| MRVO | Regulation Governing Program Accreditation Pursuant to the State Treaty on Program Accreditation (Bavarian Program Accreditation Regulation – BayStudAkkV)<br>Downloaded on December 16, 2025, from: https://www.gesetze-bayern.de/Content/Document/BayStudAkkV/true | Assessment of the Deviation in the State Ordinance from the MRVO |
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| **Part 1 General Provisions** | **Part 1 General Provisions** | |
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| **§ 1 Scope of Application** | **§ 1 Scope of Application~~; Subject Matter of the Regulation~~** | |
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| (1) This ordinance, based on Article 4 of the State Treaty on the Organization of a Joint Accreditation System for Quality Assurance in Studies and Teaching at German Universities (State Treaty on Study Accreditation; GVBl.<br>) sets forth the details regarding the formal criteria under Article 2, paragraph 2; the subject-specific and content-related criteria under Article 2, paragraph 3; and the procedure under Article 3 of the State Treaty on Study Program Accreditation. | ~~(1)~~ This regulation, ~~based on Article 4 of the State Treaty on the Organization of a Joint Accreditation System for Quality Assurance in Academic Studies and Teaching at German Universities (State Treaty on Study Program Accreditation; GVBl. )~~ the details regarding the formal criteria under Article 2, paragraph 2, of the State Treaty on Study Program Accreditation (StudAkkStV), the subject-specific and content-related criteria under Article 2, paragraph 3, of the StudAkkStV, and the procedure under Article 3 ~~of~~ the State Treaty on Study Program Accreditation (StudAkkStV). | Editorial changes / no deviations. |
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| (2) Unless otherwise specified in this ordinance, the following provisions on program accreditation also apply 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) ordinance is equivalent, under higher education law, to a Bachelor’s degree from a university. | ~~(2) Unless otherwise specified in this ordinance, the following provisions on program accreditation also apply 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) ordinance is equivalent, under higher education law, to a Bachelor’s degree from a university.~~ | Section 1(2), sentence 1 of the MRVO was not incorporated into the state ordinance due to the fact that there are no vocational academies in Bavaria that are part of the tertiary education sector; Section 1(2), sentence 2 has been incorporated into Section 5(1), sentence 2 of the state ordinance. |
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| **Section 2 Forms of Accreditation** | **Section 2 Forms of Accreditation** | |
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| Forms of accreditation include the procedures set forth in Article 3(1)(1) of the State Treaty on Study Program Accreditation (system accreditation), in Article 3(1)(2) (program accreditation), or alternative accreditation procedures under Article 3(1)(3). | Forms of accreditation include the procedures set forth in Article 3, paragraph 1, item 1 of the State Treaty on Study Program Accreditation (StudAkkStV) (system accreditation), in Article 3, paragraph 1, item 2 of the StudAkkStV (program accreditation), or alternative accreditation procedures pursuant to Article 3(1)(3) of the State Treaty on Study Program Accreditation (StudAkkStV). Program accreditation may cover multiple degree programs if they share a high degree of disciplinary similarity that goes beyond mere affiliation with a disciplinary field (bundled accreditation). In exceptional cases, system accreditation may cover a subunit of the institution responsible for organizing studies (partial system accreditation). | The definitions of bundled accreditation from § 30(1), sentence 1, MRVO and of partial system accreditation from § 30(3), sentence 1, were each adopted almost verbatim in § 2 of the State Ordinance. The remainder consists of editorial changes. |
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| **Part 2: Formal Criteria for Degree Programs** | **Part 2: Formal Criteria for Degree Programs** | |
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| **§ 3 Program Structure and Duration, Recognition, and Credit Transfer** | **§ 3 Program Structure and Duration, Recognition, and Credit Transfer** | |
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| (1) In the system of tiered degree programs, the bachelor's degree is the first standard degree conferring professional qualifications in a higher education program; the master's degree constitutes a further higher education degree conferring professional qualifications. Undergraduate degree programs leading directly to a master's degree are excluded, with the exception of the degree programs specified in paragraph 3. | (1) In the tiered degree program system, the bachelor's degree is the first standard degree conferring professional qualifications in a higher education program; the master's degree constitutes a further higher education degree conferring professional qualifications. Undergraduate degree programs that lead directly to a master's degree are excluded, with the exception of the programs specified in paragraph 3. | Editorial changes / no deviations. |
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| (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 exceptionally possible, subject to appropriate organizational arrangements, in order to enable students to pursue an individualized learning path, in particular through part-time, distance, part-time while working, or dual study programs, as well as semesters of professional practice. Notwithstanding the third sentence, in the core artistic disciplines at colleges of art and music, consecutive bachelor's and master's degree programs may also be established with a standard duration of study of six years, subject to further provisions of state law. | (2) The standard duration of study for full-time programs is ~~six,~~ seven and three, three and a half, or ~~eight semesters—four years—~~for bachelor's programs, and ~~four,~~ three and two, one and a half, or ~~two~~ semesters—one year—for master's programs. In a Bachelor's program, the standard period of study for full-time study is at least three years. For consecutive degree programs leading to a Bachelor's degree and a subsequent Master's degree (consecutive degree programs), the total standard period of study for full-time study is five years ~~(ten semesters). If state law provides for it, shorter periods are possible~~. Shorter or longer standard periods of study ~~are exceptionally possible,~~ subject to appropriate program organization~~, 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 the third sentence, a standard period of study of~~ six years ~~may be established for consecutive bachelor's and master's degree programs~~ in the core artistic disciplines at art and music colleges~~,~~ subject to ~~further~~ provisions ~~under state law;~~ this is permitted under Art. 79(2), sentences 3 and 4, of the Bavarian Higher Education Innovation Act (BayHIG). | Implementation of the flexibility provided by the MRVO in state law. Otherwise, editorial changes. |
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| (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. | (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 divided into levels and may have a standard period of study ~~o~~f ten semesters. | Editorial changes / no deviations. |
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| (4) The institution implements national and state regulations regarding the recognition of competencies, qualifications, and academic achievements earned at a higher education institution, as well as the transfer of competencies and qualifications acquired outside of higher education institutions. | ~~(4) The university implements the national and state legal provisions regarding the recognition of competencies, qualifications, and academic achievements obtained at a university, as well as the transfer of competencies and qualifications acquired outside of universities.~~(4) The university implements Art. 84, para. 3, sentence 1, no. 4~~,~~ in conjunction with Art. 86 of the Bavarian Higher Education Act (BayHIG). | Supplement to State Legal Provisions. |
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| **§ 4 Degree Program Profiles** | **§ 4 Degree Program Profiles** | |
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| (1) Master’s degree programs may be “application-oriented” or "research-oriented" profile. Master’s programs at art and music colleges may have a distinct artistic profile.<br>Master’s degree programs that provide the educational prerequisites for a teaching position have a specific teaching-related profile. If the institution defines a profile, this must be specified in the accreditation. | (1) Master’s degree programs may be classified as ~~“~~application-oriented” or ~~“~~research-oriented” profile~~.~~ Master’s programs at colleges of art and music may have a special artistic profile. Master’s degree programs within the meaning of Art. 6, para. 1, sentence 5 of the Bavarian Teacher Training Act (BayLBG) and Master’s degree programs that provide the educational prerequisites for a teaching position have a specific teacher-training profile. If the institution defines a profile, this must be specified in the accreditation. | Paragraph 1 of the State Ordinance: Supplementary reference to Article 6(1), sentence 5, of the Bavarian Teacher Training Act (BayLBG). Master’s degree programs as defined in Article 6(1), sentence 5, of the BayLBG provide access to teaching positions at vocational schools;<br>i.e., the master’s examination corresponds to the first teaching certification examination for vocational schools. |
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| (2) When establishing a master's program, it must be specified whether it is a consecutive or continuing education program. Continuing education master's programs correspond to consecutive master's programs in terms of the standard period of study and the thesis, and lead to the same level of qualification and the same teaching credentials. | (2) When establishing a master's program, it must be specified whether it is a consecutive or continuing education program. Continuing education master's programs correspond to consecutive master's programs in terms of the standard period of study and the thesis, and lead to the same level of qualification and the same teaching credentials. | Editorial changes / no deviations. |
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| (3) Bachelor's and Master's degree programs require a thesis that demonstrates the ability to independently address a problem in the respective field within a specified timeframe using scientific or artistic methods. | (3) Bachelor's and Master's degree programs require a thesis that demonstrates the ability to independently address a problem in the respective field within a specified time frame using scientific or artistic methods. | Editorial changes / no deviations. |
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| **§ 5 Admission Requirements and Transitions Between Degree Programs** | **§ 5 Admission Requirements ~~and Transitions Between Degree Programs~~** | |
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| (1) The admission requirement for a master's degree program is a first professional degree. For continuing education and artistic master's degree programs, the professional degree may be replaced by an entrance examination, provided that state law so provides. Continuing education Master's programs require at least one year of qualified professional experience; exceptions may be granted to individual students in justified cases. | (1) The admission requirement for a master's program is a first professional degree. ~~For continuing education and artistic master's programs, the professional degree may be replaced by an entrance examination, provided that state law so provides.~~In this context, a bachelor's degree from a program at a state-run or state-recognized vocational academy, accredited in accordance with the State Treaty on Study Accreditation, is equivalent to a bachelor's degree from a university. Continuing education master's programs require at least one year of qualified professional experience~~;~~ for individual students, exceptions to the third sentence are possible in justified cases. | Provision from § 1(2), second sentence, of the MRVO regarding the recognition of programs at vocational academies has been incorporated. Furthermore, this provision fills in the discretion allowed by the MRVO for state law and includes editorial changes. |
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| (2) As an admission requirement for artistic master's degree programs, proof of the specific artistic aptitude required for such programs must be provided. For admission to continuing education artistic master's degree programs, professional practical activities completed during the course of study may also be taken into account, provided that state law permits this. The requirement for professional practical experience does not apply at art colleges for programs designed to deepen independent artistic skills, provided that state law so provides. | (2) To be admitted to a Master's program in the arts, applicants must demonstrate the specific artistic aptitude required for the program. ~~For admission to continuing education Master's programs in the arts, professional practical experience gained during the course of study may also be taken into account, provided that state law permits this. The requirement for professional practical experience does not apply at art colleges for programs designed to deepen independent artistic skills, provided that state law so provides.~~ | Utilization of the discretion granted by the MRVO in state law. |
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| (3) Additional requirements for admission to master's degree programs may be established in accordance with state law. | (3) Further requirements ~~in accordance with state law~~ may be stipulated for admission to master's degree programs pursuant to Art. 90(1), second sentence, of the Bavarian Higher Education Act (BayHIG). | Filling in the discretionary scope opened up by the MRVO in state law. Otherwise, editorial changes. |
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| **Section 6 Degrees and Degree Titles** | **Section 6 Degrees and Degree Titles** | |
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| (1) Upon successful completion of a bachelor's or master's degree program, only one degree—the bachelor's or master's degree—shall be conferred in each case, unless it is a multiple-degree program. In this context, degrees are not differentiated based on the standard period of study. | (1) Upon successful completion of a bachelor's or master's degree program, only one academic degree—the bachelor's or master's degree—is awarded, unless it is a multiple-degree program. In this context, no distinction is made between academic degrees based on the standard period of study. | Editorial changes / no deviations. |
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| (2) The following designations are to be used for bachelor's and consecutive master's degrees: | (2) The following designations are to be used for bachelor's and consecutive master's degrees: | Editorial changes / no deviations. |
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| 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, and the Performing Arts, as well as—provided the program's content aligns accordingly—in the subject group of Economics and in applied arts programs, | 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, and the Performing Arts, as well as—provided the program's content aligns accordingly—in the subject group of Economics and in applied arts programs, | Editorial changes / no deviations. |
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| 2. Bachelor of Science (B.Sc.) and Master of Science (M.Sc.) in the subject groups of Mathematics, Natural Sciences, Medicine, Agricultural, Forestry, and Nutritional Sciences, and in the subject groups of Engineering and Economics, provided the program content is appropriately aligned, | 2. Bachelor of Science (B.Sc.) and Master of Science (M.Sc.) in the subject groups of Mathematics, Natural Sciences, Medicine, Agricultural, Forestry, and Nutritional Sciences, and in the subject groups of Engineering and Economics, provided the program content is appropriately aligned, | Editorial changes / no deviations. |
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| 3. Bachelor of Engineering (B.Eng.) and Master of Engineering (M.Eng.) in the subject group of engineering, provided the program's content is appropriately aligned, | 3. Bachelor of Engineering (B.Eng.) and Master of Engineering (M.Eng.) in the subject group of engineering, provided the program's content is appropriately aligned, | Editorial changes / no deviations. |
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| 4. Bachelor of Laws (LL.B.) and Master of Laws (LL.M.) in the field of law, | 4. Bachelor of Laws (LL.B.) and Master of Laws (LL.M.) in the field of law, | Editorial changes / no deviations. |
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| 5. Bachelor of Fine Arts (B.F.A.) and Master of Fine Arts (M.F.A.) in the Fine Arts subject group, | 5. Bachelor of Fine Arts (B.F.A.) and Master of Fine Arts (M.F.A.) in the Fine Arts subject group, | Editorial changes / no deviations. |
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| 6. Bachelor of Music (B.Mus.) and Master of Music (M.Mus.) in the Music subject group, | 6. Bachelor of Music (B.Mus.) and Master of Music (M.Mus.) in the Music subject group, | Editorial changes / no deviations. |
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| 7. Bachelor of Education (B.Ed.) and Master of Education (M.Ed.) for degree programs that provide the educational requirements for a teaching position. For a multidisciplinary degree program, a designation according to numbers 1 through 7 may be assigned based on the program's content focus. | 7. Bachelor of Education (B.Ed.) and Master of Education (M.Ed.) for degree programs that provide the educational requirements for a teaching position. For a multidisciplinary degree program, a designation in accordance with numbers 1 through 76 may be assigned based on the program's content focus. | According to information from the ministry, the rationale for the deviating provision in the state ordinance is to avoid awarding the Master of Education for polyvalent master's degree programs, so as not to give the impression that the degree grants access to teacher training programs in other federal states. |
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| Specialized additions to degree titles and mixed-language degree titles are not permitted. Bachelor's degrees with the designation "honors" ("B.A. hon.") are not permitted. For interdisciplinary and combined degree programs, the degree title is determined by the field of study that predominates in the program. For continuing education programs, master's degrees that differ from the aforementioned titles may also be used. For theological programs that qualify students for the office of pastor, the priesthood, or the profession of pastoral assistant ("full theological program"), different titles may also be used. | Subject-specific additions to degree titles and bilingual degree titles are not permitted. Bachelor's degrees with the addition "honors" ~~("B.A. hon.") are not permitted.~~ — "B.A. hon." — are not permitted. A master's degree may be awarded with the addition "honors" ("hon.") if, within the standard period of study, structured supplementary studies within the meaning of Art. 77, para. 5, sentence 1, no. 2 of the Bavarian Higher Education Act (BayHIG) are successfully completed for the purpose of in-depth personal development or the acquisition of interdisciplinary or specialized competencies from other subject areas, typically amounting to 30 credit points. For interdisciplinary and combined degree programs, the degree title is determined by the field of study that predominates in the program. For continuing education programs, master's degrees that differ from the aforementioned designations 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 designations may ~~also~~ be used. | The addition of "honors" is permitted for master's degrees under the state ordinance, unlike under the MRVO. Otherwise, editorial changes. |
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| (3) In the degree documents, it may be clarified in an appropriate place that the qualification level of the bachelor's degree corresponds to a "Diplom" degree from a university of applied sciences, and that the qualification level of a master's degree corresponds to a "Diplom" degree from a university or an equivalent institution of higher education. | (3) The degree documents may state, in an appropriate place~~,~~ that the qualification level of the bachelor's degree corresponds to a "Diplom" degree from a university of applied sciences~~,~~ and that the qualification level of the master's degree corresponds to a "Diplom" degree from a university or an equivalent institution of higher education. | Editorial changes / no deviations. |

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| (4) Detailed information about the degree program underlying the degree is provided in the Diploma Supplement, which is an integral part of every degree certificate. | (4) Detailed information about the degree program underlying the degree is provided in the Diploma Supplement, which is an integral part of every degree certificate. | Editorial changes / no deviations. |
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| **§ 7 Modularization** | **§ 7 Modularization** | |
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| (1) Degree programs shall be structured into study units (modules) that are thematically and temporally defined by the combination of intended learning outcomes and course content. The intended learning outcomes and course content of a module must be structured so that they can generally be taught within a maximum of two consecutive semesters; in exceptionally justified cases, a module may extend beyond two semesters. For the core artistic subject in the bachelor's program, at least two modules are required, which may account for approximately two-thirds of the total study time. | (1) Degree programs must be structured into study units (modules) that are defined by subject matter and duration through the combination of intended learning outcomes and course content. The intended learning outcomes and course content of a module must be structured so that they can generally be taught within a maximum of two consecutive semesters; in exceptional cases with special justification, a module may ~~also~~ extend over more than two semesters. For the core artistic subject in the bachelor's program, at least two modules are required, which may account for approximately two-thirds of the total study time. | Editorial changes / no deviations. |
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| (2) The description of a module shall include at least the following: | (2) The description of a module shall include at least the following: | Editorial changes / no deviations. |
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| 1. the intended learning outcomes and course content of the module, | 1. ~~the module's~~ intended learning outcomes and course content, | Editorial changes / no deviations. |
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| 2. Teaching and learning methods, | 2. Teaching and learning methods, | Editorial changes / no deviations. |

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| 3. Prerequisites for participation, | 3. Prerequisites for participation, | Editorial changes / no deviations. |
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| 4. Requirements for the awarding of ECTS credits in accordance with the European Credit Transfer System (ECTS credits), | 4. Requirements for the awarding of ECTS credits in accordance with the European Credit Transfer System (ECTS) (credits), | Editorial changes / no deviations. |
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| 5. ECTS credits and grading, | 5. ~~ECTS~~ credits and grading, | Editorial changes / no deviations. |
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| 6. Frequency of the module's offering, | 6. Frequency of the ~~module's~~ offering, | Editorial changes / no deviations. |
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| 7. Workload and | 7. Workload and | Editorial changes / no deviations. |
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| 8. Duration of the module. | 8. Duration ~~of the module~~. | Editorial changes / no deviations. |
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| (3) The prerequisites for participation must specify the knowledge, skills, and abilities required for successful participation, as well as guidelines for appropriate preparation by students. The requirements for the awarding of ECTS credits must specify how a module can be successfully completed (type of exam, scope, -duration). | (3) The prerequisites for participation must specify the knowledge, abilities, and skills required for successful participation, as well as guidance for appropriate preparation by students. The requirements for the awarding of ECTS credits must specify how a module ~~can be~~ successfully completed ~~(~~particularly with regard to the type, scope, and duration of the examination~~).~~ | Editorial changes / no deviations. |
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| **§ 8 Credit Point System** | **§ 8 Credit Point System** | |

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| (1) Each module must be assigned a specific number of ECTS credits based on the workload required of students. As a rule, 30 credits are to be used as the basis per semester. One credit corresponds to a total student workload of 25 to a maximum of 30 hours of in-class and independent study. ECTS credits are awarded for a module if the student demonstrates the achievements specified in the examination regulations. The awarding of ECTS credits does not necessarily require an examination, but rather the successful completion of the respective module. | (1) Each module shall be assigned a specific number of ECTS credits based on the workload required of students. As a general rule, 30 credits shall be allocated per semester. One credit corresponds to a total student workload of 25 to a maximum of 30 hours of in-class and independent study. ECTS credits are awarded for a module if the student demonstrates the achievements specified in the examination regulations. The awarding of ECTS credits does not necessarily require an examination, but rather the successful completion of the respective module. | Editorial changes / no deviations. |
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| (2) A minimum of 180 ECTS credits must be earned to receive a bachelor's degree. For the master's degree, 300 ECTS credits are required, taking into account the student's prior studies up to the first professionally qualifying degree. In individual cases, exceptions may be made to this requirement 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 degree programs in core artistic disciplines at art and music colleges with a standard duration of six years, the Master's level is achieved with 360 ECTS credits. | (2) A minimum of 180 ECTS credits must be earned to qualify for a bachelor's degree. For the master's degree, 300 ECTS credits are required, taking into account the prior coursework completed up to the first professionally qualifying degree. In individual cases, exceptions may be made if the student possesses the appropriate qualifications, even if 300 ECTS credits are not attained upon completion of a master's program. For consecutive Bachelor's and Master's degree programs in core artistic disciplines at art and music colleges with a standard duration of six years, the Master's level is achieved with 360 ECTS credits. | Editorial changes / no deviations. |

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| (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. | (3) The scope of work for a bachelor's thesis is 6 to ~~12~~ ECTS credits, and for a master's thesis, 15 to 30 ECTS credits. In Fine Arts degree 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. | Editorial changes / no deviations. |
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| (4) In justified exceptional cases, up to 75 ECTS credits per academic year may be applied for degree programs with special academic organizational measures. In this context, the workload for one ECTS credit is calculated at 30 hours. Special academic organizational measures may relate in particular to the learning environment and supervision, the structure of the program, academic planning, and measures to ensure a livelihood. | (4) In justified exceptional cases, up to 75 ECTS credits per academic year may be applied for degree programs with special academic organizational measures. In this context, the workload for one ECTS credit is calculated at 30 hours. Special academic organizational measures may relate in particular to the learning environment and academic support, the structure of the program, academic planning, and measures to ensure a livelihood. | Editorial changes / no deviations. |
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| (5) For teacher education programs leading to certification for elementary or primary school teaching, for cross-disciplinary teaching positions at the primary level, and for all or specific types of secondary schools, for teaching positions covering all or specific types of lower secondary schools, as well as for special education teaching positions, 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. | ~~(5) For teacher education programs leading to teaching positions at the elementary or primary level, for cross-disciplinary teaching positions at the primary level and for all or specific types of secondary schools, for teaching positions covering all or specific types of lower secondary schools, as well as for special education teaching positions, a master's degree may be awarded if a total of 300 ECTS credits has been earned—including at least 240 ECTS credits acquired at the university and the pre-service training period.~~ | Section 8(5) of the MRVO does not apply because the state ordinance for teaching degrees in Bavaria does not apply, as teaching degrees there are still concluded with the state examination (with the exception is the teaching degree pursuant to Art. 6, para. 1, sentence 5 of the Bavarian Basic Education Act (Bay LBG)). |
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| (6) At vocational academies, students must generally demonstrate 180 ECTS credits for a three-year Bachelor's degree program. The scope of the theory-based components of the program may not be less than 120 ECTS credits, and the scope of the practice-based components may not be less than 30 ECTS credits. | ~~(6) At vocational academies, a three-year program leading to a bachelor's degree generally requires the completion of 180 ECTS credits. The theoretical component must not be less than 120 ECTS credits, and the practical component must not be less than 30 ECTS credits.~~ | Section 8, Paragraph 6 of the MRVO is not adopted due to the fact that there are no vocational academies in Bavaria that are part of the tertiary education sector. |
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| **Section 9 Special Criteria for Collaborations with Non-Higher-Education Institutions** | **Section 9 ~~Special Criteria for~~ Collaborations with Non-Higher-Education Institutions** | |
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| (1) The scope and nature of existing collaborations with companies and other institutions—including non-higher-education learning venues and course components, as well as the language(s) of instruction—are contractually regulated and described on the university's website. When applying credit transfer models within the framework of program-specific collaborations, the substantive equivalence of non-higher-education qualifications to be credited and their equivalence to the intended qualification level must be clearly demonstrated. | (1) The scope and nature of existing collaborations with companies and other institutions—~~including~~ non-higher-education learning venues, course components, and the language(s) of instruction—are contractually regulated and described on the university's website. When applying credit transfer models within the framework of program-specific collaborations, the substantive equivalence of non-higher-education qualifications to be credited and their equivalence to the intended qualification level must be clearly demonstrated. | Editorial changes / no deviations. |
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| (2) In the case of program-specific collaborations with non-higher-education institutions, the added value for prospective students and the degree-granting institution must be clearly demonstrated. | (2) In the case of program-related collaborations with non-higher-education institutions, the added value for ~~future~~ students and for the institution awarding academic degrees must be clearly demonstrated. | Editorial changes / no deviations. |
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| **§ 10 Special Provisions for Joint Programs** | **§ 10 Special Provisions: Different Criteria for Joint Programs** | |
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| (1) A joint program is a multi-level degree program coordinated and offered by a domestic institution of higher education in collaboration with one or more institutions of higher education from foreign countries within the European Higher Education Area, leading to a joint degree or a double or multiple degree, and exhibiting the following additional characteristics: | (1) A joint program is a multi-level degree program coordinated and offered by a domestic institution of higher education in collaboration with one or more institutions of higher education from foreign countries within the European Higher Education Area, leading to a joint degree or a double or multiple degree, and exhibiting the following additional characteristics: | Editorial changes / no deviations. |
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| 1. Integrated curriculum, | 1. Integrated curriculum, | Editorial changes / no deviations. |
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| 2. A portion of the program, typically at least 25 percent, is completed at one or more foreign institutions of higher education, | 2. A portion of the program typically consisting of at least 25 ~~percent~~ of coursework at one or more foreign universities~~,~~ %, | Editorial changes / no deviations. |
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| 3. Contractually regulated cooperation, | 3. Contractually regulated cooperation, | Editorial changes / no deviations. |
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| 4. Coordinated admission and examination systems, and | 4. Coordinated admission and examination systems, and | Editorial changes / no deviations. |
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| 5. Joint quality assurance. | 5. Joint quality assurance. | Editorial changes / no deviations. |
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| Sections 10, 16, and 33 apply to these degree programs. Compliance with the criteria in paragraph 1, items 1 through 5, will be reviewed. | Sections 10, 16, and 3332 apply to these degree programs. Compliance with the criteria set forth in paragraph 1, items 1 through 5, will be reviewed. | Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance for § 21 differs from that in the MRVO.<br><br>Otherwise, these are editorial changes. |
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| (2) Qualifications and periods of study are recognized in accordance with the Act on the Convention of April 11, 1997, on the 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 earned, and for a master's degree, no fewer than 60 credit points. Essential program information is published and accessible to students at all times. In all other respects, the provisions of Part 2 do not apply. | (2) Qualifications and periods of study are recognized in accordance with the Act on the Convention of April 11, 1997, on the Recognition of Qualifications in Higher Education in the European Region, dated May 16, 2007 (Federal Law Gazette ~~2007~~ II, pp. 712, 713) ~~(Lisbon Convention)~~. The ECTS credit system is applied in accordance with Sections 7 and 8(1), and the distribution of credits is regulated. For a bachelor's degree, 180 to 240 credits must be earned, and for a master's degree, no fewer than 60 credits. Essential academic information is published and accessible to students at all times. In all other respects, the provisions of Part 2 do not apply. | Editorial changes / no deviations. |
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| (3) If a joint program is coordinated and offered by a domestic institution of higher education in collaboration with one or more institutions of higher education in foreign countries that do not belong to the European Higher Education Area (non-European cooperation partners), then, upon application by the domestic institution of higher education, paragraphs 1 and 2 shall apply mutatis mutandis if the non-European cooperation partners commit in the cooperation agreement with the domestic institution of higher education to accreditation in accordance with the criteria and procedural rules set forth in paragraphs 1 and 2 as well as in § 16(1) and § 33(1). | (3) If a joint program is coordinated and offered by a domestic institution of higher education in collaboration with one or more institutions of higher education in foreign countries that do not belong to the European Higher Education Area (non-European cooperation partners), then, upon application by the domestic institution of higher education, paragraphs 1 and 2 shall apply mutatis mutandis if the non-European cooperation partners agree in the cooperation agreement with the domestic institution of higher education to undergo accreditation in accordance with the criteria and procedural rules set forth in paragraphs 1 and 2 as well as ~~in~~ §§ 16 paragraphs 1 and ~~3~~, paragraph § 32(1). | Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance starting with § 21 differs from that in the MRVO.<br><br>Otherwise, these are editorial changes. |

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| **Part 3: Academic and Content-Related Criteria for Degree Programs and Quality Management Systems** | **Part 3: Academic and Content-Related Criteria for Degree Programs and Quality Management Systems** | |
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| **§ 11 Qualification Objectives and Degree Level** | **§ 11 Qualification Objectives and Degree Level** | |
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| (1) The qualification objectives and the intended learning outcomes are clearly formulated, publicly accessible, and demonstrably take into account the objectives of higher education specified in Article 2, paragraph 3, item 1 of the State Treaty on Study Program Accreditation. The dimension of personal development also encompasses the future civic, political, and cultural roles of graduates. Upon graduation, students should be able to play a decisive role in shaping social processes in a critical and reflective manner, with a sense of responsibility and democratic civic spirit. | (1) The qualification objectives and the intended learning outcomes are clearly formulated, publicly accessible, and transparently reflect the objectives of higher education specified in Article 2, paragraph 3, item 1 of the State Treaty on Study Program Accreditation (StudAkkStV). The ~~dimension~~ of personal development also encompasses the future civic, political, and cultural roles of ~~graduates and~~ students. Upon graduation, students should be able to play a decisive role in shaping social processes in a critical and reflective manner, with a sense of responsibility and a commitment to democratic values. | Editorial changes / no deviations. |
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| (2) The subject-specific and academic/artistic requirements encompass the aspects of knowledge and understanding (broadening of knowledge, deepening of knowledge, and comprehension of knowledge), the use, application, and generation of knowledge/art (utilization and transfer, academic innovation), communication and cooperation, as well as academic/artistic self-concept/professionalism, and are consistent with the level of the degree awarded. | (2) The subject-specific and scientific/or artistic requirements encompass the aspects of knowledge and understanding (–expansion of knowledge, deepening of knowledge, and comprehension of knowledge), –, the application, use, and generation of knowledge or art (– utilization and transfer, scientific innovation), –, communication and cooperation, as well as scientific or artistic self-concept and professionalism, and are consistent with the level of qualification conferred. | Editorial changes / no deviations. |
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| (3) Bachelor's degree programs are designed to impart foundational academic knowledge, methodological skills, and profession-specific qualifications, and ensure a broad academic or artistic education. Consecutive Master's degree programs are structured as programs that deepen, broaden, or are interdisciplinary in nature, or that focus on different subject areas. Professional Master's degree programs require qualified professional experience of generally no less than one year. The curriculum design of professional master's programs takes professional experience into account and builds upon it to achieve the program's learning objectives. In designing the program, the institution outlines the relationship between professional qualifications and the academic offerings, as well as the equivalence of the requirements for consecutive master's programs. Artistic degree programs foster and further develop the ability to create art. | (3) Bachelor's degree programs serve to impart scientific fundamentals, methodological competence, and profession-specific qualifications, and ensure a broad scientific or artistic qualification. Consecutive master's degree programs are designed as programs that deepen, broaden, or are interdisciplinary in nature, or cover different subject areas. Professional master's degree programs generally require at least one year of qualified professional experience. The curriculum design of 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 institution outlines the relationship 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 to create art. | Editorial changes / no deviations. |
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| **§ 12 Coherent Program Concept and Adequate Implementation** | **§ 12 Coherent Program Concept and Adequate Implementation** | |
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| (1) The curriculum is appropriately structured, taking into account the specified entry requirements and with a view to achieving the qualification objectives. The qualification objectives, the program title, the degree and its designation, and the module concept are consistently aligned with one another. The program concept encompasses diverse forms of teaching, learning, and assessment 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 without losing academic progress. It actively involves students in the design of teaching and learning processes (student-centered teaching and learning) and provides opportunities for students to shape their own course of study. The degree program, course of study, examination requirements, module descriptions, and admission requirements—including provisions for compensating for disadvantages faced by students with disabilities or chronic illnesses—are documented and published. | (1) The curriculum is structured appropriately, taking into account the specified entry qualifications and with a view to achieving the program's learning outcomes. The learning outcomes, the program title, the degree and its designation, and the module concept are consistently aligned with one another. The program concept encompasses a variety of teaching, learning, and assessment methods adapted to the respective academic culture and program format, as well as practical components where applicable. It creates suitable conditions ~~to promote student mobility,~~ enabling students to spend time at other institutions of higher education without losing academic progress. It actively involves students in the design of teaching and learning processes (student-centered teaching and learning) and provides opportunities for students to shape their own course of study. The degree program, course of study, examination requirements, module descriptions, and admission requirements—including provisions for compensating for disadvantages faced by students with disabilities or chronic illnesses—are documented and published. | Editorial changes / no deviations. |
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| (2) The curriculum is implemented by teaching staff with sufficient subject-matter and methodological-didactic qualifications. The integration of research and teaching is ensured in accordance with the profile of the institution, in particular through full-time professors in both undergraduate and graduate programs. The institution takes appropriate measures for staff selection and qualification. | (2) The curriculum is implemented by teaching staff with sufficient subject-matter and methodological-didactic qualifications. The integration of research and teaching is ensured in accordance with the profile of the institution, in particular through full-time professors in both undergraduate and graduate programs. The institution takes appropriate measures for staff selection and qualification. | Editorial changes / no deviations. |
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| (3) The degree program also has adequate resources (in particular, non-academic staff, facilities, and equipment, including IT infrastructure, teaching and learning materials). | (3) The degree program also has adequate resources ~~(~~, particularly with regard to non-academic staff, facilities, and equipment, including IT infrastructure, teaching and learning materials~~)~~.. | Editorial changes / no deviations. |
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| (4) Exams and types of exams enable a meaningful assessment of the learning outcomes achieved. They are module-based and competency-oriented. | (4) Exams and types of exams enable a meaningful assessment of the learning outcomes achieved. They are module-based and competency-oriented. | Editorial changes / no deviations. |
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| (5) The program can be completed within the standard period of study. This includes, in particular, | (5) ~~The~~ feasibility of completing the program within the standard period of study ~~is guaranteed~~. This includes, in particular, | Editorial changes / no deviations. |
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| 1. predictable and reliable academic operations, | 1. a predictable and reliable academic program, | Editorial changes / no deviations. |
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| 2. the fact that courses and exams largely do not overlap, | 2. the fact that courses and exams largely do not overlap, | Editorial changes / no deviations. |

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| 3. a reasonable average workload commensurate with the examination load, whereby the learning outcomes of a module must be designed so that they can generally be achieved within one semester or one year, as validated by regular surveys, and | 3. a plausible average workload commensurate with the examination load, whereby the learning outcomes of a module are to be measured in such a way that they can generally be achieved within one semester or one year, which is validated through regular surveys, and | Editorial changes / no deviations. |
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| 4. An adequate and workload-appropriate examination frequency and organization, which is coherently justified in an examination concept and whose appropriateness in terms of workload is regularly assessed with student input as part of the program's ongoing development in accordance with § 14; modules should have a scope of at least five ECTS credits. | 4. An ~~adequate and~~ workload-appropriate examination frequency and organization, which is coherently justified in an examination concept ~~and whose appropriateness in terms of workload~~ is ~~regularly~~ assessed with the involvement of students as part of the program's further development in accordance with § 14; modules should be worth at least five ECTS credits. | Editorial changes / no deviations. |
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| (6) Degree programs with a special profile claim must demonstrate a coherent program concept that appropriately reflects the special characteristics of the profile. | (6) Degree programs with a specific profile shall have a coherent program concept that appropriately reflects the specific characteristics of the profile. | Editorial changes / no deviations. |
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| (7) A degree program may be designated and advertised as “dual” if the learning locations (at least a university or vocational academy and a company) are systematically integrated with one another in terms of content, organization, and contractual arrangements. | (7) A degree program may be designated and advertised as “dual” if the learning locations (– at least a university of applied sciences ~~or vocational academy~~ and a company –) are systematically integrated with one another in terms of content, organization, and contractual arrangements. At universities of applied sciences, this systematic integration of content is achieved by ensuring that dual students are affiliated with a practice partner throughout their entire program to guarantee a continuous transfer of theory to practice; they complete the practical semester included in their bachelor’s programs at this partner, complete additional in-depth practical phases there, reflect on both learning environments—for example, in a practical reflection module or a project—and write a thematically relevant thesis based on professional practice. | Divergent Definition of the Profile Characteristic “dual” in the state ordinance. |
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| **§ 13 Academic and Content-Related Design of Degree Programs** | **§ 13 Academic and Content-Related Design of Degree Programs** | |
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| (1) The timeliness and adequacy of the academic and scientific requirements are ensured. The academic content and the methodological and didactic approaches of the curriculum are continuously reviewed and adapted to academic and didactic developments. To this end, systematic consideration is given to academic discourse at the national and, where applicable, international level. | (1) The timeliness and appropriateness 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, academic discourse at the national and, where applicable, international levels is systematically taken into account. | Editorial changes / no deviations. |
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| (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 on the state-wide and state-specific structural guidelines for teacher education. | (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 on the state-wide and state-specific structural guidelines for teacher education. | Editorial changes / no deviations. |
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| (3) In the context of the accreditation of teacher education programs, it must be examined in particular whether | (3) As part of the accreditation of teacher education programs—programs that provide the educational prerequisites for a teaching career—it must be examined in particular whether | Editorial changes / no deviations. |
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| 1. an integrated course of study at universities or equivalent institutions of higher education comprising at least two subject-specific disciplines and educational sciences during both the bachelor's and master's phases (exceptions are permitted for the subjects of art and music), | 1. an integrated course of study at universities or equivalent institutions of higher education comprising at least two academic disciplines and educational sciences during both the bachelor's and master's phases (exceptions are permitted for the subjects of art and music~~), –~~, | Editorial changes / no deviations. |
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| 2. practical teaching experience already during the bachelor's program and | 2. practical teaching experience already during the bachelor's program and | Editorial changes / no deviations. |
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| 3. A differentiation of the degree program and degrees according to teaching certifications | 3. Differentiation of degree programs and degrees by teaching certification | Editorial changes / no deviations. |
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| have been made. Exceptions to sentence 1, items 1 and 2, are permitted for teaching positions at vocational schools and for master's programs for career changers. | ~~have been made. Exceptions to sentence 1, items 1 and 2, are permitted for teaching positions at vocational schools and for master's programs for career changers.~~ have been made. | Utilization of the flexibility provided by the MRVO in state law. |

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| | -Exceptions are permitted for degree programs within the meaning of Art. 6, para. 1, sentence 5 of the Bavarian Higher Education Act (BayLBG). | |
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| **§ 14 Academic Success** | **§ 14 Academic Success** | |
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| The degree program is subject to continuous monitoring with the participation of students and graduates. On this basis, measures to ensure academic success are derived. These are continuously reviewed, and the results are used for the further development of the degree program. The parties involved are informed of the results and the measures taken, in compliance with data protection requirements. | 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 reviewed on an ongoing basis, and the results are used to further develop the degree program.<br>Stakeholders are informed of the results and the measures taken, in compliance with data protection regulations. | Editorial changes / no deviations. |
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| **§ 15 Diversity, Gender Equality, and Equal Opportunity** | **§ 15 ~~Diversity,~~ Gender Equity, and Compensating for Disadvantages** | |
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| The university has policies in place to promote diversity, gender equity, and equal opportunity for students in special circumstances, which are implemented at the degree program level. | The university has policies in ~~place~~ to promote ~~diversity,~~ gender equity, and equal opportunities for students in special life circumstances, which are implemented at the degree program level. Art. 2, para. 5, sentence 1 of the Bavarian Higher Education Act (BayHIG) remains unaffected. | Reference to state-level legal requirements regarding equitable participation of university members; therefore, the provision regarding policies on diversity under the MRVO is not adopted. |
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| **§ 16 Special Provisions for Joint Programs** | **§ 16 Special Provisions: Different Criteria for Joint Programs** | |
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| (1) For joint programs, the provisions in § 11, paragraphs 1 and 2, as well as § 12, paragraph 1, sentences 1 through 3; paragraph 2, sentence 1; paragraphs 3 and 4, and § 14 apply accordingly. Otherwise, the provisions of Part 3 do not apply. In addition, the following applies: | (1) For joint programs, ~~the provisions in~~ Section 11, paragraphs 1 and 2, and Section 12, paragraph 1, sentences 1 through 3, paragraph 2, sentence 1, paragraphs 3 and 4, and § 14 apply mutatis mutandis. In all other respects, the provisions of Part 3 do not apply. In addition: | Editorial changes / no deviations. |
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| 1. The admission requirements and selection procedures are appropriate to the academic level and the discipline in which the degree program is offered. | 1. The admission requirements and selection procedures are appropriate to the academic level and the discipline in which the degree program is offered. | Editorial changes / no deviations. |
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| 2. It can be demonstrated that the program achieves the intended learning outcomes. | 2. It can be demonstrated that the program achieves the intended learning outcomes. | Editorial changes / no deviations. |
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| 3. Where applicable, the provisions of Directive 2005/36/EC of September 7, 2005 (OJ L 255, 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). | 3. Where applicable, the provisions of Directive 2005/36/EC ~~of September 7, 2005 (OJ L 255, 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)~~, are taken into account. | Editorial changes / no deviations. |
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| 4. In the supervision of students, the design of the degree program, and the teaching and learning methods used, the diversity of students and their needs are respected, and the specific requirements of mobile students are taken into account. | 4. In student support, the design of the degree program, and the teaching and learning methods used, the diversity of students and their needs is respected and recognized, and the specific requirements of mobile students are taken into account. | Editorial changes / no deviations. |
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| 5. The university's quality management system ensures the implementation of the above provisions and those specified in § 17. | 5. The university's quality management system ensures the implementation of the above provisions and those specified in § 17. | Editorial changes / no deviations. |
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| (2) If a joint program is coordinated and offered by a domestic institution of higher education in collaboration with one or more institutions of higher education from foreign countries that do not belong to the European Higher Education Area (non-European cooperation partners), then, upon application by the domestic institution of higher education, paragraph 1 shall apply mutatis mutandis if the non-European cooperation partners agree in the cooperation agreement with the domestic institution of higher education 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 Section 33(1). | (2) If a joint program is coordinated ~~and offered~~ by a domestic institution of higher education together with one or more ~~institutions of higher education~~ from foreign countries~~—~~non-European cooperation partners~~—that do not belong to the European Higher Education Area (non-European cooperation partners),~~ then, upon application by the domestic institution of higher education, paragraph 1 shall apply mutatis mutandis if the non-European cooperation partners agree in the cooperation agreement with the domestic institution to undergo accreditation in accordance with paragraph 1, as well as ~~the provisions in the~~ §§§ 10, paragraphs 1 and 2, and ~~33,~~ paragraph § 32, paragraph 1. | Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance beginning with § 21 differs from that in the MRVO.<br><br>Otherwise, these are editorial changes. |
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| **§ 17 Concept of the Quality Management System for System-Accredited Institutions of Higher Education (Objectives, Processes, Instruments)** | **§ 17 Concept of the Quality Management System for System-Accredited Institutions of Higher Education (– Objectives, Processes, Instruments) –** | |
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| (1) The institution of higher education has central educational objectives for teaching, which are reflected in the institution's mission statement and in the curricula of the 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 specified in Parts 2 and 3. The institution has established and published institution-wide 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. The institution establishes provisions regarding periods of validity and deadlines in accordance with §§ 26 and 27. The institution may specify shorter periods of validity and deadlines.<br>If a quality management system provides for the formation of clusters, § 30(1) shall apply mutatis mutandis with regard to cluster sizes. | (1) The university has central educational objectives for teaching, which are reflected in the university's mission statement and in the curricula of the 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 Parts 2 and 3. The university has established and published university-wide the 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. The university shall, in accordance with §§ 26–25 and 27–26, the university establishes provisions regarding periods of validity and deadlines. In doing so, the university may set shorter periods of validity and deadlines. If a quality management system provides for the formation of clusters, § ~~30~~(29)(1) shall apply mutatis mutandis with regard to cluster sizes. | Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance starting with § 21 differs from that in the MRVO.<br><br>The remainder consists of editorial changes. |
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| (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 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 equipped with adequate and sustainable resources. Its functionality and effectiveness with regard to the quality of academic studies are regularly reviewed by the university and continuously refined. | Editorial changes / no deviations. |
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| **§ 18 Measures for Implementing the Quality Management Concept of System-Accredited Institutions of Higher Education** | **§ 18 ~~Measures for~~ Implementing the Quality Management Concept of System-Accredited Institutions of Higher Education** | |
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| (1) The quality management system includes regular evaluations of degree programs and the areas of activity relevant to teaching and student studies by students from within and outside the institution, external academic experts, representatives from the professional field, and graduates; the institution may conduct the evaluation of formal criteria independently. If a need for action is identified, the necessary measures shall be taken and implemented. | (1) The quality management system includes regular evaluations of degree programs and areas of activity relevant to teaching and student studies by students from within and outside the institution, external academic experts, representatives from the professional field, and graduates; the institution may conduct the evaluation of formal criteria independently. If a need for action is identified, the necessary measures are taken and implemented. | The explanatory memorandum to the state ordinance (explanatory memorandum to the first version of the ordinance dated April 13, 2018) clarifies that, as in the MRVO, this refers to external academic experts. |

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| (2) To the extent that, based on the institution's quality management system, evaluations are also conducted of teacher education programs, teacher training programs with the combined subject of Protestant or Catholic Theology/Religion, Protestant theological programs leading to ordination, and other bachelor's and master's programs with the combined subject of Protestant or Catholic Theology, the requirements for participation and approval pursuant to § 25(1), sentences 3 through 5, shall apply mutatis mutandis. | (2) If, on the basis of the institution's quality management system, evaluations are also conducted of ~~teacher education programs,~~ teacher education programs as defined in Art. 6, para. 1, sentence 5 of the Bavarian Higher Education Act (BayLBG), programs with the combined major of Protestant or Catholic Theology and/or Religion, and Protestant theological programs that qualify students for the ministry, and other bachelor's and master's degree programs featuring the combined subject of Protestant or Catholic Theology, the requirements for participation and approval pursuant to § ~~25, paragraph 24, subsection~~ 1, sentences 3 through 5 shall apply mutatis mutandis. | Utilization of the discretion provided by the MRVO in state law.<br><br>Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance starting with § 21 differs from that in the MRVO.<br><br>Otherwise, these are editorial changes. |
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| (3) The data required for the implementation of the quality management system is collected university-wide and on a regular basis. | (3) The data required for the implementation of the quality management system is collected university-wide and on a regular basis. | Editorial changes / no deviations. |
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| (4) The institution documents the evaluation of its degree programs by the internal quality management system, including the opinions of external stakeholders, as well as the measures taken, and informs university members, the sponsoring body, and the state where the institution is located of this. To inform the public, it provides the Accreditation Council with the accreditation decisions and a brief summary of the quality assessment for publication. Section 29, sentence 2, applies accordingly. | (4) The institution shall document the evaluation of its degree programs under its internal quality management system, including the opinions of external stakeholders and the measures taken, and shall inform the institution's members, the sponsoring body, and the state in which it is located of this. To inform the public, it shall make the accreditation decisions and a brief summary of the quality assessment available to the Accreditation Council for publication. Section 2928, sentence 2, applies mutatis mutandis. | Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance starting with § 21 differs from that in the MRVO.<br><br>The remainder consists of editorial changes. |

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| **Section 19: Cooperation with Non-Higher-Education Institutions** | **Section 19: Collaborations with non-higher-education institutions** | Editorial changes. |
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| 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. | If a higher education institution offers a degree program in cooperation with a non-higher-education institution, the higher education institution is responsible for ensuring compliance with the requirements ~~set forth~~ in Parts 2 and 3. The institution conferring academic degrees may not delegate decisions regarding the content and organization of the curriculum, admission, recognition, and credit transfer, the setting of examination requirements and the evaluation of examination performance, the administration of examination and student data, quality assurance procedures, or the criteria and procedures for selecting teaching staff. | Editorial changes / no deviations. |
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| **§ 20 University Collaborations** | **§ 20 University Collaborations** | |
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| (1) If a higher education institution enters into a program-specific collaboration with another higher education institution, the degree-granting institution or institutions shall ensure the implementation and quality of the program concept. The nature and scope of the collaboration shall be described, and the agreements underlying the collaboration shall be documented. | (1) If a higher education institution enters into a program-specific collaboration with another higher education institution, the institution or institutions conferring the academic degree(s) 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. | Editorial changes / no deviations. |

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| (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 award the program the Accreditation Council's seal pursuant to § 22(4), sentence 2, provided that it is itself a degree-granting institution and ensures the implementation and quality of the program concept. Paragraph 1, sentence 2, applies mutatis mutandis. | (2) If a system-accredited institution of higher education enters into a program-specific cooperation with another institution of higher education, the system-accredited institution may award the program the Accreditation Council's seal pursuant to § ~~22~~, paragraph 21, subsection 4, sentence 2, provided that it itself confers academic degrees and ensures the implementation and quality of the program concept. Paragraph 1, sentence 2, applies mutatis mutandis. | Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance for § 21 differs from that in the MRVO.<br><br>Otherwise, these are editorial changes. |
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| (3) In the case of cooperation among institutions of higher education at the level of their quality management systems, system accreditation of each participating institution is required. At the request of the cooperating institutions, a joint system accreditation procedure is permitted. | (3) In the case of cooperation among institutions of higher education at the level of their quality management systems, system accreditation is required for each ~~of the~~ participating institutions of higher education. Upon application by the cooperating institutions of higher education, a joint system accreditation procedure is permitted. | Editorial changes / no deviations. |
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| **§ 21 Special Criteria for Bachelor's Degree Programs at Vocational Academies** | ~~**§ 21 Special Criteria for Bachelor's Degree Programs at Vocational Academies**~~ | Special criteria for vocational academies were not included in the state ordinance due to the fact that there are no vocational academies in Bavaria that are part of the tertiary education sector. |
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| (1) Full-time faculty members at vocational academies must meet the hiring requirements for professors at universities of applied sciences pursuant to § 44 of the Higher Education Framework Act, as amended by the announcement of January 19, 1999 (Federal Law Gazette I, p. 18), which was last amended by Article 1 of the Act of November 15, 2019 (Federal Law Gazette I, p. 1622). To the extent that courses are primarily designed to impart practical skills and knowledge for which the appointment requirements for professors at universities of applied sciences are not necessary, these may be assigned to full-time instructors for special tasks in accordance with § 56 of the Higher Education Framework Act and relevant state law. The proportion of instruction provided by full-time faculty members shall not be less than 40 percent. In exceptional cases, this may also include professors at universities of applied sciences or universities who teach at a vocational academy on a part-time basis, provided that they ensure continuity in the curriculum and consistency in the overall education 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. | ~~(1) Full-time faculty members at vocational academies must meet the hiring requirements for professors at universities of applied sciences pursuant to § 44 of the Higher Education Framework Act, as published on January 19, 1999 (Federal Law Gazette I, p. 18), last amended by Article 1 of the Act of as amended on November 15, 2019 (Federal Law Gazette I, p. 1622). To the extent that courses are primarily designed to impart practical skills and knowledge for which the hiring requirements for professors at universities of applied sciences do not apply, these may be assigned to full-time instructors for special tasks in accordance with Section 56 of the Higher Education Framework Act and relevant state law. The proportion of instruction provided by full-time faculty members 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 ensure continuity in the curriculum and consistency in the overall education 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 the individual degree program.~~ | |
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| (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 participate as examiners in the supervision 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 competence and several years of relevant professional experience in accordance with the requirements of the course. | ~~(2) Paragraph 1, sentence 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 instructors who hold a relevant university degree or an equivalent qualification, possess subject-specific and pedagogical competence, and have several years of relevant professional experience in accordance with the requirements of the course.~~ | |
| | | |
| (3) As part of the accreditation process, the following must also be reviewed: | ~~(3) As part of the accreditation process, the following must also be reviewed:~~ | |
| | | |
| 1. the interaction between the different learning locations (study academy and workplace), | ~~1. the interaction between the different learning environments (academy and company),~~ | |
| | | |
| 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 | ~~2. the assurance of quality and continuity in the curriculum and in the support and advising of students, taking into account the unique staffing structure at vocational academies, and~~ | |
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| 3. the existence of a sustainable quality management system that encompasses the various learning environments. | ~~3. the existence of a sustainable quality management system that encompasses the various learning locations.~~ | |
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| **Part 4: Procedural Rules for Program and System Accreditation** | **Part 4: Procedural Rules for Program and System Accreditation** | |
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| **§ 22 Decision of the Accreditation Council; Awarding of the Seal** | ~~**§ 22 Decision of the Accreditation Council; Awarding of the**~~ **Seal § 21 Accreditation Decision; Seal** | Since the provisions regarding vocational academies in § 21 MRVO were not incorporated into the state ordinance, the numbering in the state ordinance starting with § 21 differs from that in the MRVO. |
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| (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(5), first sentence, of the State Treaty on Study Program Accreditation in conjunction with Parts 2 and 3 of this regulation. The basis for the decision regarding the formal criteria is an audit report pursuant to Article 4, paragraph 3, sentence 1, item 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, paragraph 2, sentence 1, item 4 of the State Treaty on Study Program Accreditation. | (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 Study Program Accreditation (StudAkkStV) in conjunction with ~~Parts~~ 2 and 3 ~~of this regulatory ordinance~~. The basis for the decision regarding the formal criteria is an audit report pursuant to Article 4, paragraph 3, sentence 1, item 2, letter b of the State Treaty on Study Program Accreditation (StudAkkStV). The basis for the decision regarding the academic and content-related criteria is an expert opinion pursuant to Article 3, paragraph 2, sentence 1, item 4 of the State Treaty on Study Program Accreditation (StudAkkStV). | Editorial changes / no deviations. |
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| (2) The decision shall be issued by electronic notice. It must be substantiated. | (2) The decision shall be issued by electronic notice. It must be substantiated. | Editorial changes / no deviations. |
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| (3) The institution of higher education shall be given the opportunity to comment prior to the Accreditation Council's decision if the Council intends to deviate significantly from the experts' recommendation. The deadline for submitting comments is one month. | (3) The institution of higher education shall be given the opportunity to comment prior to the Accreditation Council's decision if the Council intends to deviate significantly from the experts' recommendation. The deadline for submitting comments is one month. | Editorial changes / no deviations. |
| | | |
| (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 institution is granted the right to award the Accreditation Council's seal itself for the degree programs it has reviewed. | (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 institution is granted the right to award the Accreditation Council's seal itself for the degree programs it has reviewed. | Editorial changes / no deviations. |
| | | |
| (5) The accreditation of Catholic theological degree programs that qualify students for the priesthood and the profession of pastoral assistant ("full theological program") takes place exclusively in the form of program accreditation. In the case of full-time and part-time theological degree programs, the Accreditation Council's decision requires the approval of the competent church authorities. | (5) ~~The accreditation of~~ Catholic theological ~~degree programs that qualify students for the priesthood and the profession of pastoral assistant (~~"Full ~~Theological Program")~~ is granted exclusively in the form of program accreditation. In the case of full-time and part-time theological degree programs, the decision of the Accreditation Council requires the approval of the competent church authorities. | Editorial changes / no deviations. |
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| **§ 23 Documents to Be Submitted** | **§ 2322 Documents to Be Submitted** | Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance starting with § 21 differs from that in the MRVO. |
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| (1) The following documents must be attached to the application: | (1) The following documents must be attached to the application: | Editorial changes / no deviations. |
| | | |
| 1. Self-report of the institution of higher education, | 1. Self-evaluation report of the institution of higher education, | Editorial changes / no deviations. |
| | | |
| 2. an accreditation report from an agency accredited by the Accreditation Council, consisting of an audit report and an expert opinion; in the case of system accreditation, the audit report refers to the evidence specified in items 3 and 4, | 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, | Editorial changes / no deviations. |
| | | |
| 3. for applications for system accreditation, additional evidence that at least one degree program has undergone the quality management system, | 3. for applications for system accreditation, additional evidence that at least one degree program has undergone the quality management system, | Editorial changes / no deviations. |
| | | |
| 4. For applications for system reaccreditation, evidence that, in principle, all bachelor's and master's degree programs have undergone the quality management system at least once. | 4. For applications for system reaccreditation, proof that, as a general rule, all bachelor's and master's degree programs have undergone the quality management system at least once. | Editorial changes / no deviations. |
| | | |
| (2) For the documents referred to in paragraph 1, item 2, translations into German must be submitted if they are not written in German. | (2) For the documents referred to in paragraph 1, item 2, translations into German must be submitted if they are not written in German. | Editorial changes / no deviations. |
| | | |
| (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. | Editorial changes / no deviations. |
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| **§ 24 Engagement of an Agency; Accreditation Report; Site Visit** | **§ 2423 Appointment of an agency; accreditation report; site visit** | Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance starting with § 21 differs from that in the MRVO. |
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| (1) The institution of higher education shall commission an agency approved by the Accreditation Council pursuant to Article 5, paragraph 3, sentence 1, item 5 of the State Treaty on Study Program Accreditation to assess the formal and subject-specific criteria and to prepare an accreditation report. For Catholic theological degree programs that qualify students for the priesthood or the profession of pastoral assistant ("full theological degree 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. | (1) The institution of higher education commissions an agency approved by the Accreditation Council pursuant to Article 5, paragraph 3 sentence 1, item 5 of the State Treaty on Study Program Accreditation (StudAkkStV) to evaluate the formal and subject-specific criteria and to prepare an accreditation report. ~~For Catholic theological degree programs that qualify students for the priesthood or the profession of pastoral assistant ("full theological degree program"),~~ the evaluation is conducted by the Agency for Quality Assurance and Accreditation of Canonical Degree Programs in Germany, which is approved 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. | (2) The institution shall provide the agency with a self-evaluation report that includes, at a minimum, information on the institution's quality objectives and on the formal and academic criteria set ~~forth in Parts~~ 2 and 3. The institution's self-evaluation report—in the preparation of which the student representative body must be involved—shall not exceed 20 pages for program accreditation and 50 pages for system and cluster accreditation. | Editorial changes / no deviations. |
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| (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 designated therein before it is forwarded to the Accreditation Council. 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 drafted using the template to be specified by the Accreditation Council. The institution must be informed immediately of any failure to meet a formal criterion. | (3) The review report is prepared by the Agency; for degree programs pursuant to § ~~25~~(24)(1), sentences 3 and 4, the review report must be approved by the persons designated by the Accreditation Council before it is forwarded to the Council. The formal criteria set forth in Part 2 serve as the applicable standards for the review report. It contains a recommendation regarding compliance with the formal criteria. The audit report must be drafted using the template to be specified by the Accreditation Council. The institution must be informed immediately of any failure to meet a formal criterion. | Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance starting with § 21 differs from that in the MRVO.<br><br>The remainder consists of editorial changes. |
| | | |
| (4) The expert opinion is issued by the expert panel pursuant to § 25. The expert panel receives the review report referred to in paragraph 3. The relevant standards for the expert opinion are the academic and content-related criteria set forth in Part 3. It contains a recommendation regarding compliance with the academic and content-related criteria. The expert opinion must be drafted using the template to be specified by the Accreditation Council and shall not exceed 20 pages for program accreditation and 100 pages for system and cluster accreditation. | (4) The expert report is submitted by the expert panel pursuant to § 2524. The expert panel receives the audit report referred to in paragraph 3. The relevant standards for the expert report 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 opinion must be drafted using the template to be specified by the Accreditation Council and shall not exceed 20 pages for program accreditation and 100 pages for system and cluster accreditation. | Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance starting with § 21 differs from that in the MRVO.<br><br>The remainder consists of editorial changes. |
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| (5) As part of the evaluation of the subject-specific and content-related criteria, the review panel generally conducts an on-site visit. In the case of the accreditation of a degree program that is not yet offered at the time the agency is commissioned (concept accreditation), the review panel may, by mutual agreement, waive the on-site visit. The same applies to the reaccreditation of a degree program. | (5) As part of the evaluation of the subject-specific and content-related criteria, the review panel generally conducts an on-site visit. In the case of the accreditation of a degree program that is not yet offered at the time the agency is commissioned (concept accreditation), the review panel may, by mutual agreement, waive the on-site visit. The same applies to the reaccreditation of a degree program. | Editorial changes / no deviations. |
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| (6) If the report contains recommendations regarding conditions, the institution and the agency may agree on an additional procedural step to resolve the issues before submitting the application to the Accreditation Council. | (6) If the report contains recommendations regarding conditions, the institution and the agency may agree on an additional procedural step to resolve the issues before submitting the application to the Accreditation Council. | Editorial changes / no deviations. |
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| **§ 25 Composition of the Review Panel; Requirements for Reviewers** | **§ 2524 Composition of the Review Panel; Requirements for Reviewers** | Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance starting with § 21 differs from that in the MRVO. |
| | | |
| (1) The agencies' panel of experts for program accreditation shall consist of at least four persons. It shall be composed as follows: | (1) The agencies' panel of experts for program accreditation shall consist of at least four persons. It shall be composed as follows: | Editorial changes / no deviations. |
| | | |
| 1. at least two university faculty members with expertise in the relevant field, | 1. at least two university faculty members with expertise in the relevant field, | Editorial changes / no deviations. |
| | | |
| 2. a representative from the professional field with expertise in the subject area, | 2. ~~a representative with expertise~~ in the relevant field from the ~~professional~~ practice sector, | Editorial changes / no deviations. |

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| 3. a student with relevant expertise. | 3. a student with relevant expertise. | 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 that include the combined subject of Protestant or Catholic Theology/Religion, a representative of the locally responsible diocese or regional church shall also be included. In the accreditation of theological degree programs that qualify students for the office of pastor, the priesthood, or the profession of pastoral assistant ("full theological degree program") and in all other bachelor's and master's degree programs with the combined subject of Protestant or Catholic Theology/Religion, a representative of the competent church authority shall take the place of the person referred to in paragraph 2. For the degree programs mentioned in sentences 3 and 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. | In the accreditation of degree programs ~~that confer the qualification for admission to the preparatory service for a teaching career,~~ within the meaning of Art. 6(1), sentence 5~~,~~ of the Bavarian State Education Act (BayLBG), ~~a~~ a representative ~~of the highest~~ state authority ~~responsible for the school system—~~the State Ministry of Education and Cultural Affairs—shall take the place of the person referred to in No. 2; for teacher education programs that include the combined major of Protestant or Catholic Theology and/or Religion, a representative of the locally responsible diocese or regional church is additionally included. ~~In the accreditation of~~ theological ~~degree programs that qualify students for the pastoral ministry, the priesthood, and the profession of pastoral assistant (~~"Full ~~Theological Degree")~~ and in all other bachelor's and master's degree programs with the combined subject of Protestant or Catholic Theology and/or Religion, a representative of the competent church authority shall take the place of the person referred to in No. 2. For the degree programs mentioned in sentences 3 and 4, the submission of the expert opinion pursuant to § ~~24~~(23)(4), sentence 1, requires the consent of the persons named in each instance; without this consent, the expert opinion shall not be submitted to the Accreditation Council. | Utilization of the discretion provided by the MRVO in state law.<br><br>Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance starting with § 21 differs from that in the MRVO.<br><br>Otherwise, these are editorial changes. |
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| (2) In the case of system accreditation, the agencies' expert panel shall consist of at least five persons. It shall be composed as follows: | (2) In the case of system accreditation, the agencies' expert panel shall consist of at least five persons. It shall be composed as follows: | Editorial changes / no deviations. |
| | | |
| 1. at least three university faculty members with relevant experience in quality assurance in the area of teaching, | 1. at least three university faculty members with relevant experience in quality assurance in the area of teaching, | Editorial changes / no deviations. |
| | | |
| 2. a representative from the professional field, | 2. ~~a representative~~ from the ~~professional~~ field, | Editorial changes / no deviations. |
| | | |
| 3. a student. | 3. a student. | Editorial changes / no deviations. |
| | | |
| (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 system accreditation, the majority of reviewers must have experience with system accreditation. | (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 system accreditation, the majority of reviewers must have experience with system accreditation. | Editorial changes / no deviations. |
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| (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. | (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 (StudAkkStV). | Editorial changes / no deviations. |
| | | |
| (5) The following persons are excluded from serving as evaluators: | (5) The following persons are excluded from serving as evaluators: | Editorial changes / no deviations. |
| | | |
| 1. is employed by or enrolled at the institution of higher education submitting the application for accreditation, | 1. is employed by or enrolled at the institution of higher education submitting the application for accreditation, | Editorial changes / no deviations. |
| | | |
| 2. is employed by or enrolled at one of the institutions participating in the cooperative degree program or joint program, or | 2. is employed by or enrolled at one of the institutions participating in the cooperative degree program or joint program, or | Editorial changes / no deviations. |
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| 3. is considered biased according to the rules customary in academia. | 3. is considered biased according to the rules customary in academia. | Editorial changes / no deviations. |
| | | |
| (6) The Agency shall inform the institution of higher education of the composition of the review panel prior to the appointment of the reviewers. The institution of higher education has the right to submit comments within a period of two weeks. | (6) The Agency shall inform the institution of higher education of the composition of the review panel prior to the appointment of the reviewers. The institution of higher education has the right to submit comments within a period of two weeks. | Editorial changes / no deviations. |
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| **§ 26 Term of Accreditation; Extension** | **§ 2625 Validity Period of Accreditation; Extension** | Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance starting with § 21 differs from that in the MRVO. |
| | | |
| (1) Initial accreditation is valid for a period of eight years from the start of the semester or trimester in which the accreditation decision is announced. If, in the case of program accreditation, the degree program has not yet been launched, the accreditation takes effect as of 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. | (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,~~ or in the case of concept accreditation, the accreditation takes effect as of the start of the semester or trimester in which the degree program is offered for the first time, but no later than the start of the second semester or trimester following the announcement of the accreditation decision. | Editorial changes / no deviations. |
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| (2) Before the expiration of the accreditation period, an application for reaccreditation must be submitted; if successful, reaccreditation takes effect immediately following the previous accreditation. If the application is submitted in a timely manner as defined herein, the accreditation is extended for the duration of the administrative proceedings. Reaccreditation takes effect no later than the beginning of the second semester or trimester following the announcement of the accreditation decision. Reaccreditations are valid for a period of eight years. | (2) Before the expiration of the accreditation period, an application for reaccreditation must be submitted; if successful, reaccreditation takes effect immediately following the previous accreditation. If the application is submitted in a timely manner as defined herein, the accreditation is extended for the duration of the administrative proceedings. Reaccreditation takes effect no later than the beginning of the second semester or trimester following the announcement of the accreditation decision. Reaccreditations are valid for a period of eight years. | Editorial changes / no deviations. |
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| (3) The validity period of the accreditation may be extended for a total period of up to two years if | (3) The validity period of the accreditation may be extended for a total period of up to two years if | Editorial changes / no deviations. |
| | | |
| 1. in the case of program accreditation, the institution is preparing an application for bundled or system accreditation that includes the respective degree program, or | 1. in the case of program accreditation, the institution is preparing an application for bundled or system accreditation that includes the respective degree program, or | Editorial changes / no deviations. |
| | | |
| 2. the institution requests an extension of the deadline in justified exceptional cases that are wholly or partially beyond the institution's control; the extraordinary extension of the deadline in individual cases will be credited toward the next accreditation period. | 2. the institution requests an extension of the deadline in justified exceptional cases that are wholly or partially beyond the institution's control; the extraordinary extension of the deadline in individual cases will be credited toward the next accreditation period. | Editorial changes / no deviations. |
| | | |
| If an application for institutional accreditation has been submitted, the accreditation of degree programs whose accreditation expires during the proceedings may be extended for the duration of the proceedings plus one year. If an accredited degree program is discontinued, the accreditation may be extended for students still enrolled at the time the accreditation period expires. | If an application for institutional accreditation has been submitted, the accreditation of degree programs whose accreditation expires during the proceedings may be extended for the duration of the proceedings plus one year. If an accredited degree program is discontinued, the accreditation may be extended for students still enrolled at the time the accreditation period expires. | Editorial changes / no deviations. |
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| **§ 27 Conditions** | **§ 2726 Conditions** | Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance starting with § 21 differs from that in the MRVO. |
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| (1) A deadline of generally twelve months shall be set for the fulfillment of a condition. | (1) A deadline of generally twelve months shall be set for the fulfillment of a condition. | Editorial changes / no deviations. |
| | | |
| (2) In justified exceptional cases, the deadline may be extended upon application by the institution of higher education. | (2) In justified exceptional cases, the deadline may be extended upon application by the institution of higher education. | Editorial changes / no deviations. |
| | | |
| (3) Proof of compliance with the condition must be provided to the Accreditation Council. | (3) Proof of compliance with the condition must be provided to the Accreditation Council. | Editorial changes / no deviations. |
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| **§ 28 Obligation to Report Changes** | **§ 2827 Obligation ~~to Report Changes~~** | Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance starting with § 21 differs from that in the MRVO.<br><br>Otherwise, editorial changes. |
| | | |
| (1) The institution of higher education is required to promptly notify the Accreditation Council of any material change to the subject matter of accreditation during the period of validity of the accreditation. | (1) The institution of higher education is required to promptly notify the Accreditation Council of any material change to the subject matter of accreditation during the period of validity of the accreditation. | Editorial changes / no deviations. |
| | | |
| (2) The Accreditation Council shall decide whether the significant change is covered by the existing accreditation. | (2) The Accreditation Council shall decide whether the significant change is covered by the existing accreditation. | Editorial changes / no deviations. |

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| **§ 29 Publication** | **§ 2928 Publication** | Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance starting with § 21 differs from that in the MRVO. |
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| The Accreditation Council's decision and the accreditation report shall be published by the Accreditation Council on its website. Upon publication, personal data may not be disclosed unless the data subject has given consent, or obtaining the data subject's consent is not possible or would require a disproportionate effort, and it is evident that the disclosure is in the data subject's interest. | The Accreditation Council's decision and the accreditation report shall be published by the Accreditation Council on its website. Upon publication, personal data may not be disclosed unless the data subject has given consent, or obtaining the data subject's consent is not possible or would require a disproportionate effort, and it is evident that the disclosure is in the data subject's interest. | Editorial changes / no deviations. |
| | | |
| **§ 30 Bundled Accreditation; Partial System Accreditation** | **§ 3029 Bundled Accreditation; Partial System Accreditation** | Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance starting with § 21 differs from that in the MRVO. |
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| (1) The expert panel's report pursuant to § 24(4) may cover multiple degree programs if they share a high degree of disciplinary proximity 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. | (1) The expert panel's report pursuant to Section ~~24~~(23)(4) may~~,~~ in the case of bundled accreditation~~,~~ cover multiple degree programs ~~if they exhibit a high degree of disciplinary proximity 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. | Paragraph 1 of the State Ordinance does not contain a definition of "bundle accreditation," as this is already included in § 2 of the State Ordinance.<br><br>Since the provision regarding vocational academies in § 21 of the MRVO was not incorporated into the State Ordinance, the numbering in the State Ordinance starting with § 21 differs from that in the MRVO.<br><br>The remainder consists of editorial changes. |
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| (2) Bundles containing more than four degree programs must be approved by the Accreditation Council prior to the submission of the application. This applies to combined degree programs regardless of the size of the bundle. | (2) Bundles containing more than four degree programs must be approved by the Accreditation Council prior to the submission of the application. This applies to combined degree programs regardless of the size of the bundle. | Editorial changes / no deviations. |
| | | |
| (3) In exceptional cases, a subunit of the institution responsible for organizing academic programs may be the subject of system accreditation. This may be the case, in particular, if | (3) ~~In exceptional cases, a subunit of the institution responsible for academic affairs may be the subject of~~ partial system accreditation~~. This~~ may be carried out, in particular, if | Paragraph 3 of the State Ordinance does not contain a definition of partial system accreditation, as this is already included in § 2 of the State Ordinance. |
| | | |
| 1. accreditation of the quality management system for the entire institution is not yet appropriate or feasible, | 1. accreditation of the quality management system for the entire institution is not yet appropriate or feasible, | Editorial changes / no deviations. |
| | | |
| 2. the quality management system of the subunit is integrated into the institution, and | 2. the quality management system of the subunit is integrated into the institution, and | Editorial changes / no deviations. |

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| 3. at least one degree program at the subunit has already gone through this system. | 3. at least one degree program at the subunit has already gone through this system. | Editorial changes / no deviations. |
| | | |
| **§ 31 Random Sampling** | **§ 3130 Random Sampling** | Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance starting with § 21 differs from that in the MRVO.<br><br>Otherwise, editorial changes. |
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| (1) In the case of system accreditation and partial system accreditation, the review panel shall conduct a random sample in accordance with § 25(2). The random sample shall verify whether the intended effects of the quality management system under review are achieved at the program level. | (1) In the case of system accreditation and partial system accreditation, the review panel shall conduct a random sample in accordance with § ~~25~~, ~~paragraph~~ 24, subsection 2. The random sample shall verify whether the intended effects of the quality management system under review are realized at the level of the degree program. | Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance starting with § 21 differs from that in the MRVO.<br><br>The remainder consists of editorial changes. |
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| (2) The subject of the random sample is | (2) The subject of the random sample is | Editorial changes / no deviations. |
| | | |
| 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 | 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 | Editorial changes / no deviations. |
| | | |
| 2. the consideration of formal and subject-specific criteria in accordance with Parts 2 and 3, as determined by the review committee. | 2. the consideration of formal and subject-matter criteria in accordance with Parts 2 and 3, as determined by the review committee. | Editorial changes / no deviations. |
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| When selecting the sample, the review panel takes into account the university's range of academic disciplines in its teaching programs. | When selecting the sample, the review panel takes into account the university's range of academic disciplines in its teaching programs. | Editorial changes / no deviations. |
| | | |
| (3) If the institution offers degree programs that also prepare students for a regulated profession, one such program must additionally be included in the sample, taking into account the criteria set forth in Parts 2 and 3 that pertain to degree programs; The same applies in the case of teacher education programs—one program for each type of teaching certification offered—as well as to programs in Protestant or Catholic theology/religion. The sample shall include one representative designated by the authority responsible for the respective regulated profession, or one representative designated by the authority responsible for the respective regulated profession, or a representative of the highest state authority responsible for the school system, or a representative of the respective church authority. | (3) If the institution offers degree programs that also prepare students for a regulated profession, one such program must additionally be included in the sample, taking into account the criteria set forth in Sections 2 and 3 that pertain to degree programs; ~~The~~ same applies to degree programs that qualify as ~~teacher training programs—one program for each~~ type of teaching certification ~~offered~~ under Art. 6, para. 1, sentence 5 of the Bavarian Higher Education Act (BayLBG)—as well as to degree programs in Protestant or Catholic theology and/or religion. The sample shall include one 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 highest~~ state authority ~~responsible for the school system~~—the State Ministry of Education and Cultural Affairs—or the respective church authority. | Exercise of the discretion provided by the MRVO in state law / designation of the competent authority under state law. |
| | | |
| **Part 5: Procedural Rules for Special Forms of Degree Programs** | **Part 5 Special Procedural Rules ~~for Special Types of Degree Programs~~** | Editorial changes / no deviations. |
| | | |
| **§ 32 Combined Degree Programs** | **§ 3231 Combined Degree Programs** | Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance starting with § 21 differs from that in the MRVO. |

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| (1) If students select individual courses from a larger number of courses permitted for their program of study, each of these courses constitutes a sub-program as part of a combined degree program. | (1) If students select individual courses from a larger number of courses permitted for their program of study, each of these courses constitutes a sub-program as part of a combined degree program. | Editorial changes / no deviations. |
| | | |
| (2) The subject of accreditation is the combined degree program. The institutions of higher education shall ensure, through their respective quality management systems, that the feasibility of study pursuant to Section 12(5) is guaranteed for all possible subject combinations. | (2) The subject of accreditation is the combined degree program. The institutions of higher education shall ensure, through their respective quality management systems, that the program is feasible in accordance with § 12, paragraph 5, for all possible subject combinations. | Editorial changes / no deviations. |
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| (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 accreditation period for the combined degree program. | (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 accreditation period for the combined degree program. | Editorial changes / no deviations. |
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| (4) The accreditation certificate shall list all sub-programs or fields of study included in the accreditation. In the event that the accreditation is supplemented pursuant to paragraph 3, a new accreditation certificate shall be issued. | (4) The accreditation certificate shall list all sub-programs or fields of study included in the accreditation. If the accreditation is expanded pursuant to paragraph 3, a new accreditation certificate shall be issued. | Editorial changes / no deviations. |
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| (5) The provisions of Part 4 remain unaffected in all other respects. | (5) ~~The provisions of~~ Part 4 remain unaffected in all other respects. | Editorial changes / no deviations. |
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| **§ 33 Joint Programs** | **§ 3332 Joint Programs** | Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance starting with § 21 differs from that in the MRVO. |
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| (1) For joint 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 recognizes this evaluation upon application by the institution and grants its seal if compliance with the formal and academic criteria for joint programs pursuant to §§ 10 and 16 of this regulation has been demonstrated and the evaluation process has met the following requirements: | (1) For joint programs involving a domestic institution of higher education and other institutions from the European Higher Education Area, the accreditation decision may, by way of derogation from § ~~22~~(21)(1), be made by recognizing the evaluation conducted by an agency listed in the European Quality Assurance Register for Higher Education (EQAR). The Accreditation Council recognizes this evaluation upon application by the institution of higher education and grants its seal if compliance with the formal and academic criteria for joint programs pursuant to Sections 10 and 16 ~~of this ordinance~~ has been demonstrated and the evaluation process has met the following requirements: | Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance starting with § 21 differs from that in the MRVO.<br><br>The remainder consists of editorial changes. |
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| 1. The Accreditation Council was notified of the initiation of the procedure prior to its commencement, | 1. — the Accreditation Council was notified of the conduct of the procedure prior to its commencement, | Editorial changes / no deviations. |
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| 2. The accreditation decision is based on a self-report submitted by the cooperating institutions, which contains, in particular, information on the respective national framework conditions and highlights the distinctive features of the joint program, | 2. The accreditation decision is based on a self-evaluation report from the cooperating institutions, which contains, in particular, information on the respective national framework conditions and highlights the distinctive features of the joint program, | Editorial changes / no deviations. |
| | | |
| 3. An on-site visit took place at at least one location of the degree program with the participation of representatives from all cooperating universities as well as other stakeholders, | 3. An on-site visit took place at at least one location of the degree program with the participation of representatives from all cooperating universities as well as other stakeholders, | Editorial changes / no deviations. |
| | | |
| 4. The evaluation is based on an expert report that complies with the requirements for joint programs set forth in Parts 2 and 3, | 4. The evaluation is based on an expert report that complies with the requirements for joint programs in Parts 2 and 3, | Editorial changes / no deviations. |
| | | |
| 5. The review was conducted by a panel of at least four reviewers, composed of at least the following members: | 5. The review was conducted by a panel of at least four reviewers, composed of at least the following members: | Editorial changes / no deviations. |
| | | |
| a. Members from at least two of the countries participating in the Joint Program, | a.) Members from at least two of the countries participating in the Joint Program, | Editorial changes / no deviations. |
| | | |
| b. at least one student representative, | b.) at least one ~~student representative~~, | Editorial changes / no deviations. |
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| c. The review panel represents expertise in the relevant subjects and disciplines, including the labor market/working world in the relevant fields, as well as expertise in the area of quality assurance in higher education, and possesses knowledge of the higher education systems of the participating institutions and the languages of instruction used, and | c.) The panel of experts represents expertise in the relevant subjects and disciplines, including the labor market and the working world in the relevant fields, as well as expertise in the area of quality assurance in higher education, and possesses knowledge of the higher education systems of the participating institutions and the languages of instruction used, and | Editorial changes / no deviations. |
| | | |
| d. The requirements set forth in Section 25, paragraph 3, sentence 1, and paragraphs 5 and 6 have been met, | d. and the requirements set forth in § 25, paragraph 24, subsection 3, sentence 1, and subsections 5 and 6 have been met, | Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance starting with § 21 differs from that in the MRVO.<br><br>Otherwise, these are editorial changes. |
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| 6. The evaluation specifies the following criteria: justification, finality, and, where applicable, demonstrated fulfillment of conditions, and | 6. — The assessment specifies the following characteristics: justification, finality, and, where applicable, demonstrated fulfillment of conditions, and | Editorial changes / no deviations. |
| | | |
| 7. The agency has published at least a summary of the expert opinion, including the assessment and rationale, on its website in English. | 7. The agency has published at least a summary of the expert opinion, including the assessment and rationale, on its website in English. | Editorial changes / no deviations. |
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| Section 22, paragraphs 2, 3, and 4, sentence 1; Section 26, 1, sentence 1, and paragraph 2, sentence 1, as well as §§ 28 and 29, apply mutatis mutandis. If the accreditation decision is not made in accordance with sentence 1, in deviation from § 22, the provisions of §§ 10 and 16 for joint programs as defined in § 10, paragraph 1, nevertheless apply mutatis mutandis. In deviation from § 26, paragraph 1, sentence 1, and paragraph 2, sentence 2, is six years. Upon publication, the decision shall be identified as an accreditation decision based on the separate procedure for joint programs. The institution must clearly indicate this in the degree certificates. | ~~§ 22,~~ paragraphs § 21, paragraphs 2, 3, and 4, sentence 1, ~~26~~ paragraph § 25(1), first sentence, and paragraph (2), first sentence, §§ 28, 27, and 29, 28 apply mutatis mutandis. If the accreditation decision is not made within the meaning ~~of~~ sentence 1, in deviation from § 22, 21, the provisions of §§ 10 and 16 for joint programs within the meaning of § 10, paragraph 1, nevertheless apply mutatis mutandis. Notwithstanding § ~~26~~(25)(1), first sentence, and (2), second sentence, the accreditation period is six years. Upon publication, the decision shall be identified as an accreditation decision based on the separate procedure for joint programs. The institution of higher education must clearly indicate this in the degree certificates. | Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance for § 21 differs from that in the MRVO.<br><br>The remainder consists of editorial changes. |
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| (2) If a joint program is coordinated and offered by a domestic institution of higher education together with one or more institutions of higher education from foreign countries that do not belong to the European Higher Education Area (non-European cooperation partners), then, upon application by the domestic institution of higher education, paragraph 1 shall apply mutatis mutandis if the non-European cooperation partners commit in the cooperation agreement with the domestic institution of higher education to accreditation in accordance with the criteria set forth in paragraph 1, as well as those in §§ 10(1) and (2) and Section 16(1). | (2) If a joint program is coordinated and offered by a domestic institution of higher education in collaboration with one or more non-European cooperation partners— ~~that is,~~ institutions of higher education in foreign countries ~~that do not belong to the European Higher Education Area (non-European cooperation partners)—~~ then, upon application by the domestic institution of higher education, paragraph 1 shall apply mutatis mutandis if the non-European cooperation partners have committed in the cooperation agreement with the domestic institution of higher education to undergo accreditation in accordance with the criteria set forth in paragraph 1, as well as those §§ 10(1) and (2) and § 16(1). | Editorial changes / no deviations. |

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| | ~~§~~ **§ 33 Eligibility under Professional Licensing Law** | § 35 MRVO is classified in Bavaria as § 33, preceding the alternative accreditation procedures. |
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| | ~~(~~(1) Accreditation procedures pursuant to Art. 3, para. 1, nos. 1 and 2 of the StudAkkStV may, upon application by the institution of higher education, be organizationally linked to procedures that determine a degree program's eligibility under professional licensing law. | |
| | | |
| | ~~(~~(2) The participation of external experts—to be appointed in addition to other representatives of professional practice—in an advisory capacity on the review committees pursuant to § 24 (1) and (2) is effected through nomination by the state authority responsible for the respective regulated profession. | |
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| **Part 6 Alternative Accreditation Procedures Pursuant to Article 3, Paragraph 1, Item 3 of the State Treaty on Study Program Accreditation** | **Part 6 Alternative Accreditation Procedures ~~Pursuant to Article 3, Paragraph 1, Item 3 of the State Treaty on Study Program Accreditation~~** | Editorial changes. |
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| **Section 34 Alternative Accreditation Procedures** | **Section 34 Alternative Accreditation Procedures** | |
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| (1) In addition to the two procedures regulated in Part 4, alternative procedures for ensuring and developing quality in academic programs and teaching may also be implemented in accordance with Article 3(1)(3) of the State Treaty on Academic Program Accreditation. | (1) ~~In addition to the two procedures regulated in Part 4,~~ alternative procedures for ensuring and developing quality in academic programs and teaching may also be implemented in accordance with ~~Article~~ 3, paragraph 1, item 3 of ~~the State Treaty on Academic Accreditation~~ (StudAkkStV). | Editorial changes / no deviations. |
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| (2) In alternative procedures, the criteria set forth in Parts 2 and 3 of this regulation must be observed. The principles regarding appropriate academic participation set forth in Article 3, paragraph 2, sentence 1 of the State Treaty on Study Program Accreditation, as well as those applicable in the State Treaty on Study Program Accreditation and in this regulation, apply mutatis mutandis; likewise, the requirements for participation and consent pursuant to § 18, paragraph 2 apply mutatis mutandis. | (2) In alternative procedures, the criteria set forth ~~in Parts~~ 2 and 3 ~~of this regulation~~ must be complied with. The provisions of Article 3, paragraph 2, sentence ~~-~~ 1 of the State Treaty on Study Program Accreditation (StudAkkStV), as well as the principles governing the appropriate involvement of the academic community set forth in the State Treaty on Study Program Accreditation and in this regulation, apply mutatis mutandis; likewise, the requirements for participation and consent pursuant to<br>§ 18(2) shall apply mutatis mutandis. | Editorial changes / no deviations. |
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| (3) The implementation of alternative procedures requires the prior approval of the Accreditation Council and the competent academic authority of the respective state; the Accreditation Council may arrange for an external review. The application must be submitted to the Accreditation Council via the competent academic authority. In consultation with the state, the Accreditation Council may refuse its approval only if the alternative procedure does not comply with the requirements of Article 2 and the provisions of Article 3(2), first sentence, of the State Treaty on Study Program Accreditation, as well as the principles for the appropriate involvement of the academic community set forth in the State Treaty on Study Program Accreditation and in this ordinance. The alternative procedure should be suitable for gaining fundamental insights into alternative approaches to external quality assurance beyond the procedures specified in Article 3(1)(1) and (2) of the State Treaty on Study Program Accreditation. | (3) The implementation of alternative procedures requires the prior approval of the Accreditation Council and ~~the competent academic authority~~ of ~~the~~ ~~respective state;~~ the State Ministry of Science and the Arts (State Ministry); the Accreditation Council may arrange for an external review. The application must be submitted to the Accreditation Council via ~~the competent~~ science authority—the State Ministry. In consultation with the State 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 (StudAkkStV) and the provisions of Article 3, paragraph 2, sentence 1 of the State Treaty on Study Program Accreditation (StudAkkStV), as well as the principles for the appropriate involvement of the academic community set forth in the State Treaty on Study Program Accreditation and in this ordinance. The alternative procedure shall be suitable for gaining fundamental insights into alternative approaches to external quality assurance beyond the procedures specified in Article 3, paragraph 1, items 1 and 2 of the State Treaty on Study Accreditation (StudAkkStV). | Specification of the competent authority under state law. Otherwise, editorial changes. |
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| (4) The Accreditation Council shall develop rules of procedure that, in particular, govern the requirements for applications. | (4) The Accreditation Council shall develop rules of procedure that, in particular, govern the requirements for applications. | Editorial changes / no deviations. |
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| (5) The alternative procedure is limited to a maximum of eight years. Section 22, paragraph 4, sentence 2, and § 26(3), second sentence, apply mutatis mutandis. It is monitored by the Accreditation Council and, as a rule, must be evaluated by an independent, research-oriented institution two years before the end of the project period. | (5) The alternative procedure is limited to a maximum of eight years. Section ~~22, paragraph 21, subsection~~ 4, sentence 2, and Section ~~26, paragraph 25,~~ subsection 3, sentence 2, apply mutatis mutandis. The alternative procedure is overseen by the Accreditation Council and must generally be evaluated by an independent, academic institution two years before the end of the project period. | Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance for § 21 differs from that in the MRVO.<br><br>The remainder consists of editorial changes. |
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| **Part 7 Miscellaneous** | **Part 7 Miscellaneous—Final Provisions** | Editorial changes. |
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| **§ 35 Relationship to Procedures Concerning the Eligibility of a Degree Program Under Professional Licensing Law** | ~~**§ 35 Relationship to Procedures Concerning the Suitability of a Degree Program for Professional Licensing Purposes**~~ | Section 35 of the MRVO is classified in Bavaria as Section 33, preceding the alternative accreditation procedures. |
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| (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 organizationally combined with procedures that determine the eligibility of a degree program under professional licensing law. | ~~(1) Accreditation procedures pursuant to Article 3 paragraph 1, item 1, and Article 3, paragraph 1, item 2 of the State Treaty on Study Program Accreditation may, upon application by the institution of higher education, be organizationally linked to procedures that determine the suitability of a degree program under professional licensing law.~~ | |
| | | |
| (2) The participation of external experts to be appointed in an advisory capacity on the review committees pursuant to § 25, paragraphs 1 and 2—in addition to the other representatives or the representatives from professional practice—shall be effected through nomination by the state authority responsible for the respective regulated profession. | ~~(2) The participation of external experts with an advisory role—to be appointed in addition to the other representatives or representatives from professional practice—in 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.~~ | |
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| **Section 36 Evaluation** | **§ 3635 Evaluation** | Different numbering in the state ordinance. |

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| The ordinance shall be reviewed regularly and within a reasonable time frame. | The ordinance shall be reviewed regularly and within a reasonable time frame. | Editorial changes / no deviations. |
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| | **§ 36 Transitional Provision** | |
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| | For applications submitted by March 31, 2026, § 11(1), first sentence, and § 29(2) in the version in effect as of July 31, 2025, shall continue to apply. For these applications, § 12(1), sixth sentence, and § 17(1), fifth through seventh sentences, of the version in effect as of August 1,<br>August 2025. | Transitional provisions are not included in the MRVO, but only in the state ordinances.<br><br>Contrary to the recommendation of the Conference of Science Ministers regarding transitional provisions, the state ordinance does not contain any transitional provision regarding Section 12(5)(4) of the MRVO. However, the transitional provision proposed by the Conference of Ministers of Science in this regard—according to which the Accreditation Council may, in the absence of sufficient information, require as a condition that the appropriateness of the workload be demonstrated as part of the examination concept—is merely of a clarifying nature anyway. Even without this provision, the Accreditation Council may impose a corresponding requirement if the available information is insufficient.<br><br>Furthermore, the transitional provision in the state ordinance corresponds to the recommendation of the Conference of Ministers of Science and contains only editorial differences. No transitional provision regarding Section 15 of the MRVO is required in the state ordinance, as the addition to the MRVO concerning concepts for taking diversity into account was not incorporated into the state ordinance. |

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| **§ 37 Entry into Force** | **§ 37 Entry into Force** | |
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| | -This ordinance shall enter into force on January 1, 2018. | Provisions regarding entry into force are, by nature, found only in the state ordinance, not in the MRVO. However, the version of the state ordinance used as the basis for this comparison refers to the entry into force of the original version of the state ordinance on January 1, 2018. According to § 2 of the “Ordinance "Amending the Bavarian Study Program Accreditation Ordinance" dated November 17, 2025, this amending ordinance took effect on August 1, 2025. |