

MRVO	Regulation of the Saxon State Ministry of Science, Culture, and Tourism on the Accreditation of Degree Programs (Saxon Degree Program Accreditation Regulation – SächsStudAkkVO) Source: Submitted by the responsible ministry on November 13, 2025; current version available at: https://www.revosax.sachsen.de/vorschrift/18231.3	Assessment of the Deviation in the State Regulation from the MRVO
Part 1 General Provisions	Part 1 General Provisions	
§ 1 Scope of Application	§ 1 Scope of Application	
(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.) 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(2) <u>of the State Treaty on Study Program Accreditation</u> , the subject-specific ~~and~~ content-related criteria under Article 2(3) <u>of the State Treaty on Study Program Accreditation</u> , <u>and</u> the procedure under Article 3 of <u>the State Treaty on Study Program Accreditation</u> .	Editorial changes / no deviations.

(2) Unless otherwise specified in this regulation, 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) regulation is equivalent, under higher education law, to a Bachelor's degree from a university.	(2) Unless otherwise <u>specified in this</u> regulation, the following provisions on program accreditation also apply to degree programs at ~~state-run and~~ state-recognized vocational academies that lead to a Bachelor's degree. ~~A Bachelor's degree accredited on the basis of this (model) statutory ordinance is equivalent, under higher education law, to a Bachelor's degree from a university.~~	According to the explanatory memorandum to the amending ordinance of July 7, 2025, the State Vocational Academy of Saxony was converted into the Dual University of Saxony effective January 1, 2025. Under the Saxon Vocational Academy Act, there are currently no state-recognized (private) vocational academies, i.e., those based in Saxony. However, the scope of the ordinance should remain open for possible future state recognitions. Equivalence of bachelor's degrees with those from vocational academies is not addressed here; however, this is provided for in § 5(1) of the state ordinance. The remainder consists of editorial changes.
Section 2 Forms of Accreditation	Section 2 Forms of Accreditation	
Forms of accreditation include the procedures set forth in Article 3(1)(1) of the State Treaty on Study Accreditation (system accreditation), in Article 3(1)(2) (program accreditation), or alternative accreditation procedures under Article 3(1)(3).	Forms of accreditation include the procedures set forth in Article 3(1)(1) <u>of the State Treaty on Study Program Accreditation</u> (system accreditation), <u>the procedures</u> set forth in Article 3(1)(2) <u>of the State Treaty on Study Program Accreditation</u> (program accreditation), <u>and</u> alternative accreditation procedures set forth in Article 3(1)(3) <u>of the State Treaty on Study Program Accreditation</u>.	Editorial changes / no deviations.

Part 2: Formal Criteria for Degree Programs	Part 2: Formal Criteria for Degree Programs	
§ 3 Program Structure and Duration, Recognition, and Credit Transfer	§ 3 Program Structure and Duration, Recognition, and Credit Transfer	
(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 that lead directly to a master's degree are excluded, with the exception of the degree programs specified in paragraph 3.	(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 that lead directly to a master's degree are excluded, with the exception of the degree programs specified in paragraph 3.	Editorial changes / no deviations.

(2) The standard duration of study for full-time programs is six, seven, or eight semesters for bachelor's programs and four, three, or two semesters for master's programs. For bachelor's programs, the standard duration of study for full-time study is at least three years. For consecutive degree programs, the total standard 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 academic path, particularly through part-time, distance, work-integrated, 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 period of study of six years, subject to further provisions of state law.	(2) The standard periods of study for full-time study <u>shall be set at</u> six, seven, or eight semesters for bachelor's degree programs and <u>at</u> four, three, or two semesters for master's degree programs. For bachelor's degree programs, the standard period of study for full-time study <u>shall be set at</u> a minimum of <u>three years-six semesters</u>. For consecutive degree programs, the total standard duration of study for full-time study <u>is five years</u> (ten semesters). <u>If state law so provides, shorter durations may be established. Shorter</u> or longer <u>standard periods of study are</u> possible in exceptional cases, provided the program is organized accordingly, 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, <u>in agreement with the State Ministry of Science, Culture, and Tourism</u>, consecutive bachelor's and master's degree programs may also be established with a <u>longer</u> standard duration of study <u>of six years in particularly justified cases—especially</u> in core artistic disciplines at art and music colleges—<u>in accordance with the specific provisions of state law</u>. -	Implementation of the flexibility provided by the MRVO in state law. Otherwise, editorial changes.
(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 <u>qualify students</u> for the office of pastor, the priesthood, and the profession of pastoral assistant (~~“full theological degree program”~~) need not be divided into levels and may have a standard period of study of ten semesters.	Editorial changes / no deviations.

(4) The institution implements the national and state legal 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 regulations ~~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.~~	Editorial changes / no deviations.
	<u>-1. regarding the recognition of competencies, qualifications, and academic achievements obtained during a degree program at a higher education institution;</u>	Editorial changes / no deviations.
	<u>-2. regarding the transfer of competencies and qualifications acquired outside of a degree program;</u>	Editorial changes / no deviations.
§ 4 Degree Program Profiles	§ 4 Degree Program Profiles	
(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. 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 distinguished according to ~~"application-oriented"~~ or ~~"research-oriented"~~ profiles. – Master's programs at colleges of art and music may have a specific artistic profile. Master's degree programs ~~that provide the educational prerequisites for a teaching position in general education schools—specifically, a dual major in music at a college of music~~ —have a specific teaching-related profile. <u>They include educational sciences, the school subject of music, and a second musical subject.</u> If the institution defines a profile, this must be specified in the accreditation.	Utilization of the flexibility provided by the MRVO in state law.

(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 entitlements.	(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 entitlements.	Editorial changes / no deviations.
(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 <u>shall provide for</u> a thesis that demonstrates the ability to independently address a problem in the respective field within a specified time frame using scientific <u>or</u> artistic methods.	Editorial changes / no deviations.
§ 5 Admission Requirements and Transitions Between Degree Programs	§ 5 Admission Requirements ~~and Transitions Between Degree Programs~~ for Master's Degree Programs	

(1) The admission requirement for a master's degree program is a first professional higher education degree. For continuing education and artistic master's degree programs, the professional higher education 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 programs and/or a degree from a state or state-recognized vocational academy, proof of the degree must be provided.~~ For artistic master's programs, the professional degree may be replaced by an entrance examination, ~~provided that state law so provides.~~ <u>Continuing education.</u> For continuing education Master's programs, <u>a minimum of</u> one year of professional practical experience ~~is additionally required~~; exceptions may be made for individual students in justified exceptional cases.	Equivalence of bachelor's degrees from vocational academies; otherwise, state law may utilize the discretion provided by the MRVO.
(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 provisions so stipulate.	(2) A <u>further</u> admission requirement for master's degree programs in the arts is proof of the specific artistic aptitude required for such programs. ~~For admission to continuing education master's degree 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.~~	Exercise of the discretion granted by the MRVO in state law. Otherwise, editorial changes.
(3) Additional requirements for admission to master's degree programs may be established in accordance with state law.	(3) For admission to master's degree programs, additional <u>subject-specific</u> requirements may be <u>specified in the study regulations</u> ~~in accordance with state law.~~	Exercise of the discretion granted by the MRVO in state law. Otherwise, editorial changes.

§ 6 Degrees and Degree Titles	§ 6 Degrees and Degree Titles	
(1) Upon successful completion of a bachelor's or master's degree program, only one degree—either the bachelor's or master's degree—shall be conferred, unless it is a multiple-degree program. In this context, degrees are not differentiated based on the standard duration of study.	(1) Upon successful completion of <u>a Bachelor's or Bachelor's degree program, only a Bachelor's degree may be awarded; upon successful completion of a</u> Master's degree program, only one ~~degree—either the Bachelor's or-~~ Master's degree— <u>shall be awarded</u> , unless it is a multiple-degree program. In this context, degrees are not differentiated based on the standard period of study.	Editorial changes / no deviations.
(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.
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 Performing Arts, as well as—provided the program's content aligns accordingly—in the subject group of Economics and in applied arts programs,	1. <u>Bachelor of Arts (B.A.) and Master of Arts (M.A.) in the subject groups of Language and Cultural Studies, Humanities, Sports, Sports Science, Social Sciences, Art History, and Performing Arts, as well as—</u> provided the program's content is appropriately aligned—in the subject group of Economics <u>and</u> in applied arts programs,	According to information provided by the state, the use of the term “humanities,” is not intended to imply any substantive deviation from the MRVO. Rather, the background is an alignment with the terminology used in federal statistics.
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, in the subject groups of Engineering, and	2. <u>Bachelor of Science (B.Sc.) and Master of Science (M.Sc.) in the subject groups of mathematics, natural sciences, medicine (human medicine/health sciences), agricultural, forestry, and food sciences, as well as—</u> provided the curriculum is appropriately aligned—in the subject groups of engineering and	According to information provided by the state, the use of the terms “human medicine/humanities” is not intended to imply any substantive deviation from the MRVO. Rather, the rationale is to align with the terminology used in federal statistics.

Economics, provided the program's content is appropriately aligned,	Economics, ~~provided the coursework is appropriately focused, , _~~	
3. Bachelor of Engineering (B.Eng.) and Master of Engineering (M.Eng.) in the Engineering Sciences subject group with a relevant focus,	3. Bachelor of Engineering (B.Eng.) and Master of Engineering (M.Eng.) ~~with an appropriate focus~~ within the field of engineering,	Editorial changes / no deviations.
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 study "Law,"	Editorial changes / no deviations.
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.
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, <u>as well as</u> -	Editorial changes / no deviations.
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 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 7 may be assigned based on the program's~~ <u>content focus: general education schools, double major in music.</u>	Utilization of the flexibility provided by the MRVO in state law. Otherwise, editorial changes (provisions regarding multi-disciplinary degree programs in the following section).

Subject-specific additions to degree titles and bilingual degree titles are not permitted. Bachelor's degrees with the designation "honors" ("B.A. hon.") are not permitted. For interdisciplinary and combined degree programs, the degree title is determined by the subject area that predominates in the program. For continuing education programs, master's degrees that differ from the aforementioned titles may also be used. For theological degree programs that qualify students for the office of pastor, the priesthood, or the profession of pastoral assistant ("full theological degree program"), different titles may also be used.	<u>For a multidisciplinary degree program, a designation in accordance with numbers 1 through 7 may be assigned based on the program's primary focus.</u> Subject-specific additions to degree titles and bilingual degree titles are not permitted. Bachelor's degrees with the suffix "honors" (~~("B.A. hon.")~~) are not permitted. For interdisciplinary and combined degree <u>programs</u>, the degree title is determined by the field of study that predominates in the program. For <u>continuing education master's degree programs</u>, master's degrees that differ from the <u>degree titles specified in the first sentence</u> may also be used. For ~~theological degree programs that qualify students for the office of pastor, the priesthood, or the profession of pastoral assistant~~ (~~"full theological degree program"~~), different <u>degree designations</u> may also be used.	Editorial changes / no deviations.
(3) The degree documents may specify, in an appropriate section, that the level of qualification of a bachelor's degree corresponds to a "Diplom" degree from a university of applied sciences, or that the level of qualification of a master's degree corresponds to a "Diplom" degree at universities or equivalent institutions of higher education.	(3) The degree documents may state, in an appropriate place, that the level of qualification of a bachelor's degree corresponds to a "Diplom" degree from a university of applied sciences, <u>and that</u> the level of qualification of a master's degree corresponds to a "Diplom" degree from a university or an institution of higher education of equivalent standing.	Editorial changes / no deviations.

(4) Detailed information about the program of study underlying the degree is provided in the Diploma Supplement, which is an integral part of every degree certificate.	(4) ~~Detailed information about the program of study underlying the degree is provided in the~~ Diploma Supplement, ~~which is an integral part of every degree certificate. It contains details about the program of study underlying the degree.~~	Editorial changes / no deviations.
§ 7 Modularization	§ 7 Modularization	
(1) Degree programs shall be structured into study units (modules) that are defined thematically and temporally 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 are to be structured into study units (modules) that are defined thematically and temporally by the combination of intended learning outcomes and course content. The intended learning outcomes and course content of a module are to be structured such that they can ~~generally~~ be taught within <u>a maximum</u> of two consecutive semesters; in exceptionally justified cases, 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 <u>up to</u> two-thirds of the total study time.	Editorial changes / no deviations.
(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.
1. the intended learning outcomes and course content of the module,	1. the intended learning outcomes and course content of the module,	Editorial changes / no deviations.
2. Teaching and learning methods,	2. Teaching and learning methods,	Editorial changes / no deviations.

3. Prerequisites for participation,	3. Prerequisites for participation,	Editorial changes / no deviations.
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 <u>in accordance with</u> the European Credit Transfer System (ECTS credits),	Editorial changes / no deviations.
5. ECTS credits and grading,	5. ECTS credits and grading,	Editorial changes / no deviations.
6. Frequency of the module's offering,	6. Frequency of the module's offering,	Editorial changes / no deviations.
7. Workload and	7. Workload and	Editorial changes / no deviations.
8. Duration of the module.	8. Duration of the module.	Editorial changes / no deviations.
(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, scope, and duration of the exam).	(3) The prerequisites for participation must specify the knowledge, skills, and abilities required for successful participation, <u>as well as</u> 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~~).	Although the third sentence of paragraph 3 of the state ordinance lacks the clarification that the type, scope, and duration of the examination must be specified, this clarification is contained in the explanatory memorandum to § 7 of the MRVO, which, according to the Ministry, may be consulted for interpretive purposes in Saxony. The remainder consists of editorial changes.
Section 8 Credit Point System	Section 8 Credit Point System	

(1) Each module shall be assigned a specific number of ECTS credits based on the workload for the students. As a rule, 30 credits shall 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 self-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 rule, 30 ECTS credits shall be used <u>as the basis for</u> each semester. One ECTS credit corresponds to <u>a total student workload of between 25 and a maximum of 30 hours</u> 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.~~	Paragraph 1, sentence 5 of the MRVO was not adopted because, according to information from the Ministry, an examination is required under the State Higher Education Act. The rest consists of editorial changes.
(2) To earn a bachelor's degree, students must earn no fewer than 180 ECTS credits. 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 to this requirement may be made if the student possesses the appropriate qualifications, even if 300 ECTS credits are not attained upon completion of a master's program. For consecutive Bachelor's and Master's degree programs in the core artistic disciplines at art and music colleges with a standard duration of study of six years, the Master's level is achieved with 360 ECTS credits.	(2) To earn a bachelor's degree, students must demonstrate <u>no fewer than at least</u> 180 ECTS credits. For the master's degree, 300 ECTS credits <u>must be demonstrated</u>, 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 <u>six years, the master's level is achieved with 360 ECTS credits. Over twelve semesters, 360 ECTS credits must be earned to qualify for the master's degree.</u>	Editorial changes / no deviations.

(3) The scope of work for the bachelor's thesis is 6 to 12 ECTS credits, and for the master's thesis, 15 to 30 ECTS credits. In Fine Arts 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.	(3) The scope of the Bachelor's thesis is ~~is~~ <u>6</u> to <u>12</u> ECTS credits, and that of the Master's thesis ~~is~~ <u>15</u> 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.
(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 advising, the structure of the program, academic planning, and measures to ensure the student's livelihood.	(4) In justified exceptional cases, up to 75 ECTS credits per academic year may be applied to degree programs with special academic organizational measures. In such cases, ~~the workload for one~~ <u>ECTS credit shall be</u> calculated as 30 <u>hours</u>. Special academic organizational measures may relate, in particular, to the learning environment, academic advising, program structure, academic planning, and measures to ensure students' livelihood. -	Editorial changes / no deviations.

(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.	~~(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.~~ -	Paragraph 5 of the MRVO was not adopted due to the fact that teacher education programs in Saxony (with the exception of the special case of the double major in music) conclude with the state examination.
(6) At vocational academies, students pursuing a three-year Bachelor's degree program must generally earn 180 ECTS credits. The theoretical component of the program may not be less than 120 ECTS credits, and the practical component may not be less than 30 ECTS credits.	<u>(65)</u> At vocational academies, students pursuing a three-year Bachelor's degree program must generally earn 180 ECTS credits. The theoretical component must not be less than 120 ECTS credits, <u>and</u> the practical component must not be less than 30 ECTS credits.	Editorial changes / no deviations.

§ 9 Special Criteria for Collaborations with Non-Higher-Education Institutions	§ 9 Special Criteria for Collaborations with Non-Higher-Education Institutions	
(1) The scope and nature of existing collaborations with companies and other institutions—including non-higher-education learning locations 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 transferred 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 settings, course components, and the language(s) of instruction—shall <u>be</u> contractually <u>regulated</u> and <u>described</u> 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 <u>equivalence</u> to the intended qualification level must <u>be</u> clearly <u>demonstrated</u>. <u>Non-higher-education qualifications, calculated in terms of ECTS credits, may replace no more than half of a higher-education program.</u>	Paragraph 1 of the State Ordinance: Addition of a provision regarding non-higher-education qualifications (50 % rule). Otherwise, editorial changes.
(2) In the case of program-specific collaborations with non-higher-education institutions, the added value for future students and the degree-granting institution must be clearly demonstrated.	(2) In the case of program-specific collaborations with non-higher-education institutions, the added value for <u>future</u> students and the degree-granting institution must be clearly <u>demonstrated</u>.	Editorial changes / no deviations.

§ 10 Special Provisions for Joint Programs	§ 10 Special Provisions for Joint <u>Programs</u>	
(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; Joint Programs are multi-level degree programs offered by multiple higher education institutions that lead to joint degrees (Joint Degree) or double or multiple degrees (Double Degree or Multiple Degree). They may be~~ coordinated and offered by one <u>or more domestic institutions of higher education</u> in collaboration with <u>one</u> or more institutions of higher education from foreign countries within the European Higher Education Area <u>(European cooperation partners), and lead to a joint degree or a double or multiple degree. Paragraphs 2 and 3, as well as Sections 16 and 33, apply to these degree programs.</u>	Editorial changes / no deviations.
	~~(2) Joint programs must exhibit the following additional characteristics:~~	Editorial changes / no deviations.
1. Integrated curriculum,	1. Integrated curriculum,	Editorial changes / no deviations.
2. A portion of the program, generally at least 25 percent, must be completed at one or more foreign universities,	2. A portion of the program at one or more foreign universities, generally at least 25 percent,	Editorial changes / no deviations.
3. Contractually regulated cooperation,	3. Contractually regulated cooperation,	Editorial changes / no deviations.
4. Coordinated admission and examination systems, and	4. Coordinated admission and examination procedures, <u>and</u>	Editorial changes / no deviations.

5. Joint quality assurance.	5. ~~a~~ -joint quality assurance system.	Editorial changes / no deviations.
Sections 10, 16, and 33 apply to these degree programs. Compliance with the criteria listed in paragraph 1, items 1 through 5, shall be reviewed.	~~Sections 10, 16, and 33 apply to these degree programs. Compliance with the criteria listed in paragraph 1, items 1 through 5, will be reviewed.~~ -	According to the state, the deletion of the two sentences is not intended to create a deviation from the MRVO. The provision from § 10(1), second sentence, of the MRVO can be found in § 10(1), third sentence, of the state ordinance. In the state ordinance, the internal reference in § 10 to § 10 was systematically and unambiguously limited to paragraphs 2 and 3. Paragraph 4 of the state ordinance, in turn, already refers to paragraphs 2 and 3. According to the State, § 10(1), sentence 3, of the MRVO was not incorporated into the State ordinance because the reference to paragraph 2 in § 10(1), sentence 3, of the State ordinance makes it clear that these criteria must be examined.

(2) Qualifications and periods of study are recognized in accordance with the Act Implementing 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 is applied in accordance with Sections 7 and 8(1), and the distribution of credit points is regulated. For a bachelor's degree, 180 to 240 credit points must be demonstrated, and for a master's degree, no fewer than 60 credit points. Essential program information is published and accessible to students at all times. In all other respects, the provisions of Part 2 do not apply.	(23) Qualifications and periods of study <u>shall be recognized</u> in accordance with the Act of May 16, 2007, on the Convention of April 11, 1997, on the Recognition of Qualifications in Higher Education in the European Region (Federal Law <u>Gazette II</u> 2007, pp. 712, ~~713~~) (Lisbon Convention). The ECTS <u>is to be applied</u> in accordance <u>with</u> Sections 7 and 8(1), and the allocation of ECTS credits is <u>to be regulated</u>. For a bachelor's degree, 180 to 240 ECTS credits must ~~be earned~~, and for a master's degree, ~~no fewer than~~ 60 ECTS credits <u>must be earned</u>. Essential program information must <u>be published</u> and <u>made</u> available to students at all times. In all other respects, the provisions of Part 2 do not apply.	Editorial changes / no deviations.

(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 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, paragraphs 1 and 2 shall apply mutatis mutandis, provided that 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)~~ In the case of joint programs~~4) coordinated and offered~~ by one <u>or more domestic higher education institutions</u> in collaboration with <u>one</u> or more higher education institutions from foreign countries that are not part of the European Higher Education Area (non-European cooperation partners), <u>are coordinated and offered</u>, paragraphs <u>12</u> and <u>23</u> shall apply mutatis mutandis upon application <u>by a</u> domestic institution of higher education, provided that the non-European cooperation partners have agreed 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 <u>12</u> and <u>2</u>, ~~as well as in the~~ <u>§§ 3, § 16(1), and § 33(1)</u>.	Editorial changes / no deviations.
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	
§ 11 Learning Outcomes and Degree Level	§ 11 Learning Outcomes and Degree Level	

(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 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, must be formulated,~~ and ~~made~~ publicly available, and ~~take~~ into account in a transparent manner 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 must be addressed. The goal of personal development~~ also ~~encompasses~~ the future civic, political, and cultural roles of graduates. ~~Students must be included in this scope. Upon graduation, they~~ 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 spirit of democratic civic engagement.	Editorial changes / no deviations.
(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/artistic requirements ~~encompass~~ the aspects of knowledge and understanding (expansion of knowledge, ~~deepening of knowledge, and deepening of understanding of knowledge and -comprehension~~), 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 the degree ~~conferred~~.	Editorial changes / no deviations.

(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 or in a different field. Professional Master's degree programs require qualified professional experience of generally no less than one year. 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 the program, 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.	(3) Bachelor's degree programs <u>are designed to impart</u> academic foundations, methodological skills, and profession-specific qualifications, and <u>to ensure</u> a broad academic or artistic education. Consecutive master's degree programs are <u>structured</u> as programs that deepen, broaden, or are interdisciplinary in nature, or that focus on different subject areas. ~~Continuing education master's degree programs require qualified professional experience of generally no less than one year.~~ The program design for continuing education master's degree programs <u>must take</u> this professional experience <u>into account</u> and <u>build upon</u> it to achieve the qualification objectives. ~~In designing the program,~~ the university <u>must establish a connection to</u> professional <u>experience</u>. ~~In this program concept,~~ the university <u>must clearly demonstrate</u> the relationship between professional qualifications and the academic offerings, as well as the equivalence of the requirements to those of consecutive master's programs. Artistic degree programs <u>are designed to foster</u> and <u>further develop</u> the ability for artistic creation.	Professional experience for master's degree programs was regulated in § 5 of the state ordinance and was therefore not included in § 11. The remainder consists of editorial changes.
§ 12 Coherent Program Concept and Adequate Implementation	§ 12 Coherent Program Concept and <u>Adequate</u> Implementation	

(1) The curriculum is appropriately structured, taking into account the specified entry requirements and with a view to achieving the program objectives. The program objectives, the program title, the degree and its designation, and the module concept are coherently 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 for promoting student mobility, enabling students to spend time at other institutions of higher education without losing academic progress. It actively involves students in the design of teaching and learning processes (student-centered teaching and learning) 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 <u>must be appropriately structured</u>, taking into account the specified entry requirements and with a view to achieving the program's learning outcomes. The learning outcomes, the program title, <u>the</u> degree level and <u>designation, and</u> the module structure must <u>be</u> consistent <u>with one another</u>. The program concept <u>must include</u> diverse forms of teaching, learning, and assessment adapted to the respective academic culture and program format, as well as practical components where appropriate. It <u>must create</u> suitable conditions <u>to</u> promote student mobility, enabling students to spend time at other institutions of higher education without losing academic progress. It ~~forms~~ the <u>basis for the active involvement of</u> students in shaping teaching and learning processes ~~(student-centered teaching and learning) and provides opportunities~~ for self-directed study. ~~Degree programs, 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: Publication requirements are regulated in a separate paragraph 2.

(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 a sufficient number of faculty members who are qualified in their respective disciplines and in teaching methodology. The integration of research and teaching is ensured, in accordance with the profile of the institution, particularly through full-time professors in both undergraduate and graduate programs. The institution shall take appropriate measures for staff selection and qualification.~~ <u>(2) Degree programs, course of study, examination requirements, module descriptions, and admission requirements—including provisions for compensating for disadvantages faced by students with disabilities or chronic illnesses—must be documented and published.</u>	Due to the provision regarding publication requirements in paragraph 2, the remaining paragraphs are renumbered accordingly.
(3) The degree program must also be adequately resourced (in particular, non-academic staff, facilities, and equipment, including IT infrastructure, teaching and learning materials).	~~(3) The degree program also has adequate resources (in particular, non-academic staff, facilities, and equipment, including IT infrastructure, teaching and learning materials).~~ <u>(3) The curriculum must be implemented by teaching staff with sufficient subject-matter and methodological-didactic qualifications. The integration of research and teaching must be ensured in accordance with the profile of the institution, particularly through full-time professors in both undergraduate and graduate programs. The institution must take appropriate measures for staff selection and training.</u>	Due to the provision regarding publication requirements in paragraph 2, the remaining paragraphs are renumbered accordingly.
(4) Examinations and types of examinations shall enable a meaningful assessment of the learning outcomes achieved. They shall be module-based and competency-oriented.	~~(4) Examinations and types of examinations enable a meaningful assessment of the learning outcomes achieved. They are module-based and competency-oriented.~~ <u>(4) The degree program must have adequate resources, in particular non-academic staff, space, and</u>	Due to the provision regarding publication requirements in paragraph 2, the remaining paragraphs are renumbered accordingly.

	<u>equipment, including IT infrastructure, teaching, and learning materials.</u>	
(5) The ability to complete the program within the standard period of study is guaranteed. This includes, in particular,	~~(5) The ability to complete the program within the standard period of study is guaranteed. This includes, in particular, (5) Examinations and types of examinations must enable a meaningful assessment of the learning outcomes achieved. They must be designed to be module-specific and competency-based.~~	Due to the provision regarding publication requirements in paragraph 2, the remaining paragraphs are renumbered.
	~~-(6) The ability to complete the program within the standard period of study must be ensured. This includes, in particular,~~	Due to the provision regarding publication requirements in paragraph 2, the remaining paragraphs are renumbered.
1. predictable and reliable academic operations,	1.- predictable and reliable academic operations,	Editorial changes / no deviations.
2. the minimal overlap between courses and exams,	2.- courses and exams to overlap as little as possible,	Editorial changes / no deviations.
3. a reasonable average workload commensurate with the exam load, whereby the learning outcomes of a module must be designed so that they can generally be achieved within one semester or one year, as validated by regular surveys, and	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.

4. An adequate and workload-appropriate frequency of examinations and -organization that is coherently justified in an examination concept and whose appropriateness in relation to the workload is regularly evaluated 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 relation to the workload is regularly assessed with <u>the involvement of</u> students as part of the program's further development in accordance with § 14; modules should have a scope of at least five ECTS credits.	Editorial changes / no deviations.
(6) Degree programs with a special profile claim must demonstrate a coherent program concept that appropriately reflects the special characteristics of the profile.	(67) Degree programs with <u>a</u> specific ~~profile-must-~~ <u>demonstrate</u> a coherent program concept that appropriately reflects the specific characteristics of the profile.	Editorial changes / no deviations.
(7) A degree program may be designated and advertised as "dual" if the learning locations (at least a college or vocational academy and a company) are systematically integrated with one another in terms of content, organization, and contractual arrangements.	(78) A degree program may be designated and advertised as "dual" if the learning locations (~~consisting of~~ at least <u>a</u> university or vocational academy and <u>a</u> company) are systematically integrated with one another in terms of content, organization, and contractual arrangements.	Editorial changes / no deviations.
§ 13 Academic and Content-Related Design of Degree Programs	§ 13 <u>Academic</u> and <u>Content-Related</u> Design of Degree Programs	

(1) The currency and adequacy of the academic and scientific requirements are ensured. The academic content and the methodological and didactic approaches of the curriculum are continuously reviewed and adapted to academic and didactic advances. To this end, systematic consideration is given to academic discourse at the national and, where applicable, international level.	(1) The timeliness and <u>appropriateness</u> of the academic and scientific requirements <u>of the degree programs</u> are <u>guaranteed</u> . The subject-matter content and the methodological and pedagogical approaches of the curriculum <u>are to be</u> continuously <u>reviewed and adapted</u> to further developments in the discipline and in pedagogy. To this end, <u>the academic discourse</u> at the national and, where applicable, international level <u>is to be systematically taken into account</u> .	Editorial changes / no deviations.
(2) In degree programs that provide the educational prerequisites for a teaching career, accreditation is based both on the evaluation of educational sciences and subject-specific disciplines, as well as their didactics, in accordance with state-wide and state-specific subject requirements, and on the state-wide and state-specific structural guidelines for teacher education.	(2) In degree programs ~~that provide the educational prerequisites for a teaching position in general education schools with music as a dual subject, the basis~~ for accreditation consists of both the evaluation of educational sciences and subject-specific disciplines, as well as their didactics, in accordance with state-wide and state-specific subject-related requirements, and the state-wide and state-specific structural guidelines for teacher education.	Exercise of the discretion granted by the MRVO in state law.
(3) In the context of the accreditation of teacher education programs, it must be examined in particular whether	(3) In the context ~~of~~ the accreditation ~~of teacher education programs for general education schools with music as a dual subject~~ , it must be examined in particular whether	Exercise of the discretion granted by the MRVO in state law.
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 interdisciplinary 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 disciplines of art and music);~~ -	Exercise of the discretion granted by the MRVO in state law.

2. Practical teaching experience already during the bachelor's program and	~~2.1.~~ practical school placements already during the bachelor's program, and	Editorial changes / no deviations.
3. Differentiation of degree programs and degrees according to teaching certifications	<u>32.</u> Differentiation of degree programs and degrees by <u>teaching certification—specifically, certification for teaching at high schools.</u>	Utilization of the flexibility provided by the MRVO in state law.
have been implemented. Exceptions to sentence 1, items 1 and 2, are permitted for teaching at vocational schools and for master's programs for career changers.	~~have been implemented. Exceptions to sentence 1, items 1 and 2, are permitted for teaching at vocational schools and for master's programs for career changers.~~	Utilization of the flexibility provided by the MRVO in state law.
§ 14 Academic Success	§ 14 Academic Success	
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 <u>is subject to</u> continuous monitoring with the participation <u>of</u> students <u>and</u> graduates. On this basis, measures to ensure academic success <u>are derived</u> . These measures <u>are reviewed</u> on an ongoing basis, and the results <u>are used</u> for the further development of the degree program. Those involved <u>will be informed</u> of the results and the measures taken, in compliance with data protection regulations.	Editorial changes / no deviations.
§ 15 Diversity, Gender Equality, and Compensating for Disadvantages	§ 15 Diversity, Gender Equality, and Compensating for Disadvantages	

The university has policies in place to promote diversity, gender equity, and equal opportunity for students in special life circumstances, which are implemented at the degree program level.	The university <u>shall have</u> policies <u>in place</u> to address diversity, ensure gender equity, and promote equal opportunities for students in special life circumstances, which <u>are to be implemented</u> at the degree program level.	Editorial changes / no deviations.
§ 16 Special Provisions for Joint Programs	§ 16 <u>Special Provisions</u> for Joint <u>Programs</u>	
(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 mutatis mutandis. In all other respects, the provisions of Part 3 do not apply. In addition, the following applies:	(1) For joint <u>programs with European partners</u> , the provisions of § 11, <u>paragraphs</u> 1 and 2, <u>as well as</u> ~~§~~ 12, paragraph 1, <u>sentences</u> 1 through 3, paragraph <u>23</u> , sentence 1, <u>paragraphs 3, 4</u> , and <u>45</u> , as well as ~~§~~ <u>14</u> , apply accordingly. In all other respects, the provisions of Part 3 do not apply. In addition, the following applies:	Editorial changes / no deviations.
1. The admission requirements and selection procedures are appropriate to the level and the academic discipline in which the degree program is offered.	1. The <u>admission requirements</u> and selection procedures shall be appropriate to the academic level and the discipline in which the degree program is offered.	Editorial changes / no deviations.
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.

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) is taken into account.	3. Where applicable, the provisions of Directive 2005/36/EC ~~of the European Parliament and of the Council of September 7, 2005 (OJ L 255, September 30, 2005, pp. 22–142)~~ on the ~~recognition of professional qualifications (OJ L 255, Sept. 30, 2005, p. 22, L 271 of October 16, 2007, p. 18, L 93 of April 4, 2008, p. 28, L 33, February 3, 2009, p. 49, L 305, October 24, 2014, p. 115),~~ as last amended ~~by Delegated Decision (EU) 2020/548 (OJ L 131, April 24, 2020, p. 1),~~ as amended ~~by Directive 2013/55/EU of January 17, 2014 (OJ L 354, December 28, 2013, pp. 132–170).~~	Editorial changes / no deviations.
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 the support <u>provided to students</u> , the design of the degree program, <u>and</u> the teaching and learning methods used, the diversity of students and their needs <u>is respected,</u> <u>and</u> the specific requirements of mobile students <u>are taken into account.</u>	Editorial changes / no deviations.
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 <u>ensures that</u> the above requirements and those specified in § 17 <u>are implemented.</u>	Editorial changes / no deviations.

(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 in foreign countries that do not belong to the European Higher Education Area (non-European cooperation partners), then, upon application by the domestic institution of higher education, paragraph 1 shall apply mutatis mutandis if the non-European cooperation partners commit in the cooperation agreement with the domestic institution of higher education to accreditation in accordance with the criteria and procedural rules set forth in paragraph 1, as well as in § 10, paragraphs 1 and 2, and § 33, paragraph 1.	(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 <u>by a</u> domestic institution of higher education, paragraph (1) shall apply mutatis mutandis to <u>non-European cooperation partners</u> if the non-European cooperation partners commit 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, paragraphs 1, 2, and 3, and § 33, paragraph 1.~~	Editorial changes / no deviations.
§ 17 Concept of the Quality Management System for System-Accredited Institutions of Higher Education (Objectives, Processes, Instruments)	§ 17 Concept of the Quality Management System at System-Accredited Institutions of Higher Education (~~i~~ Objectives, Processes, Instruments)	
(1) The institution of higher education has central educational objectives for teaching that are reflected in the institution's mission statement and in the curricula of its degree programs. The quality management system adheres to the values and standards of the mission statement for teaching and aims to continuously improve the quality of education. It ensures the systematic implementation of the requirements specified in Parts 2 and 3. The institution has established decision-making processes, areas of authority, and responsibilities for the establishment, review,	(1) The university <u>must have</u> central educational goals for teaching that are reflected in the university's mission statement and in the curricula of the degree programs. The quality management system <u>must follow</u> the values and standards of <u>the mission statement</u> for teaching and <u>aims</u> to continuously improve the quality of education. It <u>ensures</u> the systematic implementation <u>of</u> the requirements set forth in <u>Parts</u> 2 and 3. The university has decision-making processes, areas of responsibility, and accountability for the establishment, review, further development, and discontinuation of degree programs	Editorial changes / no deviations.

further development, and discontinuation of degree programs, as well as the university's own procedures for the accreditation of degree programs within the framework of its quality management system, and publishes them university-wide. The university shall establish provisions regarding periods of validity and deadlines in accordance with §§ 26 and 27. In doing so, the university may specify shorter periods of validity and deadlines. If a quality management system provides for the formation of clusters, § 30(1) shall apply mutatis mutandis with regard to cluster sizes.	<u>and to establish</u> the university's own procedures for accrediting degree programs as part of its quality management system and <u>to publish them</u> university-wide. The university <u>shall</u>, in accordance with §§ 26 and 27, <u>establish</u> provisions regarding periods of validity and deadlines. In doing so, the university may specify shorter periods of validity and deadlines. If a quality management system provides for the formation of clusters, § 30(1) shall apply mutatis mutandis with regard to cluster sizes.	
(2) The quality management system was developed with the participation of the university's constituent groups and with the involvement of external experts. It ensures the independence of quality assessments and includes procedures for handling internal conflicts as well as an internal grievance system. It is based on closed-loop control systems, covers all areas of the institution's operations that are directly relevant to academic studies and teaching, and is provided with adequate and sustainable resources. The institution regularly reviews and continuously improves the system's functionality and effectiveness with regard to the quality of academic programs.	(2) The quality management system <u>was developed</u> with the participation <u>of</u> the university's <u>member groups</u> and with the involvement <u>of external experts who are not affiliated with the university</u>. It <u>ensures</u> the independence of quality assessments and <u>includes</u> procedures for handling internal conflicts at the university as well as an internal grievance system. It <u>is</u> based on <u>ongoing monitoring and regular review of degree programs in</u> closed-loop systems, <u>encompasses</u> all areas of the university's operations that are directly relevant to academic studies and teaching, and <u>is supported</u> by adequate and sustainable resources. The functionality and effectiveness <u>of the quality management system</u> with regard to the quality of studies <u>must be</u> regularly <u>reviewed</u> by the institution and continuously <u>improved</u>. -	Slightly different wording in accordance with the wording in the explanatory memorandum to the MRVO, which, according to the Ministry, may be used for interpretive purposes in Saxony.

§ 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	
(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 the evaluation reveals a need for action, the necessary measures shall be taken and implemented.	(1) The quality management system <u>shall include</u> regular evaluations of the degree programs <u>and</u> 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, <u>and</u> graduates; the institution may conduct the evaluation of the formal criteria independently. If a need for action becomes apparent, the necessary measures <u>shall be taken</u> and <u>implemented</u>.	Editorial changes / no deviations.
(2) If, on the basis of the institution's quality management system, evaluations are also conducted of teacher education programs, teacher education programs with the combined subject of Protestant or Catholic Theology/Religion, Protestant theological programs that qualify students for the ministry, and other bachelor's and master's degree programs that include Protestant or Catholic Theology as a combined subject, the requirements for participation and approval pursuant to § 25(1), sentences 3 through 5, shall apply accordingly.	(2) Insofar as evaluations of ~~teacher education programs, teacher training programs that include Protestant or Catholic Theology as a combined subject, Protestant theological programs leading to ordination, and other bachelor's and master's programs that include Protestant or Catholic Theology as a combined subject, the requirements for participation and approval set forth in § 25(1), sentences 3 through 5 apply accordingly.~~	Utilization of the flexibility provided by the MRVO in state law.

	<u>-1. Degree programs for general education schools in the dual major of music,</u>	Filling the scope for flexibility in state law provided by the MRVO.
	<u>-2. Protestant theological degree programs that qualify students for the ministry, or</u>	Filling the scope for flexibility in state law provided by the MRVO.
	<u>-3. other bachelor's and master's degree programs with the combined major of Protestant Theology and Religion or Catholic Theology and Religion, the requirements for participation and approval pursuant to § 25(1), sentence 3 through 5.</u>	Filling the scope for flexibility in state law provided by the MRVO.
(3) The data required for the implementation of the quality management system shall be collected university-wide and on a regular basis.	(3) The data required for the implementation of the quality management system <u>shall be collected</u> on a university-wide basis and on a regular basis.	Editorial changes / no deviations.

(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 members of the institution, 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 <u>shall document</u> the evaluation of its degree programs <u>as part of</u> its internal quality management system, including the opinions of external stakeholders, as well as the measures taken, and <u>shall inform</u> the institution's members, its sponsoring body, <u>and the State Ministry of Science, Culture, and Tourism of these measures</u>. To inform the public, it <u>shall make</u> the accreditation decisions and a brief summary of the quality assessment <u>available to</u> the Accreditation Council for publication. Section 29, sentence 2, applies accordingly.	Specification of the competent authority under state law. Otherwise, editorial changes.
§ 19 Collaborations with Non-Higher-Education Institutions	§ 19 Collaborations with Non-Higher-Education Institutions	
If a higher education institution offers a degree program in cooperation with a non-higher-education institution, the higher education institution is responsible for compliance with the requirements set forth in Parts 2 and 3. The institution awarding the degree may not delegate decisions regarding the content and organization of the curriculum, admission, recognition, and credit transfer, the assignment and evaluation of examination performance, the administration of examination and student data, quality assurance procedures, or the criteria and procedures for selecting teaching staff.	If a higher education institution offers a degree program in cooperation with a non-higher-education institution, the higher education institution <u>is responsible for ensuring compliance with the requirements set forth</u> in Parts 2 and 3. The institution awarding the degree may not delegate decisions regarding the content and organization of the curriculum, admission <u>to the program, the</u> recognition <u>of higher education degrees</u> and <u>the</u> transfer <u>of academic and examination credits</u>, 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.	According to information provided by the state, § 19, sentence 2 of the State Ordinance—in light of § 19, sentence 2 of the MRVO (“Recognition and Transfer”) and taking into account § 3, paragraph 4 of the State Ordinance—is to be interpreted, in accordance with the intent and purpose of the regulation, such that the degree-granting institution also retains the authority to make decisions • regarding the recognition of higher education degrees (e.g., as admission to a master's program or as a substitute for a missing high school or vocational qualification for university admission, § 18 (7), second sentence, and (11), first sentence, of the Saxon Higher Education Act (SächsHSG))

		- regarding the recognition of competencies, qualifications, and achievements attained during a course of study at a higher education institution, and - regarding the transfer of competencies and qualifications acquired outside of a degree program, may not delegate to a non-higher-education institution.
§ 20 Higher Education Collaborations	§ 20 Higher Education Collaborations	
(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 degree-granting institution(s) <u>shall ensure</u> the implementation and quality of <u>the program concept</u> . The nature and scope of the collaboration shall <u>be described</u> , and the agreements underlying the collaboration <u>shall be documented</u> .	Editorial changes / no deviations.

(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 in accordance with § 22, paragraph 4, sentence 2, provided that it is itself authorized to confer degrees and ensures the implementation and quality of the program's curriculum. Paragraph 1, sentence 2, applies mutatis mutandis.	(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 seal of <u>the Accreditation Council</u> pursuant to § 22 (4), second sentence, provided that it is itself authorized to confer degrees and ensures the implementation and quality of <u>the program concept</u>. Paragraph 1, sentence 2, applies mutatis mutandis.	Editorial changes / no deviations.
(3) In the case of cooperation between institutions of higher education at the level of their quality management systems, system accreditation of each participating institution is required. Upon application by the cooperating institutions, a joint system accreditation procedure is permitted.	(3) In the case of cooperation between institutions of higher education at the level of their quality management systems, system accreditation of each participating institution is required. Upon application by the cooperating institutions, a joint system accreditation procedure is permitted.	Editorial changes / no deviations.
§ 21 Special Criteria for Bachelor's Degree Programs at Vocational Academies	§ 21 Special Criteria for Bachelor's Degree Programs at Vocational Academies	
(1) Full-time faculty members at vocational academies must meet the hiring requirements for professors at universities of applied sciences pursuant to § 44 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 November 15, 2019 (Federal Law Gazette I, p. 1622),	~~(1) Full-time faculty members at vocational academies must meet the hiring requirements for professors at universities of applied sciences pursuant to Section 44 of the Higher Education Framework Act, as published on January 19, 1999 (Federal Law Gazette I, p. 18), as last amended by Article 1 of the Act of November 15, 2019 (Federal Law Gazette I, p. 1622), meet the appointment 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~~	. This serves to utilize the discretion granted by the MRVO in state law. The remainder consists of editorial changes.

	~~amended by Article 1 of the Act of November 15, 2019. To the extent that course offerings are primarily intended to impart practical skills and knowledge for which the appointment requirements for~~	
Insofar as courses are primarily intended to impart practical skills and knowledge for which the hiring 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 instructors shall not be less than 40 percent. In exceptional cases, this may also include professors at universities of applied sciences or universities who teach part-time at a vocational academy, provided that they 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.	~~Where professors from universities of applied sciences are required, these duties may be assigned to full-time faculty members for special tasks in accordance with § 56 of the Higher Education Framework Act and relevant state law. (1) Full-time faculty members at vocational academies must meet the appointment requirements set forth in § 2, paragraph 2, sentence 1, number 7 of the Saxon Vocational Academy Act of January 31, 2024 (SächsGVBl., p. 83), as amended.~~ The proportion of instruction provided by full-time faculty members should 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 the individual degree program.	

(2) The first sentence of paragraph 1 applies mutatis mutandis to part-time faculty members who offer theory-based courses leading to ECTS credits or who 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, <u>as well as</u> subject-specific and pedagogical competence <u>and</u> several years of relevant professional experience in accordance with the requirements of the course. -	Editorial changes / no deviations.
(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:	Editorial changes / no deviations.
1. the interaction between the different learning environments (study academy and workplace),	1. the collaboration between the various learning settings (Study Academy and <u>industry partners</u>),	Editorial changes / no deviations.
2. Ensuring quality and continuity in the curriculum and in the support and advising of students, given the unique staffing structure at vocational academies, and	2. Ensuring quality and continuity in the curriculum <u>as well as</u> in student support and advising, given the unique staffing structure at vocational academies, and	Editorial changes / no deviations.
3. the existence of a sustainable quality management system that encompasses the various learning locations.	3. the existence of a sustainable quality management system that encompasses the various learning locations.	Editorial changes / no deviations.

Part 4: Procedural Rules for Program and System Accreditation	Part 4: Procedural Rules for Program and System Accreditation	
§ 22 Decision of the Accreditation Council; Awarding of the Seal	§ 22 Decision of <u>the Accreditation Council</u>; Awarding of the Seal	
(1) Upon application by the institution of higher education, the Accreditation Council shall decide on accreditation by determining compliance with the formal criteria and the academic and content-related criteria in accordance with Article 3, paragraph 5, sentence 1 of the State Treaty on Study Program Accreditation, 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(3), first sentence, No. 2(b) of the State Treaty on Study Program Accreditation. The basis for the decision regarding the academic and content-related criteria is an expert opinion pursuant to Article 3(2), first sentence, No. 4 of the State Treaty on Study Program Accreditation.	(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), sentence- 1 <u>of the State Treaty on Study Program Accreditation</u> in conjunction with ~~Parts 2 and 3 of this - regulatory ordinance~~ . The basis for the decision on <u>compliance with the</u> formal criteria is an audit report pursuant to <u>Article 4§ 24</u> (3), ~~sentence 1 of the State Treaty on Study Program Accreditation~~ . The basis for the decision on <u>compliance with the</u> academic and content-related criteria is an expert opinion pursuant to Article 3(2) , sentence 1, item 4 <u>of the State Treaty on Study Program Accreditation</u> .	Editorial changes / no deviations.
(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.

(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 shall be given the opportunity to comment before the <u>Accreditation Council</u> renders its decision if the Council intends to deviate significantly from the recommendation ~~of the evaluators or the evaluation report~~ . 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 of higher education is granted the right to award the Accreditation Council's seal itself for the degree programs it has reviewed.	(4) Upon accreditation, the Accreditation Council awards its seal to the degree program or the quality management system. ~~In the case of~~ system accreditation, the institution of higher education is granted the right to award the <u>Accreditation Council's</u> seal to the degree programs it has reviewed.	Editorial changes / no deviations.
(5) The accreditation of Catholic theological degree programs that qualify students for the priesthood or the profession of pastoral assistant ("full theological degree program") takes place exclusively in the form of program accreditation. In full-theological and partial-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 or for the profession of pastoral assistant (~~"full theological degree program"~~) is granted exclusively in the form of program accreditation. The decision of <u>the Accreditation Council</u> regarding full-time and part-time theological degree programs requires the approval of the competent church authorities.	Editorial changes / no deviations.
§ 23 Documents to Be Submitted	§ 23 Documents to Be Submitted	
(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. <u>Self-evaluation report</u> of the institution of higher education,	Editorial changes / no deviations.
2. an accreditation report from an agency approved by the Accreditation Council, consisting of an audit report and an expert opinion; in the case of system accreditation, the audit report refers to the evidence specified in items 3 and 4,	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 <u>in</u> items 3 and 4,	Editorial changes / no deviations.
3. In the case of an application for system accreditation, additional evidence that at least one degree program has undergone the quality management system,	3. In the case of an application for system accreditation, ~~additional~~ evidence that at least one degree program has undergone the quality management system, <u>as well as</u>	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 <u>data processing system—application processing system—</u> available, it must be used.	Editorial changes / no deviations.
§ 24 Appointment of an Agency; Accreditation Reports; Site Visit	§ 24 Appointment of an Agency; ~~Accreditation Report;~~ Site Visit	

(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 approved 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,~~ No. 5 <u>of the State Treaty on Study Program Accreditation</u> to evaluate the formal and subject-specific criteria <u>and</u> 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 authorized by the Accreditation Council.	Editorial changes / no deviations.
(2) The institution shall provide the Agency with a self-evaluation report that contains, at a minimum, information on the institution’s quality objectives and on the formal and subject-specific criteria set forth in Parts 2 and 3. The institution’s self-evaluation report, in the preparation of which the student council must be involved, shall not exceed 20 pages for program accreditation and 50 pages for system and bundle accreditation exceed 20 pages for program accreditation and 50 pages for system and cluster accreditation.	(2) The institution shall provide the Agency with a <u>self-evaluation report</u> 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 <u>self-evaluation report</u>—in the preparation of which the student representative body must be involved—shall not exceed 20 pages for program accreditation <u>and</u> 50 pages <u>each</u> for ~~system and~~ bundle accreditation <u>pursuant to Section 30(1) and for system accreditation</u>.	Editorial changes / no deviations.

(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 there 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(1), ~~sentences~~ 3 and 4, the review report must be approved <u>by the persons</u> designated <u>by the Accreditation Council</u> before it is forwarded to the Accreditation Council. The relevant standards for <u>preparing the audit report are set</u> forth in Part 2. The audit report <u>must contain</u> a proposal regarding compliance with the formal criteria. The audit report must be prepared using the template specified by the Accreditation Council. <u>The Agency shall immediately inform the institution of higher education of</u> any failure to meet a formal criterion.	Editorial changes / no deviations.
(4) The expert opinion is issued by the expert panel pursuant to § 25. The expert panel receives the audit report referred to in paragraph 3. The relevant standards for the expert opinion are the subject-matter and content criteria set forth in Part 3. It contains a recommendation regarding compliance with the subject-matter and content criteria. The expert 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 § 25. The expert panel receives the audit report referred to in paragraph 3. <u>The relevant standards for the expert report are derived from the</u> subject-matter and content criteria set forth in Part 3. It <u>must contain</u> a recommendation regarding compliance with the subject-matter and content criteria. The expert report must be drafted using the template to be specified by the Accreditation Council and shall not exceed 20 pages for program accreditation, <u>nor</u> 100 pages for ~~system and~~ bundle accreditation <u>pursuant to Section 30(1) and for system accreditation, respectively.</u>	Editorial changes / no deviations.

(5) As part of the evaluation of the academic 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 academic and content-related criteria, the review committee <u>generally conducts an on-site visit at at least one location of the degree program.</u> <u>In individual cases where justification is provided, the review panel may, by mutual agreement, replace the on-site visit in whole or in part with a videoconference.</u> When accrediting 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. According to the explanatory memorandum to the amending ordinance of July 7, 2025, the insertion of paragraph 5, sentence 2, provides legal certainty for digital or hybrid site visit formats and elements. However, there should be no deviation from the principle of the so-called in-person on-site visit (site visit) as set forth in paragraph 5, sentence 1, of the state ordinance. In designing the evaluation process, the quality of the evaluation remains the clear priority.
(6) If the assessment report contains recommendations regarding conditions, the institution of higher education and the agency may agree on an additional procedural step to address the issues before submitting the application to the Accreditation Council.	(6) If the report contains proposals for conditions, the institution and the agency may agree on an additional procedural step to <u>address</u> and <u>resolve any potential conditions</u> before submitting the application to the Accreditation Council.	Editorial changes / no deviations.
§ 25 Composition of the Review Panel; Requirements for Reviewers	§ 25 Composition of the Review Panel; Requirements for Reviewers	
(1) In the case of program accreditation, the agencies' review panel shall consist of at least four persons. It shall be composed as follows:	(1) The review panel of the agencies shall consist of at least four persons for program accreditation. It shall be composed of <u>the following persons with relevant expertise</u> :	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 with relevant professional expertise from the professional field,	2. a representative from the professional field ~~with expertise in the subject area, and~~ -	Editorial changes / no deviations.
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 item 2; for teacher education programs with the combined subject of Protestant or Catholic Theology/Religion, a representative of the locally responsible diocese or regional church shall also be included. In the accreditation of theological degree programs that qualify students for the office of pastor, the priesthood, 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 qualify students for admission to the preparatory service for teaching at general-education schools with music as a double major,~~ a representative ~~of the highest state authority responsible for the school system—the State Ministry of Culture—~~ shall take the place of the person referred to in the second sentence of ~~paragraph [number]; for teacher training programs with the combined subject of Protestant or Catholic Theology/Religion, a representative of the locally responsible diocese or regional church shall also be included.~~ <u>Item 2.</u> In the accreditation ~~of theological degree programs that qualify students for the office of pastor, the priesthood, and the profession of pastoral advisor ("full theological degree program")~~ <u>of the full theological degree program</u> and in all other bachelor's and master's degree programs with the combined major of Protestant <u>Theology and Religion</u> or Catholic <u>Theology and Religion</u>, the person referred to in <u>Sentence 2</u>, Number 2 shall be replaced by a representative of the competent church authority. ~~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 the expert opinion in each case; without this consent, the expert opinion shall not be submitted~~ to the Accreditation Council.	Exercise of the discretion granted by the MRVO in state law. Otherwise, editorial changes.
(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, <u>and</u> -	Editorial changes / no deviations.
3. one student.	3. one 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; <u>in the event of a tie, their votes are weighted double.</u> In the respective review panel, the majority of reviewers must have experience with <u>program accreditations</u> . In the case of a system accreditation, the majority of reviewers must have experience with system accreditations.	- Clarification that the majority of university faculty members can be ensured through weighted voting in the event of a tie. - This deviates from the MRVO in that, under the state ordinance, the reviewers must have experience with program accreditations.
(4) The evaluators are appointed by the agency commissioned to prepare the accreditation report. In making these appointments, the agency is bound by the procedure to be developed by the German Rectors' Conference in accordance with Article 3, paragraph 3, sentence 3 of the State Treaty on Study Program Accreditation.	(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~~ <u>1 of the State Treaty on Study Program Accreditation</u> .	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 a cooperative degree program or joint <u>program</u> , or	Editorial changes / no deviations.
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 university of the composition of the review panel prior to the appointment of the reviewers. The university has the right to comment within a period of two weeks.	Editorial changes / no deviations.
§ 26 Term of Accreditation; Extension	§ 26 Validity Period of Accreditation; ~~Extension~~	

(1) Initial accreditation is valid for a period of eight years from the start of the semester or trimester in which the accreditation decision is announced. If, in the case of program accreditation, the degree program has not yet been launched, the accreditation takes effect 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 <u>institution's</u> 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 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.
(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, <u>the institution of higher education must</u> apply for reaccreditation, which, if successful, will immediately follow 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.
(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 a 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 a bundled or system accreditation that includes the respective degree program, or	Editorial changes / no deviations.
2. In justified exceptional cases that are wholly or partially beyond the university's control, the university requests an extension of the deadline; the extraordinary extension granted on a case-by-case basis will be credited toward the next accreditation period.	2. In justified exceptional cases that are wholly or partially beyond the university's control, the university requests an extension of the deadline; the extraordinary extension granted on a case-by-case basis will be credited toward the next accreditation period.	Editorial changes / no deviations.
If an application for system accreditation has been submitted, the accreditation of degree programs whose accreditation expires during the process may be extended for the duration of the process 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 system accreditation has been submitted, the accreditation of degree programs whose accreditation expires during the process may be extended for the duration of the process 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.
§ 27 Conditions	§ 27 Conditions	
(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.
§ 28 Obligation to Report Changes	§ 28 Obligation to Report <u>Significant</u> Changes	
(1) The institution of higher education is required to promptly notify the Accreditation Council of any significant change to the subject matter of accreditation during the period of validity of the accreditation.	(1) The institution of higher education is required to promptly notify the Accreditation Council of any significant change to the subject matter of accreditation during the period of validity of the accreditation.	Editorial changes / no deviations.
(2) The Accreditation Council shall decide whether the significant change is covered by the existing accreditation.	(2) The Accreditation Council decides whether the significant change is covered by the existing accreditation.	Editorial changes / no deviations.
§ 29 Publication	§ 29 Publication	

The Accreditation Council's decision and the accreditation report shall be published by the Accreditation Council on its website. Upon publication, personal data may not be disclosed unless the data subject has given consent, or obtaining the data subject's consent is not possible or would require a disproportionate effort, and it is evident that the disclosure is in the data subject's interest.	The decision of <u>the Accreditation Council</u> and the accreditation report shall be published by the Accreditation Council on its website. Personal data may not be disclosed in the publication 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	§ 30 Bundled Accreditation; ~~Partial~~ System Accreditation	
(1) The report of the review panel pursuant to § 24(4) may cover multiple degree programs if they share a high degree of disciplinary affinity that goes beyond mere affiliation with a disciplinary field (humanities and cultural studies, social sciences, or natural sciences) (bundled accreditation). The academic and content-related criteria set forth in Part 3 must be assessed separately for each degree program. A bundle shall consist of no more than ten degree programs.	(1) The report of the review panel pursuant to § 24(4) may cover multiple degree programs if they share a high degree of disciplinary affinity that goes beyond mere affiliation with a disciplinary field (humanities and cultural studies, social sciences, or natural sciences) (bundled accreditation). The academic and content-related criteria set forth in Part 3 must be assessed separately for each degree program. A bundle shall consist of no more than ten degree programs.	Editorial changes / no deviations.
(2) Bundles containing more than four degree programs must be approved by the Accreditation Council prior to 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 submission of the application. ~~The Accreditation Council decides on the approval of bundles containing more than four degree programs.~~ This applies to	Editorial changes / no deviations.

	combined degree programs, regardless of the size of the bundle.	
(3) In exceptional cases, an organizational unit of the institution responsible for academic programs may be the subject of system accreditation. This may be the case, in particular, if	(3) In exceptional cases, an academic organizational unit of the institution may be the subject of system accreditation (<u>partial system accreditation</u>). This may be the case, in particular, if	Editorial changes / no deviations.
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 <u>appropriate</u> or practical,	Editorial changes / no deviations.
2. the quality management system of the subunit is integrated into the institution and	2. the subunit's quality management system is <u>already</u> integrated <u>into the</u> institution's <u>quality management system</u> , and	Editorial changes / no deviations.
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	§ 31 Random Sampling	

(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 degree program level.	(1) In the case of system accreditation and partial system accreditation, the review panel shall conduct a review based on a sample in accordance with § 25(2), an <u>assessment based on a</u> random sample is conducted. The random sample is used to verify whether the intended effects of the quality management system under review are being achieved at the level of the degree program.	Editorial changes / no deviations.
(2) The subject of the sample is	(2) <u>The subject(s)</u> of the sample <u>are</u>	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 <u>of all</u> the criteria <u>set forth in Parts</u> 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.~~	Following consultation with the Ministry, the amendment to the state ordinance is purely editorial.
When selecting the sample, the review committee takes into account the range of academic disciplines offered by the institution in its teaching programs.	When selecting the sample, the review committee takes into account the range of academic disciplines offered by the institution 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 to 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, <u>one</u> such <u>program</u> must be included in the <u>sample</u>, taking into account the criteria <u>set forth in Parts 2 and 3</u> that pertain to degree programs. ~~The same applies to teacher training programs—one program for each type of teaching certification offered—as well as programs for general education schools with music as a double major and programs in Protestant Theology and Religion or Catholic Theology and Religion. One program from each category shall be included in the sample. A representative designated by the authority responsible for the respective regulated profession, or a representative designated by the authority responsible for the respective regulated profession based on the sample specified in paragraph 1, sentence 2, shall participate in the review, together with a representative of the highest state authority responsible for the school system or the respective church authority.~~	Exercise of the discretion granted by the MRVO in state law.
	<u>-1. the State Ministry of Culture,</u>	Exercise of the discretion granted by the MRVO in state law.
	<u>-2. the respective ecclesiastical authority, or</u>	Exercise of the discretion granted by the MRVO in state law.
	<u>-3. the person designated by the body responsible for the respective regulated profession.</u>	Exercise of the discretion granted by the MRVO in state law.

Part 5: Procedural Rules for Special Types of Degree Programs	Part 5: Procedural Rules for Special Types of Degree Programs	
§ 32 Combined Degree Programs	§ 32 Combined Degree Programs	
(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 feasibility of the program as defined in Section 12, paragraph <u>56</u> , is guaranteed for all possible subject combinations.	Editorial changes / no deviations.
(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 affect the accreditation period for the combined degree program.	Editorial changes / no deviations.
(4) The accreditation certificate shall list all sub-programs or fields of study included in the accreditation. If the accreditation is supplemented in accordance with paragraph 3, a new accreditation certificate shall be issued.	(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.

(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.
§ 33 Joint Programs	§ 33 Joint <u>Programs</u>	
(1) For joint programs in which a domestic institution of higher education and other institutions from the European Higher Education Area participate, the accreditation decision may, in deviation from § 22(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 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—~~ <u>programs with European cooperation partners—</u> the accreditation decision may, by way of derogation from § 22(- (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 and grants its seal if compliance ~~with the formal and academic~~ criteria <u>applicable to joint programs pursuant to §§ 10 and 16 of this regulation</u> has been demonstrated and the <u>evaluation process</u> has met the following requirements:	Editorial changes / no deviations.
1. The Accreditation Council was notified of the conduct 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.
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 <u>self-evaluation report</u> from the cooperating institutions, which contains, in particular, information on the respective national framework conditions and highlights the distinctive features of the joint <u>program</u> ; ~~-~~	Editorial changes / no deviations.

3. An on-site visit has taken place at at least one location of the degree program with the participation of representatives from all cooperating institutions 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 <u>as well as</u> other stakeholders involved <u>in the Joint Program</u> ; -	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 opinion that complies with <u>the criteria set forth in Sections 10 and 316 of Part 2, which apply to joint programs</u> ; -	Editorial changes / no deviations.
5. The evaluation was conducted by a panel of at least four experts, composed as follows:	5. — The <u>evaluation</u> was conducted by a panel of at least four experts, <u>composed of at least the following members</u> :	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 <u>the Joint Program and at least one student</u> ,	Editorial changes / no deviations.
b. at least one student representative,	<u>b. at least one student representative</u> ; -	Editorial changes / no deviations.
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	<u>c. the review panel represents b.)</u> expertise in the relevant subjects and disciplines, including the <u>labor market or</u> the professional world <u>in the relevant fields</u> , and expertise in the field of quality assurance in higher education, and <u>possesses</u> knowledge of the higher education systems of the participating institutions as well as the languages of instruction used, and	Editorial changes / no deviations.

d. the requirements set forth in § 25, paragraph 3, sentence 1, and paragraphs 5 and 6 were met,	d.—c) the requirements set forth in § 25, paragraph 3, sentence 1, and <u>paragraphs</u> 5 and 6 <u>have been</u> met;	Editorial changes / no deviations.
6. The assessment specifies the following characteristics: justification, finality, and, where applicable, demonstrated compliance with conditions and	6.— The assessment ~~specifies the following characteristics: justification; the decision is final; it was justified and, where applicable, substantiated;~~ compliance with conditions <u>was demonstrated</u> ;	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 one summary of the expert opinion, including the assessment and rationale, on its <u>website</u> in English.	Editorial changes / no deviations.
Section 22, paragraphs 2, 3, and 4, sentence 1, 26 paragraph 1, sentence 1, and paragraph 2, sentence 1, as well as Sections 28 and 29, apply mutatis mutandis. If the accreditation decision is not made within the meaning of sentence 1 in deviation from Section 22, the provisions of Sections 10 and 16 for joint programs within the meaning of Section 10, paragraph 1, nevertheless apply mutatis mutandis. Notwithstanding § 26, paragraph 1, first sentence, and paragraph 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 must clearly indicate this in the degree certificates.	§ 22, <u>paragraphs</u> 2, 3, and 4, sentence 1; <u>§</u> 26, paragraph 1 sentence 1 and paragraph <u>2</u> , sentence 1, <u>as well as</u> §§ 28 and 29, apply mutatis mutandis. If the accreditation decision is not made ~~within the meaning of~~ sentence 1, in deviation from § 22, the provisions of §§ 10 and 16 for joint ~~programs~~ ~~within the meaning of~~ § 10, paragraph 1, nevertheless apply mutatis mutandis. Notwithstanding § ~~26~~ , §26(1), first sentence, and <u>§26(2), second</u> sentence, the accreditation period <u>is</u> six years. Upon publication, the decision shall be identified as an accreditation decision based on the separate procedure for joint <u>programs</u> . The institution must clearly indicate this in the degree certificates.	Editorial changes / no deviations.

(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 commit in the cooperation agreement with the domestic institution of higher education to accreditation in accordance with the criteria set forth in paragraph (1) as well as in § 10, paragraphs (1) and (2), and § 16, paragraph (1).	(2) ~~If joint programs are coordinated by a domestic institution of higher education in collaboration with one or more institutions of higher education in foreign countries and offered to non-European cooperation partners that do not belong to the European Higher Education Area (non-European cooperation partners), then~~, upon application <u>by a</u> 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 specified in §§§ 10, paragraphs 4, 2, and 3, and § 16, paragraph 1.~~	Editorial changes / no deviations.
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 <u>of the State Treaty on Study Program Accreditation</u>	
Section 34 Alternative Accreditation Procedures	Section 34 Alternative Accreditation Procedures	
(1) In addition to the two procedures set forth 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 Study Program Accreditation.	(1) In addition to <u>the</u> 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) <u>of the State Treaty on Study Accreditation.</u>	Editorial changes / no deviations.

(2) In alternative procedures, the criteria set forth in Parts 2 and 3 of this Regulation must be observed. The principles governing the appropriate involvement of the academic community, as set forth in Article 3(2), first sentence, of the State Treaty on Study 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(2) apply mutatis mutandis.	(2) In alternative procedures, the criteria ~~set forth in Parts 2 and 3 of this Regulation must be observed. The provisions of Article 3(2), first sentence, of the State Treaty on Study Program Accreditation,~~ 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, shall apply mutatis mutandis; likewise, the requirements for participation and consent pursuant to § 18(2) shall apply mutatis mutandis.	Editorial changes / no deviations.

(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 shall be suitable for gaining fundamental insights into alternative approaches to external quality assurance beyond the procedures specified in Article 3(1)(1) and (2) of the State Treaty on Study Program Accreditation.	(3) The implementation of alternative procedures requires the prior approval of <u>the Accreditation Council, the State Ministry of Science, Culture, and Tourism, and the-competent science authority of the respective state</u>; the Accreditation Council may commission an external review. The application must be submitted to the Accreditation Council via <u>the-competent science authority—the State Ministry of Science, Culture, and Tourism</u>. ~~In consultation with the state~~, the Accreditation Council may refuse its approval only if the alternative procedure does not comply with the requirements of <u>Article 2 of the State Treaty on Study Program Accreditation</u> and the provisions of <u>Article 3, paragraph 2, sentence 1 of the State Treaty on Study Program Accreditation</u>, 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 <u>of the State Treaty on Study Program Accreditation</u>.	Specification of the competent authority under state law. Otherwise, editorial changes.
(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.

(5) The alternative procedure is limited to a maximum of eight years. Section 22(4), second sentence, and Section 26(3), second sentence, apply mutatis mutandis. It 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.	(5) The alternative procedure is limited to a maximum of eight years. Section 22(4), second sentence, and Section 26(3), second sentence, apply mutatis mutandis. It 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.	Editorial changes / no deviations.
Part 7 Miscellaneous	Part 7 Miscellaneous	
§ 35 Relationship to Procedures Concerning the Suitability of a Degree Program for Professional Licensing Purposes	§ 35 Relationship to Procedures Concerning the Suitability of a Degree Program for Professional Licensing Purposes	
(1) Accreditation procedures pursuant to Article 3 (1)(1) and Article 3(1) item 2 of the State Treaty on Study Program Accreditation may, upon application by the institution of higher education, be organizationally combined with proceedings that determine the eligibility of a degree program under professional licensing law.	(1) Accreditation procedures pursuant to Article 3, paragraph 1, (1) and ~~Article 3, paragraph 1, item 2 of the State Treaty on Study Program Accreditation~~ 2 may, upon application by the institution of higher education, be organizationally linked to procedures that determine the eligibility of a degree program for professional licensure.	Editorial changes / no deviations.
(2) The participation of external experts to be appointed in addition to the other representatives from professional practice, in an advisory capacity on the review committees pursuant to § 25, paragraphs 1 and 2, shall be effected through nomination by the state authority responsible for the regulated profession in each case.	(2) ~~The state authority responsible for the regulated profession may appoint an additional member~~ with an advisory role ~~to the expert~~ review panels pursuant to § 25, ~~paragraphs 1 and 2, in addition to the other representatives or representatives from professional practice.~~	If a degree program leading to a regulated profession is accredited, or if a higher education institution whose quality management system is being accredited offers such a degree program, the state authority responsible for that regulated profession may, upon the state's recommendation, appoint an additional member with an advisory vote to the respective

		evaluation committee. The state ordinance thus clarifies that the state agency is not obligated to make such a designation.
§ 36 Evaluation	§ 36 Evaluation	
This regulation shall be reviewed periodically and within a reasonable timeframe.	This regulation shall be reviewed periodically and within a reasonable timeframe.	Editorial changes / no deviations.
	<u>-§ 37 Transitional Provisions</u>	
	<u>-(1) For applications on which no decision has been made by July 31, 2025, § 12(5), second sentence, item 4, in the version applicable until July 31, 2025, shall continue to apply until the Accreditation Council renders a decision. If there is insufficient information, the Accreditation Council may, as a condition pursuant to § 27, require a demonstration of the appropriateness of the workload within the framework of the assessment concept pursuant to § 12(6), second sentence, item 4.</u>	Transitional provisions are not included in the MRVO, but only in the state ordinances. Although the transitional provision in the state ordinance is worded slightly differently than in the recommendation of the Conference of Science Ministers, according to information from the state, there will be no deviation from it.
	<u>-(2) For applications submitted by April 1, 2026, § 11(1), first sentence; § 12(1) through (5), second sentence No. 3, §§ 15 and 17(1), and § 30(2) in the versions applicable through July 31, 2025.</u>	Transitional provisions are not included in the MRVO, but only in the state ordinances. The transitional provision in the state ordinance corresponds to the recommendations of the Conference of Science Ministers. However, there is a slight discrepancy among the states regarding the end of the transitional period. According to this state ordinance, the new state ordinance applies in full to applications submitted on or after April 2, 2026.

§ 37 Entry into Force	§ <u>3738</u> Entry into Force	
	<u>-This ordinance enters into force on the day following its promulgation.</u>	Naturally, provisions regarding entry into force are found only in the state ordinance. 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. According to Art. 2 of the Second Ordinance of the Saxon State Ministry of Science, Culture, and Tourism Amending the Saxon Study Program Accreditation Ordinance dated July 7, 2025, this amending ordinance entered into force on August 1, 2025.