MRVO	**Regulation Governing the Accreditation of Degree Programs at Higher Education Institutions in the State of Saxony-Anhalt (Saxony-Anhalt Degree Program Accreditation Regulation—StAkkrVO LSA)** Source: Submitted by the responsible ministry on January 12, 2026; current version available at: https://www.landesrecht.sachsen-anhalt.de/bsst/document/jlr-HSchulQSAkkrRglVSTV2IVZ	**Assessment of the Deviation in the State Ordinance 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.)~~ sets forth the details regarding the formal criteria under Article 2(2) of the State Treaty on Study Program Accreditation, the subject-specific and content-related criteria under Article 2(3) of the State Treaty on Study Program Accreditation, and the procedure under Article 3 of the State Treaty on Study Program Accreditation.	Editorial changes / no deviations.

(2) Unless otherwise specified in this ordinance, the following provisions on program accreditation also apply to degree programs at state-run and state-recognized vocational academies that lead to the degree title “Bachelor.” A Bachelor’s degree accredited on the basis of this (model) ordinance is equivalent, under higher education law, to a Bachelor’s degree from a university.	~~(2) Unless otherwise specified in this ordinance, the following provisions on program accreditation also apply to degree programs at state-run and state-recognized vocational academies that lead to the degree title “Bachelor.” A Bachelor’s degree accredited on the basis of this (model) ordinance is equivalent, under higher education law, to a Bachelor’s degree from a university.~~(2) In applying this ordinance, the status and the resulting legal framework of the Police University of Applied Sciences pursuant to Section 3 of the Act on the Police University of Applied Sciences of September 12, 1997 (GVBl. LSA p. 836), as last amended by Article 14(17) of the Act of June 13, 2018 (GVBl. LSA p. 72, 118), as amended from time to time, must be taken into account.	Section 1(2) of the MRVO was not adopted due to the fact that there are no vocational academies in Saxony-Anhalt that are part of the tertiary education sector. Instead, Section 1(2) of the State Ordinance refers to the Act on the Police University of Applied Sciences.
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 Program Accreditation (system accreditation), Article 3(1)(2) (program accreditation), or alternative accreditation procedures under Article 3(1)(3).	Forms of accreditation include the procedures set forth in Article 3, ~~paragraph~~ 1, item 1 of the State Treaty on Study Program Accreditation (system accreditation), under Article 3, ~~paragraph~~ 1, ~~item~~ 2 of the State Treaty on Study Program Accreditation (program accreditation), or alternative accreditation procedures under Article 3, ~~paragraph~~ 1, ~~item~~ 3 of the State Treaty on Study Program Accreditation.	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 periods of study for full-time study are six, seven, or eight semesters for bachelor's degree programs and four, three, or two semesters for master's degree programs. For bachelor's degree programs, the standard period of study for full-time study is at least three years. For consecutive degree programs, the total standard period of study for full-time study is five years (ten semesters). If state law so provides, shorter or longer standard periods of study are exceptionally possible, subject to appropriate organizational arrangements, in order to enable students to pursue an individualized learning path, particularly through part-time, distance, part-time while working, or dual study programs, as well as semesters of professional practice. Notwithstanding the third sentence, in the core artistic disciplines at colleges of art and music, consecutive bachelor's and master's degree programs may also be established with a standard period of study of six years, subject to further provisions of state law.	(2) The standard periods of study for full-time study are six, seven, or eight semesters for bachelor's degree programs and four, three, or two semesters for master's degree programs. For bachelor's degree programs, the standard period of study for full-time study is at least three years. For consecutive degree programs, the total standard period of study for full-time study is five years (ten semesters). ~~If state law so provides,~~ shorter or longer standard periods of study are possible in exceptional cases, subject to appropriate organizational arrangements, in order to enable students to pursue an individualized learning path, particularly through part-time, distance, work-integrated, or dual study programs, as well as semesters of professional practice. Notwithstanding the third sentence, in the core artistic disciplines at colleges of art and music, consecutive bachelor's and master's degree programs may also be established with a standard duration of study of six years, ~~subject to further provisions of state law~~.	Implementation in state law of the flexibility provided by the MRVO.

(3) Theological degree programs that qualify students for the office of pastor, the priesthood, or the profession of pastoral assistant (“full theological degree program”) need not be structured in stages and may have a standard period of study of ten semesters.	(3) Theological degree programs that qualify students for the office of pastor, the priesthood, or the profession of pastoral assistant (“full theological degree program”) need not be structured in stages 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 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.	Editorial changes / no deviations.
§ 4 Program Profiles	**§ 4 Program Profiles**	
(1) Master’s degree programs may be “application-oriented” or “research-oriented” profiles. Master’s degree programs at colleges of art and music may have a special artistic profile. Master’s degree programs that provide the educational prerequisites for a teaching position have a special teaching-related profile. If the institution specifies a profile, this must be noted in the accreditation.	(1) Master’s degree programs can be classified according to “practice-oriented” or “research-oriented” profile. Master’s programs at colleges of art and music 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.	Editorial changes / no deviations.

(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 conform to the requirements for the standard period of study and the thesis as set forth for consecutive master's programs and lead to the same level of qualification and the same entitlements.	(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 conform to the requirements for the standard period of study and the thesis as set forth for consecutive master's programs and lead to the same level of qualification and the same entitlements.	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 time frame using scientific or artistic methods.	(3) Bachelor's and master's degree programs require a thesis that demonstrates the ability to independently address a problem in the respective field within a specified time frame using scientific and/or artistic methods.	Editorial changes / no deviations.
§ 5 Admission Requirements and Transitions Between Degree Programs	**§ 5 Admission Requirements and Transitions Between Degree Programs**	
(1) The admission requirement for a master's degree program is a first professional degree. For continuing education and artistic master's degree programs, the professional degree may be replaced by an entrance examination, provided that state law so provides. Continuing education Master's programs require at least one year of qualified professional experience; exceptions may be granted to individual students in justified cases.	(1) The admission requirement for a master's program is a first professional degree. For continuing education and artistic master's programs~~,~~ the professional degree may be replaced by an entrance examination~~, provided that state law so provides.~~ Continuing education Master's programs require at least one year of qualified professional experience; exceptions may be granted to individual students in justified cases.	Exercising the discretion granted by the MRVO in state law.

(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 professional 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) 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 professional 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.	Editorial changes / no deviations.
(3) Additional requirements for admission to master's degree programs may be stipulated in accordance with state law.	(3) Furthermore, ~~additional requirements in accordance with state law may be stipulated~~ for admission to master's degree programs~~.~~ Section 27(7) of the Higher Education Act of the State of Saxony-Anhalt dated December 14, 2010 (GVBl. LSA p. 600; p. 561), last amended by Article 14(5) of the Act of June 13, 2018 (GVBl. LSA p. 72, 118).	Exercise of the discretion granted by the MRVO in state law.
§ 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, no distinction is made between degrees based on the standard duration of study.	(1) Upon successful completion of a Bachelor's or Master's degree program, only one degree—either the Bachelor's or Master's degree—is awarded, unless it is a multiple-degree program. In this context, degrees are not differentiated based on the standard period of study.	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 the Performing Arts, as well as—provided the program's content is aligned accordingly—in the subject group of Economics and in applied arts programs,	1. Bachelor of Arts (B.A.) and Master of Arts (M.A.) in the subject groups of Language and Cultural Studies, Sports, Sports Science, Social Sciences, Administrative Sciences, Art History, Performing Arts, and—provided the program's content is appropriately aligned—in the subject group of Economics, as well as in applied arts programs,	Addition of the subject group "Public Administration" to the Bachelor of Arts and Master of Arts programs.
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, as well as in the subject groups of Engineering and Economics, provided the program content is appropriately aligned,	2. Bachelor of Science (B.Sc.) and Master of Science (M.Sc.) in the subject groups of mathematics, natural sciences, medicine, agricultural, forestry, and food sciences, as well as in the subject groups of engineering and economics, provided the program content is appropriately aligned,	Editorial changes / no deviations.
3. Bachelor of Engineering (B.Eng.) and Master of Engineering (M.Eng.) in the subject group of engineering, provided the program's content is appropriately aligned,	3. Bachelor of Engineering (B.Eng.) and Master of Engineering (M.Eng.) in the subject area of engineering, provided the curriculum is appropriately aligned,	Editorial changes / no deviations.
4. Bachelor of Laws (LL.B.) and Master of Laws (LL.M.) in the subject group of Law,	4. Bachelor of Laws (LL.B.) and Master of Laws (LL.M.) in the field of 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 program,	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,	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 according to numbers 1 through 7 may be assigned based on the program's content focus.	7. Bachelor of Education (B.Ed.) and Master of Education (M.Ed.) for degree programs that provide the educational requirements for a teaching position. For a multidisciplinary degree program, a designation in accordance with numbers 1 through 7 may be assigned based on the program's content focus.	Editorial changes / no deviations.
Subject-specific additions to degree titles and mixed-language degree titles are not permitted. Bachelor's degrees with the suffix "honors" ("B.A. hon.") are not permitted. For interdisciplinary and combined degree programs, the degree title is 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.	Subject-specific additions to degree titles and mixed-language degree titles are not permitted. Bachelor's degrees with the suffix "honors" ("B.A. hon.") are excluded. For interdisciplinary and combined degree programs, the degree title is determined by the field of study that predominates in the program. For continuing education programs, master's degrees that differ from the aforementioned titles may also be used. For theological degree programs that qualify students for the office of pastor, the priesthood, or the profession of pastoral assistant ("Full Theological Degree Program"), alternative titles may also be used.	Editorial changes / no deviations.

(3) In the degree documents, it may be clarified in an appropriate place that the qualification level of a bachelor's degree corresponds to a "Diplom" degree from a university of applied sciences, and that the qualification level of a master's degree corresponds to a "Diplom" degree from a university or an equivalent institution of higher education.	(3) In the degree documents, it may be clarified in an appropriate place that the qualification level of a bachelor's degree corresponds to a "Diplom" degree from a university of applied sciences, and that the qualification level of a master's degree corresponds to a "Diplom" degree from a university or an equivalent institution of higher education.	Editorial changes / no deviations.
(4) Detailed information about the degree program underlying the degree is provided in the Diploma Supplement, which is an integral part of every degree certificate.	(4) Detailed information about the degree program underlying the degree is provided in the Diploma Supplement, which is an integral part of every degree certificate.	Editorial changes / no deviations.
§ 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 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.	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 in accordance with 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 guidance for appropriate preparation by students. The requirements for the award of ECTS credits must specify how a module can be successfully completed (type, scope, and duration of the examination).	(3) The prerequisites for participation must specify the knowledge, abilities, and skills required for successful participation, as well as guidance for appropriate preparation by students. The requirements for the awarding of ECTS credits must specify how a module can be successfully completed (type, scope, and duration of the examination).	Editorial changes / no deviations.
§ 8 Credit Point System	**§ 8 Credit Point System**	
(1) Each module shall be assigned a specific number of ECTS credits based on the workload required of the students. As a general rule, 30 credits shall be used as the basis for each semester. One credit corresponds to a total student workload of 25 to a maximum of 30 hours of in-class and independent study. 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 the students. As a general rule, 30 credits shall be used as the basis for each semester. One credit corresponds to a total student workload of 25 to a maximum of 30 hours of in-class and independent study. ECTS credits are awarded for a module if the student demonstrates the achievements specified in the examination regulations. The awarding of ECTS credits does not necessarily require an examination, but rather the successful completion of the respective module.	Editorial changes / no deviations.

(2) A minimum of 180 ECTS credits must be earned to receive a bachelor's degree. For the master's degree, 300 ECTS credits are required, taking into account the student's prior studies up to the first professionally qualifying degree. In individual cases, exceptions may be made to this requirement if the student possesses the appropriate qualifications, even if 300 ECTS credits are not attained upon completion of a master's program. For consecutive Bachelor's and Master's degree programs in core artistic disciplines at art and music colleges with a standard duration of six years, the Master's level is achieved with 360 ECTS credits.	(2) A minimum of 180 ECTS credits must be earned to receive a bachelor's degree. For the master's degree, 300 ECTS credits are required, taking into account the student's prior studies up to the first professionally qualifying degree. In individual cases, exceptions may be made to this requirement if the student possesses the appropriate qualifications, even if 300 ECTS credits are not attained upon completion of a master's program. For consecutive Bachelor's and Master's degree programs in core artistic disciplines at art and music colleges with a standard duration of six years, the Master's level is achieved with 360 ECTS credits.	Editorial changes / no deviations.
(3) The scope of work for the bachelor's thesis is 6 to 12 ECTS credits, and for the master's thesis, 15 to 30 ECTS credits. In Fine Arts programs, in justified exceptional cases, the scope of the Bachelor's thesis may be up to 20 ECTS credits and that of the Master's thesis up to 40 ECTS credits.	(3) The scope of work for the bachelor's thesis is 6 six to 12 twelve ECTS credits, and for the master's thesis, 15 to 30 ECTS credits. In Fine Arts degree programs, the scope of work for the bachelor's thesis may, in justified exceptional cases, amount to up to 20 ECTS credits, and for 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 supervision, the structure of the program, academic planning, and measures to ensure a livelihood.	(4) In justified exceptional cases, up to 75 ECTS credits per academic year may be applied for degree programs with special academic organizational measures. In this context, the workload for one ECTS credit is calculated at 30 hours. Special academic organizational measures may relate in particular to the learning environment and supervision, the structure of the program, academic planning, and measures to ensure a 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 period.	(5) For teacher education programs leading to certification for elementary or primary school teaching, for cross-disciplinary teaching positions at the primary level, and for all or specific types of secondary schools, for teaching positions covering all or specific types of lower secondary schools, as well as for special education teaching positions, a master's degree may be awarded if a total of 300 ECTS credits have been earned, including at least 240 ECTS credits acquired at the university and taking into account the pre-service training period.	Editorial changes / no deviations.
(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 must not be less than 120 ECTS credits, and the practical component must not be less than 30 ECTS credits.	~~(6) At vocational academies, students must generally earn 180 ECTS credits for a bachelor's degree program lasting three years. The theoretical component must not be less than 120 ECTS credits, and the practical component must not be less than 30 ECTS credits.~~	Section 8, Paragraph 6 of the MRVO was not adopted due to the fact that there are no vocational academies in Saxony-Anhalt that are part of the tertiary education sector.

Section 9 Special Criteria for Collaborations with Non-Higher-Education Institutions	**Section 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 sites 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—are contractually regulated and described on the university's website. When applying credit transfer models within the framework of program-specific partnerships, the substantive equivalence of non-higher-education qualifications to be credited and their equivalence to the intended qualification level must be clearly demonstrated.	Editorial changes / no deviations.
(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 future students and the degree-granting institution must be clearly demonstrated.	Editorial changes / no deviations.
§ 10 Special Provisions for Joint Programs	**§ 10 ~~Special Provisions for~~ Joint Programs**	
(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 in foreign countries within the European Higher Education Area, leading to a joint degree or a double or multiple degree, and exhibiting the following additional characteristics:	(1) A joint program is a multi-level degree program coordinated and offered by a domestic institution of higher education in collaboration with one or more institutions of higher education in foreign countries within the European Higher Education Area, leading to a joint degree or a double or multiple degree, and exhibiting the following additional characteristics:	Editorial changes / no deviations.

1. Integrated curriculum,	1. Integrated curriculum,	Editorial changes / no deviations.
2. A portion of the program, typically at least 25 percent, is completed at one or more foreign institutions of higher education,	2. A portion of the program at one or more foreign universities, generally at least 25 ~~percent,~~ percent,	Editorial changes / no deviations.
3. Contractually regulated cooperation,	3. Contractually regulated cooperation,	Editorial changes / no deviations.
4. Coordinated access and examination procedures, and	4. Coordinated access and examination procedures, and	Editorial changes / no deviations.
5. Joint quality assurance.	5. Joint quality assurance.	Editorial changes / no deviations.
Sections 10, 16, and 33 apply to these degree programs. Compliance with the criteria in paragraph 1, items 1 through 5, shall be reviewed.	Furthermore, ~~§§ 10,~~ the provisions in §§ 16 and 33, and § 32 apply to these degree programs. ~~Compliance with the criteria set forth in paragraph 1, items 1 through 5, will be reviewed.~~	Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance starting with § 21 differs from that in the MRVO. Section 10(1), sentence 3, of the MRVO was not incorporated into the state ordinance because—according to information provided by the state—it is already evident from the context of the regulations that the Accreditation Council is required to review the implementation of the criteria under Section 10(1), sentence 1, items 1 through 5.

(2) Qualifications and periods of study are recognized in accordance with the Act on the Convention of April 11, 1997, on the Recognition of Qualifications in Higher Education in the European Region, dated May 16, 2007 (Federal Law Gazette 2007 II, pp. 712, 713) (Lisbon Convention). The ECTS 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.	(2) Qualifications and periods of study are recognized in accordance with the Act on the Convention of April 11, 1997, on the Recognition of Qualifications in Higher Education in the European Region, dated May 16, 2007 (Federal Law Gazette ~~2007~~ II, pp. 712, 713~~) (Lisbon Convention~~, 1711). The ECTS is applied in accordance with Sections 7 and 8(1), and the distribution of credit points is regulated. For a bachelor's degree, 180 to 240 credit points must be earned, and for a master's degree, no fewer than 60 credit points. Essential program information is published and accessible to students at all times. In all other respects, the provisions of Part 2 do not apply.	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 in foreign countries that do not belong to the European Higher Education Area (non-European cooperation partners), then, upon application by the domestic institution of higher education, paragraphs 1 and 2 shall apply mutatis mutandis if the non-European cooperation partners commit in the cooperation agreement with the domestic institution of higher education to accreditation in accordance with the criteria and procedural rules set forth in paragraphs 1 and 2 as well as in §§ 16(1) and 33(1).	(3) If a joint program is coordinated and offered by a domestic institution of higher education together with one or more institutions of higher education from foreign countries that do not belong to the European Higher Education Area (non-European cooperation partners), then, upon application by the domestic institution of higher education, paragraphs 1 and 2 shall apply mutatis mutandis if the non-European cooperation partners commit in the cooperation agreement with the domestic institution of higher education to undergo accreditation in accordance with the criteria and procedural rules set forth in paragraphs 1 and 2 as well as in § 16, paragraph 1 and ~~§ 33,~~ paragraph 32, paragraph 1.	Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance starting with § 21 differs from that in the MRVO. Otherwise, these are editorial changes.
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**	
	Section 1: Academic and Content-Related Criteria for Degree Programs	
§ 11 Qualification Objectives and Level of Completion	**§ 11 Qualification Objectives and Level of Completion**	

(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, publicly accessible, and transparently reflect the objectives of higher education specified in Article 2, ~~Paragraph 3, Item~~ 1 of the State Treaty on Study Program Accreditation. 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 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 (expansion 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 (broadening, deepening, and comprehending knowledge), the use, application, and generation of knowledge and art (utilization and transfer, scientific innovation), communication and cooperation, as well as scientific and artistic self-concept and professionalism, and are consistent with the level of the degree awarded.	Editorial changes / no deviations.

(3) Bachelor's degree programs serve to impart scientific foundations, 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 professional master's programs takes professional experience into account and builds upon it to achieve the program's qualification objectives. In designing the program, the institution outlines the relationship between professional qualifications and the academic offerings, as well as the equivalence of the requirements for consecutive master's programs. Artistic degree programs foster and further develop the ability to create art.	(3) Bachelor's degree programs serve to impart scientific foundations, 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 professional master's programs takes professional experience into account and builds upon it to achieve the program's qualification objectives. In designing the program, the institution outlines the relationship between professional qualifications and the academic offerings, as well as the equivalence of the requirements for consecutive master's programs. Artistic degree programs foster and further develop the ability to create art.	Editorial changes / no deviations.

§ 12 Coherent Program Concept and Adequate Implementation	**§ 12 Coherent Program Concept and Adequate Implementation**	
(1) The curriculum is appropriately structured, taking into account the specified entry 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 diverse forms of teaching, learning, and assessment adapted to the respective academic culture and program format, as well as practical components where applicable. It creates suitable conditions for promoting student mobility, enabling students to spend time at other institutions without losing academic progress. It actively involves students in the design of teaching and learning processes (student-centered teaching and learning) and provides opportunities for students to shape their own course of study. The degree program, course of study, examination requirements, module descriptions, and admission requirements—including provisions for compensating for disadvantages faced by students with disabilities or chronic illnesses—are documented and published.	(1) The curriculum is 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 diverse forms of teaching, learning, and assessment adapted to the respective academic culture and program format, as well as practical components where applicable. It creates suitable conditions for promoting student mobility, enabling students to spend time at other institutions without losing academic progress. It actively involves students in the design of teaching and learning processes (student-centered teaching and learning) and provides opportunities for students to shape their own course of study. The degree program, course of study, examination requirements, module descriptions, and admission requirements—including provisions for compensating for disadvantages faced by students with disabilities or chronic illnesses—are documented and published.	Editorial changes / no deviations.

(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 takes appropriate measures for faculty selection and training.	Editorial changes / no deviations.
(3) The degree program also has adequate resources (in particular, non-academic staff, facilities, and equipment, including IT infrastructure, teaching and learning materials).	(3) The degree program also has adequate resources (in particular, non-academic staff, facilities, and equipment, including IT infrastructure, teaching and learning materials).	Editorial changes / no deviations.
(4) Exams and types of exams enable a meaningful assessment of the learning outcomes achieved. They are module-based and competency-oriented.	(4) Exams and types of exams enable a meaningful assessment of the learning outcomes achieved. They are module-based and competency-oriented.	Editorial changes / no deviations.
(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,	Editorial changes / no deviations.
1. a predictable and reliable academic program,	1.- predictable and reliable academic operations,	Editorial changes / no deviations.
2. 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 and organization of examinations, which is coherently justified in an examination concept and whose appropriateness in terms of workload is regularly assessed with student input as part of the program's ongoing development in accordance with § 14; modules should have a scope of at least five ECTS credits.	4. an adequate and workload-appropriate examination frequency and organization, which is coherently justified in an examination concept and whose appropriateness in relation to the workload is regularly assessed with student input as part of the program's ongoing development in accordance with § 14; modules should have a scope of at least five ECTS credits.	Editorial changes / no deviations.
(6) Degree programs with a distinctive profile shall have a coherent program concept that appropriately reflects the distinctive characteristics of the profile.	(6) Degree programs with a distinctive profile shall have a coherent program concept that appropriately reflects the distinctive 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 university or vocational academy and a company) are systematically integrated with one another in terms of content, organization, and contractual arrangements.	(7) A degree program may be designated and advertised as "dual" if the learning locations (at least a university and a company, or a vocational academy and a company) are systematically integrated with one another in terms of content, organization, and contractual arrangements.	The reference to vocational academies was not included due to the fact that there are no vocational academies in Saxony-Anhalt that are part of the tertiary education sector.

§ 13 Academic and Content-Related Design of Degree Programs	**§ 13 Academic and Content-Related Design of Degree Programs**	
(1) The timeliness and adequacy of the academic and scientific requirements are ensured. The academic content and the methodological and didactic approaches of the curriculum are continuously reviewed and adapted to academic and didactic developments. To this end, academic discourse at the national and, where applicable, international level is systematically taken into account.	(1) The timeliness and adequacy of the academic and scientific requirements are ensured. The academic content and the methodological and didactic approaches of the curriculum are continuously reviewed and adapted to academic and didactic developments. To this end, academic discourse at the national and, where applicable, international level is systematically taken into account.	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 career, accreditation is based both on the evaluation of educational sciences and subject-specific disciplines, as well as their didactics, in accordance with state-wide and state-specific subject requirements, and on the state-wide and state-specific structural guidelines for teacher education.	Editorial changes / no deviations.
(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, it must be examined in particular whether	Editorial changes / no deviations.

1. an integrated course of study at universities or equivalent institutions of higher education comprising at least two subject areas and educational sciences during both the bachelor's and master's phases (exceptions are permitted for the subjects of art and music),	1. an integrated course of study at universities or equivalent institutions of higher education comprising at least two subject areas and educational sciences during both the bachelor's and master's phases (exceptions are permitted for the subjects of art and music),	Editorial changes / no deviations.
2. practical teaching experience already during the bachelor's program and	2. practical teaching experience already during the bachelor's program and	Editorial changes / no deviations.
3. Differentiation of the degree program and degrees according to teaching certifications	3. Differentiation of degree programs and degrees by teaching certification	Editorial changes / no deviations.
have been made. Exceptions to sentence 1, items 1 and 2, are permitted for teaching positions at vocational schools and for master's programs for career changers.	have been made. Exceptions to the first sentence, items 1 and 2, are permitted for teaching positions at vocational schools and for master's programs for career changers.	Editorial changes / no deviations.
§ 14 Academic Performance	**§ 14 Academic Performance**	
The degree program is subject to continuous monitoring with the participation of students and graduates. Based on this, measures to ensure academic success are developed. These are continuously reviewed, and the results are used for the further development of the degree program. The parties involved are informed of the results and the measures taken, in compliance with data protection regulations.	The degree program is subject to continuous monitoring with the participation of students and graduates. Based on this, measures to ensure academic success are developed. These are continuously reviewed, and the results are used for the further development of the degree program. The parties involved are informed of the results and the measures taken, in compliance with data protection regulations.	Editorial changes / no deviations.

§ 15 Diversity, Gender Equality, and Equal Opportunity	**§ 15 Diversity, Gender Equality, and Equal Opportunity**	
The university has policies in place to promote diversity, gender equity, and equal opportunities for students in special circumstances, which are implemented at the program level.	The university has policies in place to promote diversity, gender equity, and equal opportunities for students in special circumstances, which are implemented at the program level.	Editorial changes / no deviations.
§ 16 Special Provisions for Joint Programs	**§ 16 Special Provisions for Joint Programs**	
(1) For joint programs, the provisions of § 11, paragraphs 1 and 2, as well as § 12, paragraph 1, sentences 1 through 3, paragraph 2, sentence 1, paragraphs 3 and 4, and § 14 apply accordingly. Otherwise, the provisions of Part 3 do not apply. In addition, the following applies:	(1) For joint programs~~, the provisions~~ in § 11, paragraphs 1 and 2, as well as § 12, paragraph 1 sentences 1 through 3, paragraph 2, sentence 1, paragraphs 3 and 4, as well as § 14, apply mutatis mutandis. 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 must be appropriate to the academic level and the discipline in which the degree program is offered.	1. The admission requirements and selection procedures must be appropriate to the academic level and the academic 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), are taken into account.	3. Furthermore, 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 of September 30, 2005, p. 22, L 271 of October 16, 2007, p. 18, L 93 , April 4, 2008, p. 28, L 33, February 3, 2009, p. 49, L 305 of Oct. 24, 2014), as last amended by Directive 2013/55/Delegated Decision (EU of Jan. 17, 2014) 2017/2113 (OJ L 354317 of Jan. 28, 12, 2013, pp. 132–170) 119);	Editorial changes / no deviations.
4. In the supervision, 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 provision of academic support, the design of the degree program, and the teaching and learning methods used, the diversity of students and their needs is respected, and the specific requirements of mobile students are taken into account.;	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 ensures the implementation of the provisions set forth in the second sentence, nos. 1 through 4, and those specified in § 17.	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 and procedural rules set forth in paragraph 1, as well as in §§ 10(1) and (2) and 33(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 by the domestic institution of higher education, paragraph 1 shall apply mutatis mutandis, provided that the non-European cooperation partners commit in the cooperation agreement with the domestic institution to accreditation in accordance with the criteria and procedural rules set forth in paragraph 1, as well as ~~those in~~ § 10, paragraphs 1 and 2, and ~~§ 33, paragraph~~ § 32, paragraph 1.	Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance starting with § 21 differs from that in the MRVO. Otherwise, editorial changes / no deviations.
	~~Section~~ 2: Academic and Content-Related Criteria for Quality Management Systems	
§ 17 Concept of the Quality Management System at System-Accredited Institutions of Higher Education (Objectives, Processes, Instruments)	**§ 17 Concept of the Quality Management System at System-Accredited Institutions of Higher Education (Objectives, Processes, Instruments)**	

(1) The institution of higher education has established central educational objectives for teaching, which 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 and published institution-wide decision-making processes, areas of authority, and responsibilities for the establishment, review, further development, and discontinuation of degree programs, as well as the institution's own procedures for the accreditation of degree programs within the framework of its quality management system. The institution establishes provisions regarding periods of validity and deadlines in accordance with §§ 26 and 27. The institution may specify shorter periods of validity and deadlines. If a quality management system provides for the formation of clusters, § 30(1) shall apply mutatis mutandis with regard to cluster sizes.	(1) The university has established central educational objectives for teaching, which are reflected in the university's mission statement and in the curricula of its degree programs. The quality management system adheres to the values and standards set forth in 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 university has established and published university-wide the decision-making processes, areas of authority, and responsibilities for the establishment, review, further development, and discontinuation of degree programs, as well as the university's own procedures for the accreditation of degree programs within the framework of its quality management system. The university shall establish provisions regarding periods of validity and deadlines in accordance with §§ 26–25 and 27–26. In doing so, the institution may specify shorter periods of validity and deadlines. If a quality management system provides for the formation of clusters, § ~~30~~(29)(1) shall apply mutatis mutandis with regard to cluster sizes.	Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance starting with § 21 differs from that in the MRVO. Otherwise, editorial changes / no deviations.

(2) The quality management system was developed with the participation of the university's member groups and with the involvement of external experts. It ensures the independence of quality assessments and includes procedures for handling internal conflicts at the university as well as an internal grievance system. It is based on closed-loop control systems, covers all areas of the university's operations that are directly relevant to academic studies and teaching, and is equipped with adequate and sustainable resources. The university regularly reviews and continuously refines the system's functionality and effectiveness with regard to the quality of academic programs.	(2) The quality management system was developed with the participation of the university's member groups and with the involvement of external experts. It ensures the independence of quality assessments and includes procedures for handling internal conflicts at the university as well as an internal grievance system. It is based on closed-loop control systems, covers all areas of the university's operations that are directly relevant to academic studies and teaching, and is equipped with adequate and sustainable resources. The university regularly reviews and continuously refines the system's functionality and effectiveness with regard to the quality of academic programs.	Editorial changes / no deviations.
§ 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 the areas of operation relevant to teaching and student studies by students from within and outside the institution, external academic experts, representatives from the professional field, and graduates; the institution may conduct the evaluation of formal criteria independently. If a need for action is identified, the necessary measures shall be taken and implemented.	(1) The quality management system includes regular evaluations of degree programs and the areas of operation relevant to teaching and student studies by students from within and outside the institution, external academic experts, representatives from the professional field, and graduates; the institution may conduct the evaluation of formal criteria independently. If a need for action is identified, the necessary measures shall be taken and implemented.	Editorial changes / no deviations.

(2) To the extent that, based on the university's quality management system, evaluations are also conducted of teacher education programs, teacher-training programs with the combined subject of Protestant or Catholic Theology/Religion, Protestant theological programs leading to ordination, and other bachelor's and master's programs with the combined subject of Protestant or Catholic Theology, the participation and approval requirements set forth in § 25(1), sentences 3 through 5, shall apply accordingly.	(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 pastoral 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,~~ paragraph 24, subsection 1, sentences 3 through 5 shall apply mutatis mutandis.	Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance starting with § 21 differs from that in the MRVO. Otherwise, editorial changes / no deviations.
(3) The data required for the implementation of the quality management system is collected university-wide and on a regular basis.	(3) The data required for the implementation of the quality management system are collected university-wide and on a regular basis.	Editorial changes / no deviations.
(4) The university documents the evaluation of the degree programs by the university's internal quality management system, including the opinions of external stakeholders, as well as the measures taken, and informs university members, the sponsoring body, and the state where the university is located of this. To inform the public, it provides the Accreditation Council with the accreditation decisions and a brief summary of the quality assessment for publication. Section 29, sentence 2, applies accordingly.	(4) The institution shall document the evaluation of its degree programs under its internal quality management system, including the opinions of external stakeholders and the measures taken, and shall inform the institution's members, the sponsoring body, and the state in which it is located of this. To inform the public, it shall make the accreditation decisions and a brief summary of the quality assessment available to the Accreditation Council for publication. ~~Section 29,~~ Section 28, sentence 2 applies mutatis mutandis.	Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance starting with § 21 differs from that in the MRVO. Otherwise, editorial changes / no deviations.

	Section 3 Special Provisions for Collaborations with Higher Education and Non-Higher Education Institutions	
§ 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 is responsible for ensuring 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 coursework, the administration of examination and student data, quality assurance procedures, or the criteria and procedures for selecting teaching staff.	Editorial changes / no deviations.
§ 20 University Collaborations	**§ 20 University Collaborations**	
(1) If a higher education institution enters into a program-specific collaboration with another higher education institution, the degree-granting institution or 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 university enters into a program-specific collaboration with another university, the degree-granting university or universities shall ensure the implementation and quality of the program concept. The nature and scope of the collaboration shall be described, and the agreements underlying the collaboration shall be documented.	Editorial changes / no deviations.

(2) If a system-accredited institution of higher education enters into a program-specific collaboration with another institution of higher education, the system-accredited institution may award the program the Accreditation Council's seal pursuant to § 22, paragraph 4, sentence 2, provided that it is itself a degree-granting institution and ensures the implementation and quality of the program concept. Paragraph 1, sentence 2, applies mutatis mutandis.	(2) If a system-accredited institution of higher education enters into a program-specific cooperation with another institution of higher education, the system-accredited institution may award the program the seal of the Accreditation Council pursuant to § ~~22~~, ~~paragraph~~ 21, subsection 4, sentence ~~2~~ 2, provided that it is itself authorized to confer degrees and ensures the implementation and quality of the program concept. Paragraph ~~2~~ 1, sentence ~~2~~ 2 applies mutatis mutandis.	Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance starting with § 21 differs from that in the MRVO. Otherwise, editorial changes / no deviations.
(3) In the case of cooperation among institutions of higher education at the level of their quality management systems, system accreditation of each participating institution is required. At the request of the cooperating institutions, a joint system accreditation procedure is permitted.	(3) In the case of cooperation among institutions of higher education at the level of their quality management systems, system accreditation of each participating institution is required. At the request of 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**~~	Section 21 of the MRVO is not adopted due to the fact that there are no vocational academies in Saxony-Anhalt that are part of the tertiary education sector.

(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). To the extent that courses are primarily designed to impart practical skills and knowledge for which the appointment requirements for professors at universities of applied sciences are not necessary, these may be assigned to full-time instructors for special tasks in accordance with § 56 of the Higher Education Framework Act and relevant state law. The proportion of instruction provided by full-time 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.	~~(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), last amended by Article 1 of the Act of November 15, 2019 (Federal Law Gazette I, p. 1622). To the extent that courses are primarily designed to impart practical skills and knowledge for which the hiring requirements for professors at universities of applied sciences are not necessary, these 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. The proportion of instruction provided by full-time faculty members shall not be less than 40 percent. In exceptional cases, this may also include professors at universities of applied sciences or universities who teach part-time at a vocational academy, provided that they ensure continuity in the curriculum and consistency in the overall education program, as well as the mandatory supervision and advising of students; compliance with these requirements must be separately verified as part of the accreditation process for the individual degree program.~~ -	

(2) The first sentence of paragraph 1 applies mutatis mutandis to part-time faculty members who offer theory-based courses leading to ECTS credits or who participate as examiners in the supervision and evaluation of the bachelor's thesis. Courses as described in the first sentence may, in exceptional cases, also be offered by part-time faculty members who hold a relevant university degree or an equivalent qualification, as well as subject-specific and pedagogical competence and several years of relevant professional experience in accordance with the requirements of the course.	~~(2) Paragraph 1, sentence 1, applies mutatis mutandis to part-time faculty members who offer theory-based courses leading to ECTS credits or who serve as examiners in the assignment and evaluation of the bachelor's thesis. Courses as described in the first sentence may, in exceptional cases, also be offered by part-time instructors who hold a relevant university degree or an equivalent qualification, possess subject-specific and pedagogical competence, and have several years of relevant professional experience in accordance with the requirements of the course.~~	
(3) As part of the accreditation process, the following must also be reviewed:	~~(3) As part of the accreditation process, the following must also be reviewed:~~	
1. the interaction between the different learning locations (study academy and workplace),	~~1. the interaction between the different learning environments (academy and company),~~	
2. the assurance of quality and continuity in the curriculum and in the support and advising of students, given the unique staffing structure at vocational academies, and	~~2. the assurance of quality and continuity in the curriculum and in the support and advising of students, taking into account the unique staffing structure at vocational academies, and~~	
3. the existence of a sustainable quality management system that encompasses the various learning environments.	~~3. the existence of a sustainable quality management system that encompasses the various learning locations.~~	

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	**§ 2221 Decision of the Accreditation Council; Awarding of the Seal**	Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance starting with § 21 differs from that in the MRVO.
(1) 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 regulation. 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), first sentence, 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 , Paragraph 3, Sentence 1, ~~Number~~ 2, Letter b of the State Treaty on Study Program Accreditation. The basis for the decision regarding the academic and content-related criteria is an expert opinion pursuant to Article 3, ~~Paragraph~~ 2, Sentence 1, ~~Item~~ 4 of the State Treaty on Study Program Accreditation.	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 of higher education shall be given the opportunity to comment prior to the Accreditation Council's decision if the Council intends to deviate significantly from the experts' recommendation. The deadline for submitting comments is one month.	Editorial changes / no deviations.
(4) Upon granting accreditation, the Accreditation Council awards its seal to the degree program or the quality management system. In the case of system accreditation, the institution is granted the right to award the Accreditation Council's seal itself for the degree programs it has reviewed.	(4) Upon granting accreditation, the Accreditation Council awards its seal to the degree program or the quality management system. In the case of system accreditation, the institution is granted the right to award the Accreditation Council's seal itself for the degree programs it has reviewed.	Editorial changes / no deviations.
(5) The accreditation of Catholic theological degree programs that qualify students for the priesthood and the profession of pastoral assistant ("full theological program") takes place exclusively in the form of program accreditation. In the case of full-time and part-time theological degree programs, the Accreditation Council's decision requires the approval of the competent ecclesiastical authorities.	(5) The accreditation of Catholic theological degree programs that qualify students for the priesthood and the profession of pastoral assistant ~~(~~"full theological degree ~~program")~~ takes place exclusively in the form of program accreditation. The decision of the Accreditation Council requires the approval of the competent church authorities for full theological and partial theological degree programs.	Editorial changes / no deviations.
§ 23 Documents to Be Submitted	**§ 2322 Documents to Be Submitted**	Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance starting with § 21 differs from that in the MRVO.
(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-assessment report from the institution of higher education,	1. Self-assessment report from 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 in 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,	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, evidence that, in principle, all bachelor's and master's degree programs have undergone the quality management system at least once.	Editorial changes / no deviations.
(2) For the documents referred to in paragraph 1, item 2, translations into German must be submitted if they are not written in German.	(2) For the documents referred to in paragraph 1, item 2, translations into German must be submitted if they are not written in German.	Editorial changes / no deviations.
(3) As soon as the Accreditation Council makes an electronic data processing system available, it must be used.	(3) As soon as the Accreditation Council makes an electronic data processing system available, it must be used.	Editorial changes / no deviations.

§ 24 Engagement of an Agency; Accreditation Report; Site Visit	**§ 2423 Appointment of an agency; accreditation report; site visit**	Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance starting with § 21 differs from that in the MRVO.
(1) The institution of higher education shall commission an agency approved by the Accreditation Council pursuant to Article 5, paragraph 3, sentence 1 No. 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 theology degree programs that qualify students for the priesthood or the profession of pastoral assistant ("full theology program"), the evaluation is conducted by the Agency for Quality Assurance and Accreditation of Canonical Degree Programs in Germany, which is accredited by the Accreditation Council.	(1) The institution of higher education commissions an agency approved by the Accreditation Council pursuant to Article 5, paragraph 3, ~~sentence 1~~ No. 5 of the State Treaty on Study Program Accreditation to evaluate the formal and substantive 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 authorized by the Accreditation Council.	Editorial changes / no deviations.
(2) The institution shall provide the Agency with a self-evaluation report that contains, at a minimum, information on the institution's quality objectives and on the formal and subject-specific criteria set forth in Parts 2 and 3. The institution's self-evaluation report, in the preparation of which the student representative body must be involved, shall not exceed 20 pages for program accreditation and 50 pages for system and cluster accreditation.	(2) The institution shall provide the Agency with a self-evaluation report that contains, at a minimum, information on the institution's quality objectives and on the formal and subject-specific criteria set forth in Parts 2 and 3. The institution's self-evaluation report, in the preparation of which the student representative body must be involved, shall not exceed 20 pages for program accreditation and 50 pages for system and cluster accreditation.	Editorial changes / no deviations.

(3) The review report is prepared by the Agency; for degree programs under § 25(1), sentences 3 and 4, the review report requires the approval of the persons designated therein before it is forwarded to the Accreditation Council. The relevant standards for the review report are the formal criteria set forth in Part 2. It shall contain 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~~, paragraph 24, subsection 1, sentences 3 and 4, the review report must be approved by the persons designated by the Accreditation Council before it is forwarded to that body. The relevant standards for the review report are the formal criteria set forth in Part 2. It contains a recommendation regarding compliance with the formal criteria. The audit report must be drafted using the template to be specified by the Accreditation Council. The institution must be informed immediately of any failure to meet a formal criterion.	Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance starting with § 21 differs from that in the MRVO. Otherwise, editorial changes / no deviations.
(4) The expert opinion shall be submitted by the expert panel pursuant to § 25. The review panel receives the audit report pursuant to paragraph 3. The relevant standards for the expert opinion are the academic and content-related criteria set forth in Part 3. It contains a recommendation regarding compliance with the academic and content-related criteria. The expert opinion must be drafted using the template to be specified by the Accreditation Council and shall not exceed 20 pages for program accreditation and 100 pages for system and cluster accreditation.	(4) The expert opinion is issued by the expert panel in accordance with § 2524. The expert panel receives the audit report referred to in paragraph 3. The relevant standards for the expert opinion are the academic and content-related criteria set forth in Part 3. It includes a recommendation regarding compliance with the academic and content-related criteria. The expert opinion must be drafted using the template to be specified by the Accreditation Council and shall not exceed 20 pages for program accreditation and 100 pages for system and cluster accreditation.	Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance starting with § 21 differs from that in the MRVO. Otherwise, editorial changes / no deviations.

(5) As part of the evaluation of the subject-specific and content-related criteria, the review committee 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 committee may, by mutual agreement, waive the on-site visit. The same applies to the reaccreditation of a degree program.	(5) As part of the evaluation of the subject-specific and content-related criteria, the review committee 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 committee may, by mutual agreement, waive the on-site visit. The same applies to the reaccreditation of a degree program.	Editorial changes / no deviations.
(6) If the report contains recommendations regarding conditions, the institution and the agency may agree on an additional procedural step to address the issues identified in the report prior to submitting the application to the Accreditation Council.	(6) If the report contains recommendations regarding conditions, the institution and the agency may agree on an additional procedural step to address the Monita objections before submitting the application to the Accreditation Council.	Editorial changes / no deviations.
§ 25 Composition of the Review Panel; Requirements for Reviewers	**§ 2524 Composition of the Review Panel; Requirements for Reviewers**	Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance starting with § 21 differs from that in the MRVO.
(1) The agencies' panel of experts for program accreditation shall consist of at least four persons. It shall be composed as follows:	(1) The agencies' panel of experts for program accreditation shall consist of at least four persons. It shall be composed as follows:	Editorial changes / no deviations.
1. at least two university faculty members with expertise in the relevant field,	1. at least two university faculty members with expertise in the relevant field,	Editorial changes / no deviations.

2. a representative from professional practice with expertise in the relevant field,	2. a representative from professional practice with expertise in the relevant field,	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 a teaching career, a representative of the ~~Supreme~~ State Authority responsible for the school system shall take the place of the person referred to in sentence 2, No. 2; for teacher education programs with the combined major of Protestant or Catholic Theology/Religion, a representative of the locally responsible diocese or regional church is additionally included. In the accreditation of theological degree programs that qualify students for the office of pastor, the priesthood, and the profession of pastoral assistant ~~("full~~ theological ~~degree~~ program") and in all other bachelor's and master's degree programs featuring the combined subject of Protestant or Catholic Theology/Religion, the person referred to in paragraph 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~~(23)(4), sentence 1, requires the consent of the persons named in each instance; without this consent, the expert opinion shall not be submitted to the Accreditation Council.	Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance starting with § 21 differs from that in the MRVO. Specification of the competent authority under 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,	Editorial changes / no deviations.
3. a student.	3. a student.	Editorial changes / no deviations.
(3) University faculty members hold the majority of votes. In the respective review panel, the majority of reviewers must have experience with accreditation. In the case of system accreditation, the majority of reviewers must have experience with system accreditation.	(3) University faculty members hold the majority of votes. In the respective review panel, the majority of reviewers must have experience with accreditation. In the case of system accreditation, the majority of reviewers must have experience with system accreditation.	Editorial changes / no deviations.

(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.	Editorial changes / no deviations.
(5) The following persons are excluded from serving as evaluators:	(5) The following persons are excluded from serving as evaluators:	Editorial changes / no deviations.
1. is employed by or enrolled at the institution of higher education submitting the application for accreditation,	1. is employed by or enrolled at the institution of higher education submitting the application for accreditation,	Editorial changes / no deviations.
2. is employed by or enrolled at one of the institutions participating in the cooperative degree program or joint program, or	2. is employed by or enrolled at one of the institutions participating in the cooperative degree program or joint program, or	Editorial changes / no deviations.
3. is considered biased according to the rules customary in academia.	3. is considered biased according to the rules customary in academia.	Editorial changes / no deviations.
(6) The Agency shall inform the institution of higher education of the composition of the review panel prior to the appointment of the reviewers. The institution of higher education has the right to submit comments within a period of two weeks.	(6) The Agency shall inform the institution of higher education of the composition of the review panel prior to the appointment of the reviewers. The institution of higher education has the right to submit comments within a period of two weeks.	Editorial changes / no deviations.

§ 26 Validity Period of Accreditation; Extension	**§ 2625 Validity Period of Accreditation; Extension**	Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance starting with § 21 differs from that in the MRVO.
(1) Initial accreditation is valid for a period of eight years from the start of the semester or trimester in which the accreditation decision is announced. If, in the case of program accreditation, the degree program has not yet been launched, the accreditation takes effect as of the start of the semester or trimester in which the degree program is first offered, but no later than the start of the second semester or trimester following the announcement of the accreditation decision.	(1) Initial accreditation is valid for a period of eight years from the start of the semester or trimester in which the accreditation decision is announced. If, in the case of program accreditation, the degree program has not yet been launched, 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.	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, an application for reaccreditation must be submitted, 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. the institution requests an extension of the deadline in justified exceptional cases that are wholly or partially beyond the institution's control; the extraordinary extension of the deadline in individual cases will be credited toward the next accreditation period.	2. the institution requests an extension of the deadline in justified exceptional cases that are wholly or partially beyond the institution's control; the extraordinary extension of the deadline in individual cases will be credited toward the next accreditation period.	Editorial changes / no deviations.
If an application for institutional accreditation has been submitted, the accreditation of degree programs whose accreditation expires during the proceedings may be extended for the duration of the proceedings plus one year. If an accredited degree program is discontinued, the accreditation may be extended for students still enrolled at the time the accreditation period expires.	If an application for system accreditation has been submitted, the accreditation of degree programs whose accreditation expires during the proceedings may be extended for the duration of the proceedings plus one year. If an accredited degree program is discontinued, the accreditation may be extended for students who are still enrolled when the accreditation period expires.	Editorial changes / no deviations.
§ 27 Conditions	**§ 2726 Conditions**	Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance starting with § 21 differs from that in the MRVO.

(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	**§ 2827 Obligation to Report Changes**	Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance starting with § 21 differs from that in the MRVO.
(1) The institution of higher education is required to promptly notify the Accreditation Council of any material change to the subject matter of accreditation during the period of validity of the accreditation.	(1) The institution of higher education is required to promptly notify the Accreditation Council of any material change to the subject matter of accreditation during the period of validity of the accreditation.	Editorial changes / no deviations.
(2) The Accreditation Council shall decide whether the material change is covered by the existing accreditation.	(2) The Accreditation Council shall decide whether the material change is covered by the existing accreditation.	Editorial changes / no deviations.
§ 29 Publication	**§ 2928 Publication**	Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance starting with § 21 differs from that in the MRVO.

The Accreditation Council's decision and the accreditation report shall be published by the Accreditation Council on its website. Upon publication, personal data may not be disclosed unless the data subject has given consent, or obtaining the data subject's consent is not possible or would require a disproportionate effort, and it is evident that the disclosure is in the data subject's interest.	The Accreditation Council's decision and the accreditation report shall be published by the Accreditation Council on its website. Upon publication, personal data may not be disclosed unless the data subject has given consent, or obtaining the data subject's consent is not possible or would require a disproportionate effort, and it is evident that the disclosure is in the data subject's interest.	Editorial changes / no deviations.
§ 30 Bundled Accreditation; Partial System Accreditation	**§ 3029 Bundled Accreditation; Partial System Accreditation**	Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance starting with § 21 differs from that in the MRVO.
(1) The expert panel's report pursuant to § 24(4) may cover multiple degree programs if they share a high degree of disciplinary proximity that goes beyond mere affiliation with a disciplinary field (humanities and cultural studies, social sciences, or natural sciences) (bundled accreditation). The academic and content-related criteria set forth in Part 3 must be assessed separately for each degree program. A bundle shall consist of no more than ten degree programs.	(1) The expert opinion of the review panel pursuant to Section ~~24~~(23)(4) may cover multiple degree programs if they share a high degree of disciplinary proximity that goes beyond mere affiliation with a disciplinary field (humanities and cultural studies, social sciences, or natural sciences) (bundled accreditation). The academic and content-related criteria set forth in Part 3 must be assessed separately for each degree program. A bundle shall consist of no more than ten degree programs.	Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance starting with § 21 differs from that in the MRVO. Otherwise, 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. This applies to combined degree programs regardless of the size of the bundle.	Editorial changes / no deviations.
(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 organizational unit of the institution responsible for academic programs may be the subject of system accreditation. 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 appropriate or feasible,	Editorial changes / no deviations.
2. the subunit's quality management system is integrated into the institution, and	2. the subunit's quality management system is integrated into the institution, and	Editorial changes / no deviations.
3. At least one degree program in the subunit has already gone through this system.	3. At least one degree program in the subunit has already gone through this system.	Editorial changes / no deviations.
§ 31 Random Sampling	**§ 3130 Random Sampling**	Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance starting with § 21 differs from that in the MRVO.

(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 random sample in accordance with § ~~25,~~ paragraph 24, subsection 2. The random sample shall verify whether the intended effects of the quality management system under review are being achieved at the level of the degree program.	Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance starting with § 21 differs from that in the MRVO. Otherwise, editorial changes / no deviations.
(2) The subject of the random sample is	(2) The subject of the random sample is	Editorial changes / no deviations.
1. the consideration of all criteria in accordance with Parts 2 and 3 within a degree program that has undergone the institution's quality management system, and	1. the consideration of all criteria in accordance with Parts 2 and 3 within a degree program that has undergone the institution's quality management system, and	Editorial changes / no deviations.
2. the consideration of formal and subject-specific criteria in accordance with Parts 2 and 3, as determined by the review committee.	2. the consideration of formal and subject-matter criteria in accordance with Parts 2 and 3, as determined by the review committee~~.~~	Editorial changes / no deviations.
When selecting the sample, the review panel takes into account the university's range of academic disciplines in its teaching programs.	When selecting the sample, the review panel takes into account the university's range of academic disciplines in its teaching programs.	Editorial changes / no deviations.

(3) If the institution offers degree programs that also prepare students for a regulated profession, one such program must additionally be included in the sample, taking into account the criteria set forth in Parts 2 and 3 that pertain to degree programs; The same applies 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 of higher education offers degree programs that also prepare students for a regulated profession, one such program shall additionally be included in the sample, taking into account the criteria set forth in Parts 2 and 3 that pertain to degree programs; The same applies in the case of teacher training 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 ~~designated by the authority responsible for the respective regulated profession~~, ~~or a representative~~ of the ~~highest~~ state authority responsible for the school system, or the respective church authority.	Specification of the competent authority under state law. Otherwise, editorial changes.
Part 5: Procedural Rules for Special Types of Degree Programs	**Part 5: Procedural Rules for Special Types of Degree Programs**	
§ 32 Combined Degree Programs	**§ 3231 Combined Degree Programs**	Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance starting with § 21 differs from that in the MRVO.

(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 pursuant to Section 12, paragraph 5, 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 alter 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 supplemented in accordance with 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) In ~~all other respects~~, the provisions of Part 4 ~~remain~~ unaffected.	Editorial changes / no deviations.

§ 33 Joint Programs	**§ 3332 Procedural Provisions for Joint Programs**	Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance starting with § 21 differs from that in the MRVO.
(1) For joint programs involving a domestic institution of higher education and other institutions of higher education from the European Higher Education Area, the accreditation decision may—notwithstanding § 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 ordinance has been demonstrated and the evaluation process has met the following requirements:	(1) For joint programs involving a domestic institution of higher education and other institutions from the European Higher Education Area, the accreditation decision may, by way of derogation from § ~~22~~(21)(1), be made by recognizing the evaluation conducted by an agency listed in the European Quality Assurance Register for Higher Education (EQAR). The Accreditation Council recognizes this evaluation upon application by the institution of higher education and grants its seal if compliance with the formal and academic criteria for joint programs pursuant to Sections 10 and 16 of this ordinance has been demonstrated and the evaluation process has met the following requirements:	Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance starting with § 21 differs from that in the MRVO. Otherwise, editorial changes / no deviations.
1. The Accreditation Council was notified of the initiation of the procedure prior to its commencement,	1. the Accreditation Council was notified of the conduct of the procedure prior to its commencement,	Editorial changes / no deviations.

2. The accreditation decision is based on a self-report submitted by the participating institutions, which includes, in particular, information on the respective national frameworks and highlights the distinctive features of the joint program,	2. The accreditation decision is based on a self-report by the cooperating institutions, which contains, in particular, information on the respective national framework conditions and highlights the distinctive features of the joint program,	Editorial changes / no deviations.
3. An on-site visit took place at at least one location of the degree program with the participation of representatives from all cooperating universities as well as other stakeholders,	3. An on-site visit took place at at least one location of the degree program with the participation of representatives from all cooperating universities as well as other stakeholders,	Editorial changes / no deviations.
4. The evaluation is based on an expert report that complies with the requirements for joint programs set forth in Parts 2 and 3,	4. The evaluation is based on an expert report that complies with the requirements for joint programs in Parts 2 and 3,	Editorial changes / no deviations.
5. The review was conducted by a panel of at least four reviewers, composed of at least the following members:	5. The review was conducted by a panel of at least four reviewers, composed of at least the following members:	Editorial changes / no deviations.
a. Members from at least two of the countries participating in the Joint Program,	a. Members from at least two of the countries participating in the Joint Program,	Editorial changes / no deviations.
b. at least one student representative,	b. at least ~~one student representative~~,	Editorial changes / no deviations.

c. the review panel represents expertise in the relevant subjects and disciplines, including the labor market and the professional world in the relevant fields, as well as expertise in the area of quality assurance in higher education, and possesses knowledge of the higher education systems of the participating institutions and the languages of instruction used, and	c. the review panel represents expertise in the relevant subjects and disciplines, including the labor market or the professional world in the relevant fields, as well as expertise in the field of quality assurance in higher education, and possesses knowledge of the higher education systems of the participating institutions as well as the languages of instruction used, and	Editorial changes / no deviations.
d. The requirements set forth in § 25, paragraph 3, sentence 1, and paragraphs 5 and 6 have been met,	d. the requirements set forth in § ~~25~~, paragraph 24, subsection 3, sentence 1, and subsections 5 and 6 have been met,	Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance starting with § 21 differs from that in the MRVO. Otherwise, editorial changes / no deviations.
6. The evaluation identifies the following characteristics: justification, finality, and, where applicable, demonstrated fulfillment of conditions, and	6. The evaluation identifies the following characteristics: justification, finality, and, where applicable, demonstrated fulfillment of conditions, and	Editorial changes / no deviations.
7. The agency has published at least a summary of the expert opinion, including the assessment and rationale, on its website in English.	7. The agency has published at least one summary of the expert opinion, including the assessment and rationale, on its website in English.	Editorial changes / no deviations.

Section 22, paragraphs 2, 3, and 4, sentence 1; Section 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 in accordance with sentence 1, in deviation from Section 22, the provisions of Sections 10 and 16 for joint programs as defined in 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.	~~The provisions of § 22~~, § 21(2), (3), and (4)~~, first sentence, § 26~~ , § 25(1), first sentence, and (2), first sentence, ~~,~~ §§ 28, § 27, and 29, § 28 apply mutatis mutandis. If the accreditation decision is not made within the meaning of the first sentence in deviation from § 22, § 21, the provisions of §§ 10 and 16 for joint programs within the meaning of § 10, paragraph 1, nevertheless apply mutatis mutandis. Notwithstanding § ~~26(~~2~~)~~, the accreditation period is six years ~~pursuant to~~ § 25(1), first sentence, and § 25(2), second sentence. Upon publication, the decision shall be identified as an accreditation decision based on the separate procedure for joint programs. The institution of higher education must clearly indicate this in the degree certificates.	Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance starting with § 21 differs from that in the MRVO. Otherwise, editorial changes / no deviations.
(2) If a joint program is coordinated and offered by a domestic institution of higher education together with one or more institutions of higher education from foreign countries that do not belong to the European Higher Education Area (non-European cooperation partners), then, upon application by the domestic institution of higher education, paragraph (1) shall apply mutatis mutandis if the non-European cooperation partners commit in the cooperation agreement with the domestic institution of higher education to accreditation in accordance with the criteria set forth in paragraph (1) as well as in §§ 10(1) and (2) and 16(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 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 undergo accreditation in accordance with the criteria set forth in paragraph 1, as well as those in §§ 10, paragraphs 1 and 2, 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 of the State Treaty on Study Program Accreditation~~**	
§ 34 Alternative Accreditation Procedures	**§ 3433 Alternative Accreditation Procedures**	Since the provision regarding vocational academies in § 21 of the MRVO was not incorporated into the State Ordinance, the numbering in the State Ordinance starting with § 21 differs from that in the MRVO.
(1) In addition to the two procedures regulated in Part 4, alternative procedures for ensuring and developing quality in academic programs and teaching may also be employed in accordance with Article 3, Paragraph 1, Number 3 of the State Treaty on Study Program Accreditation.	(1) In addition to the two procedures regulated in Part 4, alternative procedures for ensuring and developing quality in academic programs and teaching may also be implemented in accordance with Article 3, paragraph 1, item 3 of the State Treaty on Study Accreditation.	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, paragraph 2, sentence 1 of the State Treaty on Study Program Accreditation, as well as those applicable in the State Treaty on Study Program Accreditation and in this Regulation, apply mutatis mutandis; likewise, the requirements for participation and consent pursuant to § 18, paragraph 2 apply mutatis mutandis.	(2) In alternative procedures, the criteria set forth in Parts 2 and 3 ~~of this Regulation~~ must be observed. The provisions set forth in the first sentence of Article 3(2) of the State Treaty on Study Program Accreditation, as well as the principles governing the appropriate involvement of the academic community as 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 state authority for higher education of the respective state; the Accreditation Council may commission an external review. The application must be submitted to the Accreditation Council via the competent state authority for higher education. 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 regulation. 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 the Accreditation Council and the ~~state ministry~~ responsible for higher education ~~in the respective~~ state; the Accreditation Council may commission an external review. The application must be submitted to the Accreditation Council via the state ministry responsible for higher education. 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 of the State Treaty on Study Program Accreditation and the provisions of Article 3, paragraph 2, sentence 1, 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 regulation. The alternative procedure shall be suitable for gaining fundamental insights into alternative approaches to external quality assurance beyond the procedures specified in Article 3, paragraph 1, items 1 and 2 of the State Treaty on Study Program Accreditation.	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, paragraph 4, sentence 2, and Section 26, paragraph 3, sentence 2, 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, paragraph 21, subsection~~ 4, sentence 2, and Section ~~26, paragraph 25,~~ subsection 3, sentence 2, apply mutatis mutandis. The alternative accreditation procedure is overseen by the Accreditation Council and must generally be evaluated by an independent, research-oriented institution two years before the end of the project period.	Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance for § 21 differs from that in the MRVO. Otherwise, editorial changes / no deviations.
Part 7 Miscellaneous	**Part 7 Miscellaneous—Final Provisions**	
§ 35 Relationship to Procedures Concerning the Eligibility of a Degree Program Under Professional Licensing Law	**§ 3534 Relationship to Procedures Concerning the Eligibility of a Degree Program Under Professional Licensing Law**	Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance starting with § 21 differs from that in the MRVO.
(1) Accreditation procedures pursuant to Article 3, paragraph 1, item 1, and Article 3, paragraph 1, item 2 of the State Treaty on Study Program Accreditation may, upon application by the institution of higher education, be organizationally linked to proceedings that determine the eligibility of a degree program under professional licensing law.	(1) Accreditation procedures pursuant to Article 3 paragraph 1, items 1 and ~~Article 3, paragraph 1, No.~~ 2 of the State Treaty on Study Program Accreditation may, upon application by the institution of higher education, be organizationally linked to procedures that determine the suitability of a study program under professional licensing law.	Editorial changes / no deviations.

(2) The participation of external experts with an advisory role—to be appointed in addition to the other representatives or representatives from professional practice—in the review committees pursuant to § 25, paragraphs 1 and 2, shall be effected through nomination by the state authority responsible for the respective regulated profession.	(2) The participation of external experts—to be appointed in addition to the other representatives or representatives from the professional field—in an advisory capacity on the expert committees pursuant to § ~~25~~, paragraph 24, ~~subsections~~ 1 and 2, is effected through nomination by the state agency responsible for the respective regulated profession.	Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance starting with § 21 differs from that in the MRVO. Otherwise, editorial changes / no deviations.
Section 36 Evaluation	**Section 3635 Evaluation**	Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance starting with § 21 differs from that in the MRVO.
The ordinance is reviewed regularly and within a reasonable timeframe.	The ordinance is reviewed regularly and within a reasonable timeframe.	Editorial changes / no deviations.
§ 37 Entry into Force	**Section 3736 Entry into Force**	Since the provision regarding vocational academies in § 21 MRVO was not incorporated into the state ordinance, the numbering in the state ordinance starting with § 21 differs from that in the MRVO.
	-This regulation enters into force on January 1, 2018.	Naturally, provisions regarding entry into force are found only in the state ordinance, not in the MRVO. However, the reading version of the

		state ordinance, reference is made to the entry into force of the original version of the state ordinance on January 1, 2018. According to § 2(1) of the “Regulation Amending the Saxony-Anhalt Study Program Accreditation Regulation” dated July 10, 2025, the amending regulation entered into force on August 1, 2025, subject to the provision in § 2(2) of the amending regulation. Transitional Provisions: The text of the state ordinance on which this comparison is based does not contain any transitional provisions. However, transitional provisions are contained in Section 2(2) of the “Regulation Amending the Saxony-Anhalt Study Program Accreditation Regulation” dated July 10, 2025. They read as follows: “Section 11(1), first sentence; Section 12(1) sentence 5, §§ 15 and 17(1) sentences 5 through 7, and § 29(2) shall on April 1, 2026.” This means that—contrary to the recommendation of the Conference of Science Ministers regarding transitional provisions—for all decisions made by the Accreditation Council Foundation on or after April 1, 2026, that pertain to

		institutions of higher education in Saxony-Anhalt, the new legal framework must be fully applied; that is, as of that date, this also applies with respect to § 11(1), sentence 1; § 12 (1), sentence 5; §§ 15 and 17 (1), sentences 5 through 7, and § 29(2) of the State Ordinance. The date of application is therefore irrelevant in this context.