responsible for the respective regulated profession.	Editorial changes/no deviations

Section 36 **Evaluation** (1) Three years after this regulation enters into force, its application and effects shall be reviewed. (2) The results shall be reported to the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany.	**§ 35** **Evaluation** Three years after this regulation takes effect, its implementation and effects shall be reviewed. The results shall be reported to the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany.	Editorial Changes/No Deviations
	§ 36 **Equality Provision** Titles and job descriptions in this regulation apply to both male and female forms.	Section 36 of the state ordinance has no equivalent in the MRVO, as both masculine and feminine forms are used there
§ 37 **Entry into Force**	**Section 37** **Entry into Force** This ordinance shall enter into force on January 1, 2018.	Because the MRVO is merely a sample document , unlike than the

		state ordinance no provision on entry into force.