

3. Materialien und Arbeitshilfen

3.1. Stand der Einführung in Europa - EURYDICE

From Focus on the Structure of Higher Education in Europe 2004/05 - National Trends in the Bologna Process, Eurydice, 2005

SECTION D: THE DIPLOMA SUPPLEMENT

The Diploma Supplement – a widespread measure

The Diploma Supplement (DS) seeks to ensure that acquired knowledge and ability will be transparent and readily understood in the context of mobility. The communiqué of the conference of ministers responsible for higher education, in Berlin in September 2003, set the objective of ensuring that all graduate students receive this document automatically, free of charge and in a widely used European language, with effect from 2005.

In 2004/05, the Diploma Supplement is referred to specifically in legislation and issued by higher education institutions in the majority of countries. In most cases, its implementation got under way between 2001 and 2004. In the Flemish Community of Belgium and in Finland, the Diploma Supplement has existed for many years in a form close to the European model.

In a few systems, namely those of Albania, Andorra, Cyprus, Poland and the United Kingdom (Scotland), its implementation is very recent. It applied to graduate students for the first time in 2004/05. In Iceland, a few institutions issued it in 2003/04.

In France and the United Kingdom (England, Wales and Northern Ireland), higher education institutions have also begun to introduce the Diploma Supplement since 2004/05, but it will only be fully implemented in two years' time.

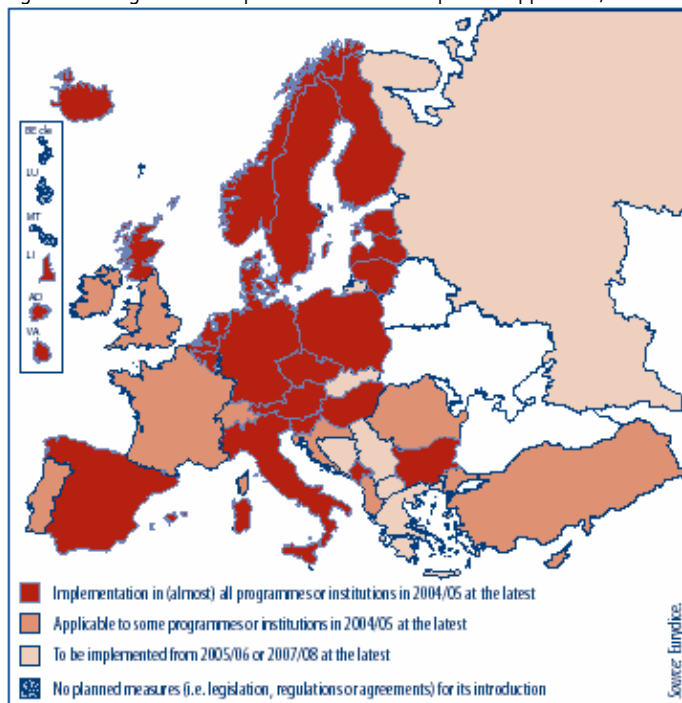
In a certain number of countries, implementation of the Diploma Supplement has gone ahead more gradually. In the Czech Republic, Ger-

many and Italy, it was introduced (in accordance with legislation) before 2000 and is now being extended to all higher education qualifications. Liechtenstein, Romania, Slovenia and Turkey have partially introduced it since 2000/01 and it will be fully implemented in Romania and Turkey in 2005/06. In the French Community of Belgium, Ireland, the Netherlands (in which it was due to become mandatory in all higher education institutions in March 2005), Portugal (in which it will be mandatory from 2005/06) and Switzerland, some institutions have initially introduced it in the absence of any legislation.

Wherever its implementation is still awaited, this will occur by 2005/06 at the latest, except in Russia which is recommending that it should be introduced on a general basis from 2007/08 onwards.

The German-speaking Community of Belgium, Luxembourg and Malta are the only countries in which no date has yet been fixed for the Supplement to be incorporated into legislation or introduced in higher education institutions.

Figure D1: Progress with implementation of the Diploma Supplement, 2004/05



Additional notes

Croatia: The legislation currently in force states that issue of the Diploma Supplement is compulsory. It will be introduced for all students entering higher education in the 2005/06 academic year.

FYR of Macedonia and Turkey: Provision of the Diploma Supplement becomes mandatory with effect from 2005/06.

Netherlands: Provision of the Diploma Supplement has been mandatory since 1 March 2005.

Russia: A pilot project for adoption of the European type Diploma Supplement got under way in 2003, and is currently operational in three universities.

Switzerland: The Diploma Supplement has been issued in the Fachhochschulen since 2000 and its use is becoming increasingly widespread in universities. On the other hand, it is not yet offered by the Pädagogische Hochschulen.

Provision of the Diploma Supplement automatically and free of charge in most countries

In countries in which the procedure has already been implemented in all institutions or just some of them, the Diploma Supplement (DS) is generally issued automatically and free of charge to graduates at the end of their course (Figure D2).

However, in several countries this is not the case. In 2004/05, Albania, the Holy See, Hungary, Lithuania, Romania, Spain and Turkey issue it only on request. The Diploma Supplement is not yet issued automatically in all institutions in the United Kingdom. The English language version of the document is issued on request in the Flemish Community of Belgium and Slovenia. In Poland, the Supplement is provided on request in languages other than Polish.

The Diploma Supplement is issued free of charge almost everywhere, but it may sometimes have to be paid for when provided in a language other than the language of instruction, as in Hungary or Slovenia.

Slovakia: The English language version may be provided in return for payment depending on the institution concerned.

Slovenia: The Diploma Supplement is issued automatically and free of charge in Slovene and on request and in return for payment in another European language. From 2005/06, it will be issued automatically and free of charge irrespective of the language chosen.

However, from 2005/06 this will no longer be the case in Slovenia, in which the document will be issued automatically and free of charge irrespective of the language chosen.

In Italy, higher education institutions are free to issue it either free of charge or in return for payment.

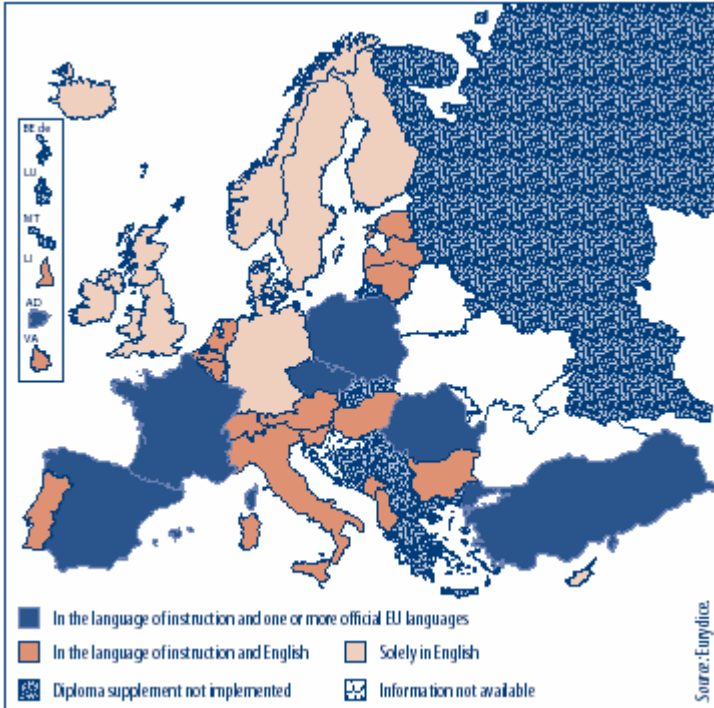
Among the countries that will introduce it with effect from 2005/06, Bosnia and Herzegovina will issue it on request; Greece and Slovakia will do so automatically. In Lithuania, it will be issued automatically from 2006 onwards.

In 2005/06, only Hungary (in the case of the English language version) and the Former Yugoslav Republic of Macedonia (in the case of the versions in English or the language of instruction) will issue the Diploma Supplement both on request and in return for payment.

The Diploma Supplement is generally issued in English or in the language of instruction and in English

Cyprus, Germany, Ireland, the Nordic countries and the United Kingdom issue the Diploma Supplement (DS) solely in English.

Figure D3: Language(s) in which the Diploma Supplement is issued, 2004/05



Additional notes

Belgium (BE fr): The English version may be issued by certain institutions on a voluntary basis.

Croatia: The legislation does not specify either the terms on which it is issued or in which one or more languages.

Czech Republic: Issue of the Diploma Supplement in a language other than the language of instruction is at the discretion of the higher education institution concerned.

FYR of Macedonia and Lithuania: The Diploma Supplement will be issued in the language of instruction and in English with effect from 2005/06.

Iceland: Certain higher education institutions also issue the Diploma Supplement in Icelandic.

Netherlands: The Diploma Supplement is issued in English or Dutch as the student wishes.

Slovakia: The Diploma Supplement will be issued in the language of instruction and in English from 2005/06 onwards.

United Kingdom (WLS): Plans are in place to issue the Diploma Supplement in Welsh as in English.

Around 15 countries or regions (Albania, Austria, Belgium (the Flemish and French Communities), Bulgaria, Estonia, the Holy See, Hungary, Italy, Latvia, Liechtenstein, Lithuania, Montenegro, Portugal, Slovenia and Switzerland) issue it in the language of instruction and in English. The situation will be similar in the Former Yugoslav Republic of Macedonia from 2005/06.

Andorra, France, Poland and Spain, appear noteworthy for the range of different languages in which the Diploma Supplement may be made available. Depending on the wishes of the student and the choices offered by the institution, the Supplement is available in the first two countries in the language of instruction and one of the official languages of the European Union. Andorra issues the document in Catalan, English, French, Portuguese and Spanish. In Poland, it may be issued in English, French, German, Russian and Spanish.

3.2. Stand der Einführung in Deutschland – Ergebnisse der HRK-Umfrage

Einführung und Zusammenfassung

Die Einführung des Diploma Supplements zählt zu den Elementen des Bologna-Prozesses, für die ein früherer Termin als 2010, nämlich das Jahr 2005, gesetzt wurde. Um diesen Prozess angemessen unterstützen zu können, hat die Service-Stelle Bologna der HRK im Oktober 2004 - wenige Monate nach ihrer Einrichtung - eine Umfrage unter allen staatlichen und staatlich anerkannten Hochschulen Deutschlands durchgeführt. Ziel war es,

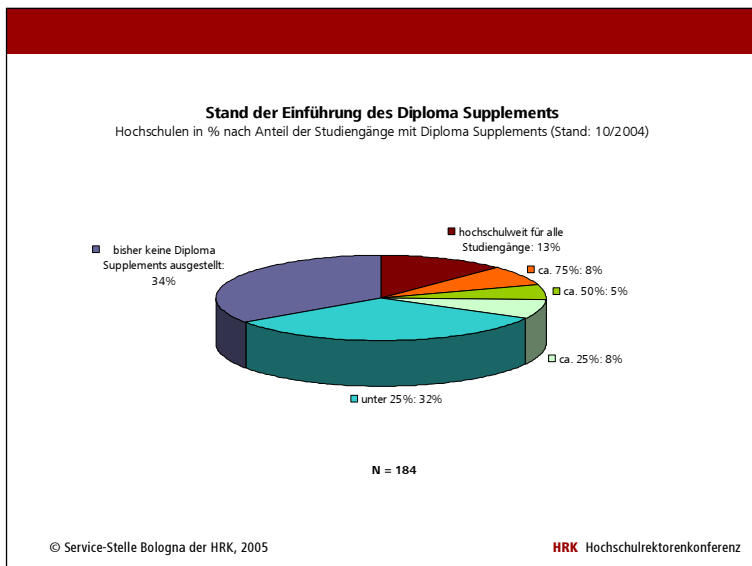
- den Stand der Einführung des Diploma Supplements in den Hochschulen zu ermitteln,
- Probleme bei der Einführung zu identifizieren und
- die zentrale Frage, wie die umfangreiche Ausstellung von Diploma Supplements elektronisch unterstützt werden kann, näher zu beleuchten.

Von den angeschriebenen 334 Hochschulen haben 186 verwertbare Fragebögen geliefert. Der Rücklauf betrug also 56%. Da nicht alle Hochschulen alle Fragen beantwortet haben, variiert die Zahl der Antworten zwischen den Fragen. Sie ist jeweils ausgewiesen.

Es zeigt sich, dass zwei Monate vor dem Stichtag, den die europäischen Bildungsminister vereinbart haben (1.1.2005), erst ein kleiner Teil der Hochschulen das Ziel der Ausstellung von Diploma Supplements in allen Studiengängen erreicht hat. Allerdings wurden bereits in den meisten Hochschulen zumeist hochschulweite Initiativen zur Einführung ergriffen; nur wenige Hochschulen machen keine Angaben zu der Frage, wie sie die Einführung von Diploma Supplements angehen wollen. Die EDV-Unterstützung geschieht mit verschiedenen, häufig sogar selbst programmierten Lösungen, die einen sehr unterschiedlichen Grad an Automatisierung dieser umfangreichen Aufgabe erlauben. Die Probleme bei der Einführung des Diploma Supplements sind ebenfalls breit gestreut. Sie reichen von mangelnden personellen Ressourcen über organisatorische und redaktionelle Probleme bis hin zu EDV-technischen Schwierigkeiten.

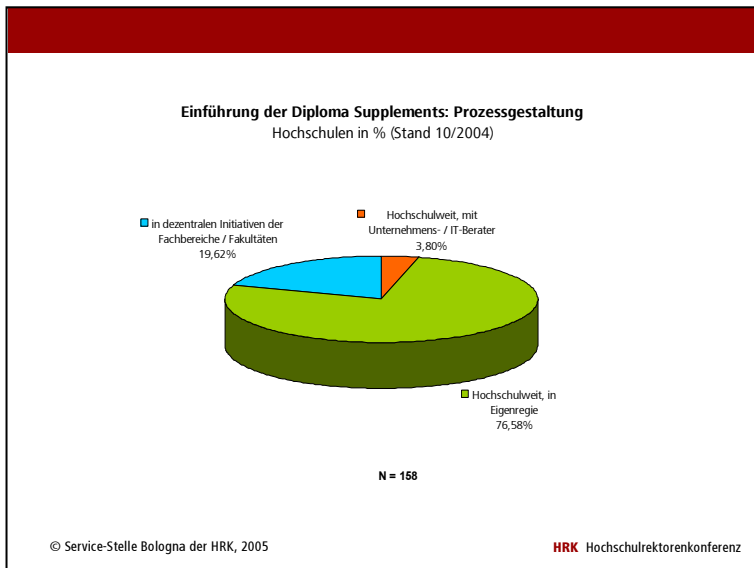
Stand der Einführung

Nur 13% der Hochschulen haben zwei Monate vor dem Zieldatum der europäischen Bildungsminister das Ziel erreicht, in allen Studiengängen Diploma Supplements auszustellen. Diese Hochschulen erstellen das Dokument auch automatisch, also ohne einen Antrag des/der Studierenden. Ob es kostenfrei erstellt wird - dies ist die dritte Forderung des Berlin-Communiqués - wurde nicht erfragt. Jeweils ein Drittel der Hochschulen hingegen erstellen bisher gar keine Diploma Supplements (34%) bzw. nur für einen geringen Teil ihrer Studiengänge (32%). Der Mittelbereich relativ fortgeschrittener Hochschulen ist sehr schwach besetzt.



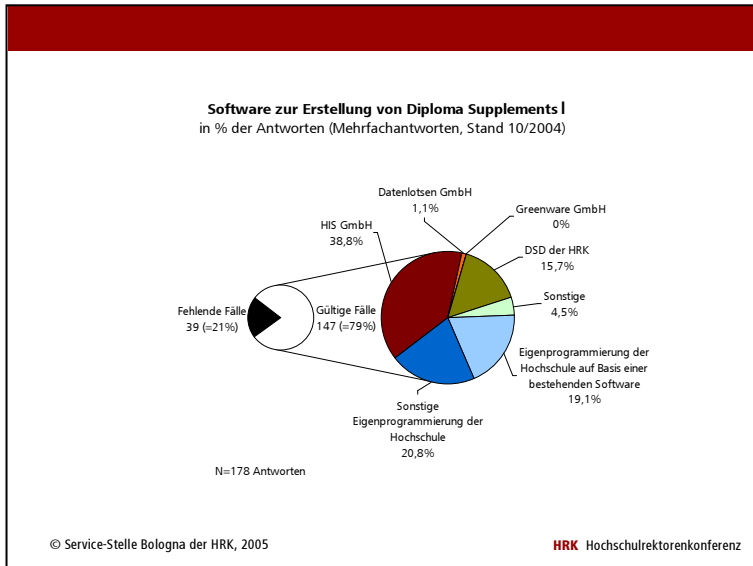
Allerdings hat der überwiegende Teil der Hochschulen bereits eine Initiative zur Umsetzung gestartet, zumeist zentral für die gesamte Hochschule (80,4%). In den übrigen Hochschulen, die die Frage beantworten, laufen die Umsetzungsprozesse dezentral, in den Fachbereichen bzw. Fakultäten. Nur wenige Hochschulen (3,8%) nehmen bei der zentral organisierten Umsetzung externe Hilfe in Anspruch, etwa von IT- oder Organisationsberatern. 28 Hochschulen äußern sich zu der Frage der Einführungs-

strategie nicht, und man darf annehmen, dass zumindest ein Teil von ihnen noch nicht über klare Vorstellungen dazu verfügt.



Software zur Erstellung von Diploma Supplements

Die Hochschulen stehen vor der Aufgabe, eine große Menge von Diploma Supplements auszustellen, und es stellt sich die Frage, wie sie mit Hilfe



von EDV möglichst effizient bewältigt werden kann. 147 Hochschulen geben eine Software an, die sie zur Erstellung von Diploma Supplements nutzen. Die übrigen 39 Hochschulen (21% der antwortenden 186 Hochschulen) verfügen möglicherweise noch nicht über eine Software.

Die am häufigsten genutzten Lösungen sind Produkte der HIS-GmbH (38,8%, 57 Hochschulen), das zweithäufigste Produkt ist die DSD-Software der HRK. Einige weitere Firmen bzw. deren Software-Lösungen werden benannt, spielen aber quantitativ eine geringe Rolle. Auffällig ist der hohe Anteil von Eigenprogrammierungen (insgesamt 39,9%), von denen etwa die Hälfte auf Lösungen Dritter aufbaut und die andere Hälfte völlige Eigenschöpfungen der jeweiligen Hochschulen sind.

Die Eigenprogrammierungen beruhen auf Datenbanken (Access: 11 Nennungen; Oracle, SQL je einmal). Die Ausgabe geschieht mit Textverarbeitungsprogrammen, die zumeist auf Datenbanken zugreifen, am häufigsten MS Word (16 Nennungen). Neun Hochschulen sagen explizit, dass sie mit MS Word auf die Datenbanken zugreifen, wahrscheinlich praktizieren

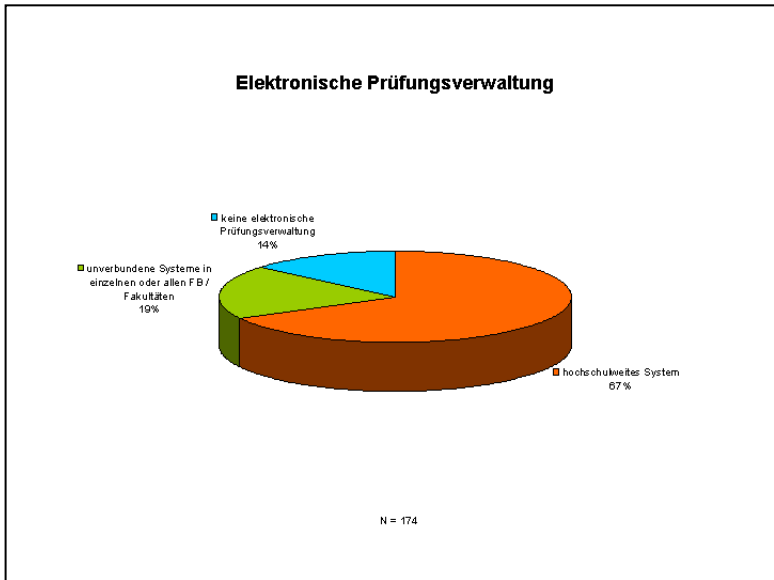
diesen Weg aber mehr Word-Nutzer. Wenige Hochschulen erstellen direkt PDF-Dateien. Nur zwei Hochschulen geben klar an, die Diploma Supplements "von Hand" bzw. "einzeln" anzufertigen.

Es zeigt sich, dass mehr als ein Drittel der Hochschulen von keinem der zur Erstellung von Diploma Supplements angebotenen Produkte überzeugt werden konnte. So sind die gewählten Lösungen sehr divers.

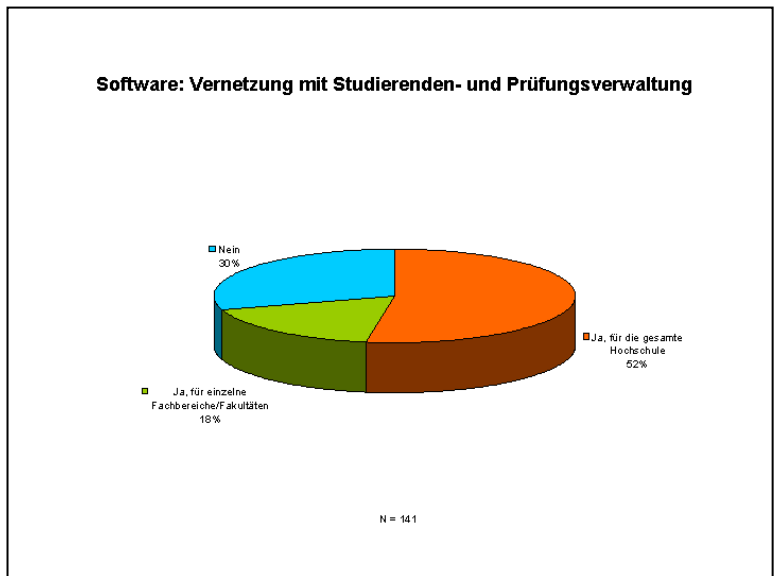
Integrierte EDV-Lösungen zur Erstellung von Diploma Supplements

Diploma Supplements können umso effizienter erstellt werden, je weniger Daten eingegeben werden müssen und je mehr Arbeitsschritte automatisiert werden können. Die Eingabe der Studierenden- und Prüfungsdaten, die bei Einzelplatzanwendungen wie der DSD-Software von Hand geschieht, kann durch die Anbindung der EDV-Lösung an eine elektronische Studierenden- und Prüfungsverwaltung wesentlich erleichtert werden.

150 Hochschulen (80,6%) verfügen in ihren Verwaltungen über ein solches System, davon 33 zumindest in einigen Fachbereichen / Fakultäten. Nur 24 (12,9%) geben an, keine elektronischen Studierenden- und Prüfungsverwaltung zu haben. Zwölf Hochschulen (6,5%) machen keine Angaben.



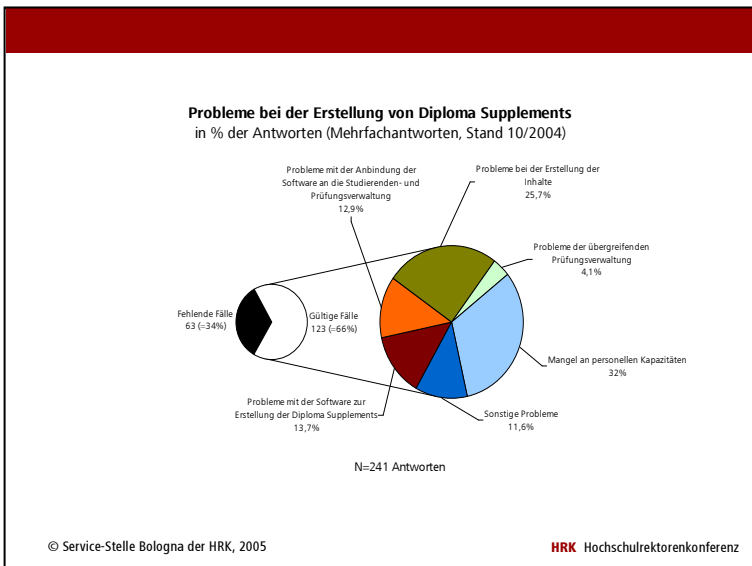
Diese Datenbestände werden häufig, aber nicht überall für die Erstellung der Diploma Supplements genutzt: Nur 99 Hochschulen (53,2%) haben beide Systeme vernetzt, sei es für die gesamte Hochschule (74) oder für



einige Fachbereiche /Fakultäten (25). 42 geben an, die Möglichkeit nicht zu nutzen (22,6%), 45 machen keine Angaben (24,2%).

Probleme bei der Einführung des Diploma Supplements in der Hochschule

Die Probleme bei der Erstellung von Diploma Supplements betreffen sehr unterschiedliche Aspekte dieser Aufgabe. Am häufigsten werden mangelnde personelle Kapazitäten genannt (32,0% aller Nennungen). Es folgen Probleme bei der Erstellung der Inhalte (25,7%). An dritter und vierter Stelle folgen EDV-technische Probleme, zum einen mit der Software zur Erstellung von Diploma Supplements selbst (13,7%), zum anderen mit deren Anbindung an die Studierenden- und Prüfungsverwaltung (12,9%). Probleme bei der fachbereichs- bzw. fakultätsübergreifenden Prüfungsverwaltung, die technischer oder organisatorischer Natur sein können, werden nur selten genannt (4,1%).



Die sonstigen Probleme betreffen zu etwa gleichen Teilen organisatorische und EDV-technische Probleme sowie Schwierigkeiten bei der Erstellung der Inhalte. Fünf Hochschulen beklagen die schwierige Ko-

operation mit den Fakultäten/Fachbereichen bzw. den Studiengängen. Ebenso viele Anmerkungen betreffen Probleme bei der Übersetzung der Inhalte in die Fremdsprache, zumeist Englisch.

Fazit

Auf dem Weg zur automatischen und kostenfreien Ausstellung von Diploma Supplements für alle Absolventinnen und Absolventen liegen vor den meisten Hochschulen noch beträchtliche Aufgaben. Die Erfahrungen der Hochschulen zeigen, dass die Herausforderungen nicht allein in der Technik liegen. Vielmehr zeigen die Erfahrungen, dass insbesondere die Erstellung und Abstimmung der Inhalte ebenfalls nicht leicht zu lösen sind. Umso wichtiger erscheint es, durch eine - häufig schon praktizierte - zentrale Koordination Mittel und Wege zu finden, durch Zusammenarbeit aller Beteiligten effiziente und qualitativ zufrieden stellende Organisationsstrukturen und Abläufe zu finden. Die Dokumentation und Präsentation von Diploma Supplements, aber auch von Prozessen zu ihrer Einführung und Erstellung, während der Tagungsreihe der Service-Stelle sowie in diesem Band leistet einen Beitrag dazu.

3.3. Diploma Supplement-Beispiele²¹

[Name of the Higher Education Institution]

Diploma Supplement

This Diploma Supplement model was developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient independent data to improve the international 'transparency' and fair academic and professional recognition of qualifications (diplomas, degrees, certificates etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. It should be free from any value judgements, equivalence statements or suggestions about recognition. Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.

1. HOLDER OF THE QUALIFICATION

- 1.1 Family Name / 1.2 First Name
Mustermann, Jens
- 1.3 Date, Place, Country of Birth
23. Dezember 1987, Essen, Germany
- 1.4 Student ID Number or Code
MB - 12345

2. QUALIFICATION

- 2.1 Name of Qualification (full, abbreviated; in original language)
Master of Science - M. Sc.
Joint study program with Univ. of Manchester, Great Britain
Title Conferred (full, abbreviated; in original language)
n.a.

Explanatory Note: Usually not applicable for Germany, except for some specialised professional designations, which are awarded simultaneously with the academic degree. For these see 5.2.

- 2.2 Main Field(s) of Study
Mechanical Engineering
- 2.3 Institution Awarding the Qualification (in original language)
Gottfried Wilhelm Leibniz- Universität (founded 1623)
Department of Mechanical Engineering
Status (Type / Control)
University / State Institution
- 2.4 Institution Administering Studies (in original language)
[same]
Status (Type / Control)
[same]
- 2.5 Language(s) of Instruction/Examination
German

Certification Date:

Chairman Examination Committee

²¹ Anm. d. Hrsg.: Die Diploma Supplement-Beispiele finden Sie im Internet unter http://www.hrk-bologna.de/bologna/de/home/1997_2224.php.

3. LEVEL OF THE QUALIFICATION

3.1 Level

Graduate/second degree (two years), by research with thesis

3.2 Official Length of Programme

Two years, 120 ECTS-credits

3.3 Access Requirements

Bakkalaureus/Bachelor degree (three to four years),
in the same or related field; or foreign equivalent

4. CONTENTS AND RESULTS GAINED

4.1 Mode of Study

Full-time

4.2 Programme Requirements/Qualification Profile of the Graduate

Explanatory Note: If available, provide details of the learning outcomes, skills, competencies and stated aims and objectives associated with the qualification. If applicable, provide details of the regulations covering the minimum standards required to secure the qualification, e.g. any compulsory components or compulsory practical elements, whether all elements have to be passed simultaneously, any thesis/dissertation regulations etc. Include details of any particular features that help define the qualification, especially information on the requirements for successfully passing it.

4.3 Programme Details

See "Transcript of Records" for list of courses and grades; and „Prüfungszeugnis" (Final Examination Certificate) for subjects offered in final examinations (written and oral), and topic of thesis, including evaluations.

4.4 Grading Scheme

General grading scheme cf. Sec. 8.6 - Grade Distribution (Award year) „Sehr gut" (7%) - „Gut" (23%) „Befriedigend" (50%) - „Ausreichend" (15%) - „Nicht ausreichend" (5%)
In addition institutions already use the ECTS grading scheme which operates with the levels A (best 10%), B (next 25%), C (next 30%), D (next 25%), and E (next 10%).

4.5 Overall Classification (in original language)

Gut

Based on the accumulation of grades received during the study programme and the final thesis (examinations 75%, master thesis 25%);
cf. Prüfungszeugnis (Final Examination Certificate)

Certification Date:

Chairman Examination Committee

5. FUNCTION OF THE QUALIFICATION

5.1 Access to Further Study

Qualifies to apply for admission for doctoral studies (thesis research) - Prerequisite: Overall grade of at least "Note" and acceptance of doctoral thesis research project

5.2 Professional Status

Explanatory Note: Give details of any rights to practise, or professional status accorded to the holders of the qualification. What specific access, if any, does the qualification give in terms of employment or professional practice and indicate which competent authority allows this. Indicate if the qualification gives access to a 'regulated profession'.

6. ADDITIONAL INFORMATION

6.1 Additional Information

Explanatory Note: Add any additional information not included above but relevant to the purposes of assessing the nature, level and usage of the qualification e.g. the qualification involved a period of study/training in another institution/company/country and/or, include further relevant details about the higher education institution where the qualification was taken.

6.2 Further Information Sources

On the institution: www.u-leibniz.de; on the programme
www.u-leibniz.de/Maschinenbau/index.htm - For national information sources cf. Sect. 8.8

7. CERTIFICATION

This Diploma Supplement refers to the following original documents:

Urkunde über die Verleihung des Grades vom [Date]

Prüfungszeugnis vom [Date]

Transcript of Records vom [Date]

Certification Date: 23. July 2001

Prof. Dr. Hans Meyer
Chairman, Examination Committee

(Official Stamp/Seal)

8. NATIONAL HIGHER EDUCATION SYSTEM

The information on the national higher education system on the following pages provides a context for the qualification and the type of higher education that awarded it.

8. INFORMATION ON THE GERMAN HIGHER EDUCATION SYSTEM¹

8.1 Types of Institutions and Institutional Status

Higher education (HE) studies in Germany are offered at three types of Higher Education Institutions (HEI).²

- *Universitäten* (Universities) including various specialized institutions, offer the whole range of academic disciplines. In the German tradition, universities focus in particular on basic research so that advanced stages of study have mainly theoretical orientation and research-oriented components.

- *Fachhochschulen* (Universities of Applied Sciences) concentrate their study programmes in engineering and other technical disciplines, business-related studies, social work, and design areas. The common mission of applied research and development implies a distinct application-oriented focus and professional character of studies, which include integrated and supervised work assignments in industry, enterprises or other relevant institutions.

- *Kunst- und Musikhochschulen* (Universities of Art/Music) offer studies for artistic careers in fine arts, performing arts and music; in such fields as directing, production, writing in theatre, film, and other media; and in a variety of design areas, architecture, media and communication.

Higher Education Institutions are either state or state-recognized institutions. In their operations, including the organization of studies and the designation and award of degrees, they are both subject to higher education legislation.

8.2 Types of Programmes and Degrees Awarded

Studies in all three types of institutions have traditionally been offered in integrated "long" (one-tier) programmes leading to *Diplom-* or *Magister Artium* degrees or completed by a *Staatsprüfung* (State Examination).

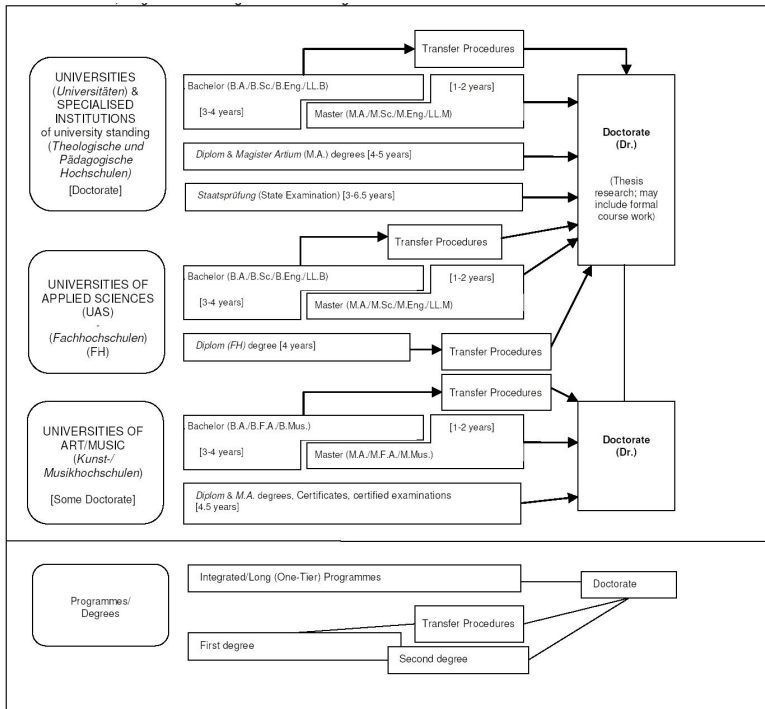
Within the framework of the Bologna-Process one-tier study programmes are successively being replaced by a two-tier study system. Since 1998, a scheme of first- and second-level degree programmes (Bachelor and Master) was introduced to be offered parallel to or instead of integrated "long" programmes. These programmes are designed to provide enlarged variety and flexibility to students in planning and pursuing educational objectives, they also enhance international compatibility of studies.

For details cf. Sec. 8.4.1, 8.4.2, and 8.4.3 respectively. Table 1 provides a synoptic summary.

8.3 Approval/Accreditation of Programmes and Degrees

To ensure quality and comparability of qualifications, the organization of studies and general degree requirements have to conform to principles and regulations established by the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany (KMK).³ In 1999, a system of accreditation for programmes of study has become operational under the control of an Accreditation Council at national level. All new programmes have to be accredited under this scheme; after a successful accreditation they receive the quality-label of the Accreditation Council.⁴

Table 1: Institutions, Programmes and Degrees in German Higher Education



8.4 Organization and Structure of Studies

The following programmes apply to all three types of institutions. Bachelor's and Master's study courses may be studied consecutively, at various higher education institutions, at different types of higher education institutions and with phases of professional work between the first and the second qualification. The organization of the study programmes makes use of modular components and of the European Credit Transfer and Accumulation System (ECTS) with 30 credits corresponding to the semester.

8.4.1 Bachelor

Bachelor degree study programmes lay the academic foundations, provide methodological skills and lead to qualifications related to the professional field. The Bachelor degree is awarded after 3 to 4 years. The Bachelor degree programme includes a thesis requirement. Study courses leading to the Bachelor degree must be accredited according to the Law establishing a Foundation for the Accreditation of Study Programmes in Germany.⁵

First degree programmes (Bachelor) lead to Bachelor of Arts (B.A.), Bachelor of Science (B.Sc.), Bachelor of Engineering (B.Eng.), Bachelor of Laws (LL.B.), Bachelor of Fine Arts (B.F.A.) or Bachelor of Music (B.Mus.).

8.4.2. Master

Master is the second degree after another 1 to 2 years. Master study programmes must be differentiated by the profile types "more practice-oriented" and "more research-oriented". Higher Education Institutions define the profile of each Master study programme.

The Master degree study programme includes a thesis requirement. Study programmes leading to the Master degree must be accredited according to the Law establishing a Foundation for the Accreditation of Study Programmes in Germany.⁶

Second degree programmes (Master) lead to Master of Arts (M.A.), Master of Science (M.Sc.), Master of Engineering (M.Eng.), Master of Laws (LL.M.), Master of Fine Arts (M.F.A.) or Master of Music (M.Mus.). Master study programmes, which are designed for continuing education or which do not build on the preceding Bachelor study programmes in terms of their content, may carry other designations (e.g. MBA).

8.4.3 Integrated "Long" Programmes (One-Tier):

Diplom degrees, Magister Artium, Staatsprüfung

An integrated study programme is either *mono-disciplinary (Diplom degrees, most programmes completed by a Staatsprüfung)* or comprises a combination of either two major or one major and two minor fields (*Magister Artium*). The first stage (1.5 to 2 years) focuses on broad orientations and foundations of the field(s) of study. An Intermediate Examination (*Diplom-Vorprüfung* for *Diplom degrees; Zwischenprüfung* or credit requirements for the *Magister Artium*) is prerequisite to enter the second stage of advanced studies and specializations. Degree requirements include submission of a thesis (up to 6 months duration) and comprehensive final written and oral examinations. Similar regulations apply to studies leading to a *Staatsprüfung*. The level of qualification is equivalent to the Master level.

- Integrated studies at *Universitäten (U)* last 4 to 5 years (*Diplom degree, Magister Artium* or 3 to 6.5 years *Staatsprüfung*). The *Diplom* degree is awarded in engineering disciplines, the natural sciences as well as economics and business. In the humanities, the corresponding degree is usually the *Magister Artium* (M.A.). In the social sciences, the practice varies as a matter of institutional traditions. Studies preparing for the legal, medical, pharmaceutical and teaching professions are completed by a *Staatsprüfung*.

The three qualifications (*Diplom, Magister Artium* and *Staatsprüfung*) are academically equivalent. They qualify to apply for admission to doctoral studies. Further prerequisites for admission may be defined by the Higher Education Institution, cf. Sec. 8.5.

- Integrated studies at *Fachhochschulen (FH)* Universities of Applied Sciences (UAS) last 4 years and lead to a *Diplom (FH)* degree. While the *FHUAS* are non-doctorate granting institutions, qualified graduates may apply for admission to doctoral studies at doctorate-granting institutions, cf. Sec. 8.5.

- Studies at *Kunst- und Musikhochschulen* (Universities of Art/Music etc.) are more diverse in their organization, depending on the field and individual objectives. In addition to *Diplom/Magister* degrees, the integrated study programme awards include Certificates and certified examinations for specialized areas and professional purposes.

8.5. Doctorate

Universities as well as specialized institutions of university standing and some Universities of Art/Music are doctorate-granting institutions. Formal prerequisite for admission to doctoral work is a qualified Master (UAS and U), a *Magister* degree, a *Diplom, a Staatsprüfung*, or a foreign equivalent. Particularly qualified holders of a Bachelor or a *Diplom (FH)* degree may also be admitted to doctoral studies without acquisition of a further degree by means of a procedure to determine their aptitude. The universities respectively the doctorate-granting institutions regulate entry to a doctorate as well as the structure of the procedure to determine aptitude. Admission further requires the acceptance of the Dissertation research project by a professor as a supervisor.

8.6 Grading Scheme

The grading scheme in Germany usually comprises five levels (with numerical equivalents; intermediate grades may be given): "*Sehr Gut*" (1) = Very Good; "*Gut*" (2) = Good; "*Befriedigend*" (3) = Satisfactory; "*Ausreichend*" (4) = Sufficient; "*Nicht ausreichend*" (5) = Non-Sufficient/Fail. The minimum passing grade is "*Ausreichend*" (4). Verbal designations of grades may vary in some cases and for doctoral degrees. In addition institutions may already use the ECTS grading scheme, which operates with the levels A (best 10 %), B (next 25 %), C (next 30 %), D (next 25 %), and E (next 10 %).

8.7 Access to Higher Education

The General Higher Education Entrance Qualification (*Allgemeine Hochschulreife, Abitur*) after 12 to 13 years of schooling allows for admission to all higher education studies. Specialized variants (*Fachgebundene Hochschulreife*) allow for admission to particular disciplines. Access to *Fachhochschulen* (UAS) is also possible with a *Fachhochschulreife*, which can usually be acquired after 12 years of schooling. Admission to Universities of Art/Music may be based on other or require additional evidence demonstrating individual aptitude. Higher Education Institutions may in certain cases apply additional admission procedures.

8.8 National Sources of Information

- Kultusministerkonferenz (KMK) [Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany]; Lennéstrasse 6, D-53113 Bonn; Fax: +49(0)228/501-229; Phone: +49(0)228/501-0
- Central Office for Foreign Education (ZaB) as German NARIC; www.kmk.org; E-Mail: zaab@kmk.org
- "Documentation and Educational Information Service" as German EURYDICE-Unit, providing the national dossier on the education system (www.kmk.org/doku/bildungswesen.htm; E-Mail: eurydice@kmk.org)
- *Hochschulleitorenkonferenz (HLK)* [German Rectors' Conference]; Ahlstrasse 39, D-53175 Bonn; Fax: +49(0)228/887-110; Phone: +49(0)228/887-0; www.hlkd.de; E-Mail: selz@hlkd.de
- "Higher Education Compass" of the German Rectors' Conference features comprehensive information on institutions, programmes of study, etc. (www.higher-education-compass.de)

¹ The information covers only aspects directly relevant to purposes of the Diploma Supplement. All information as of 1 July 2005.

² Berufskademies are not considered as Higher Education Institutions, they only exist in some of the Länder. They offer educational programmes in close cooperation with private companies. Students receive a formal degree and carry out an apprenticeship at the company. Some Berufskademies offer Bachelor courses which are recognized as an academic degree if they are accredited by a German accreditation agency.

³ Common structural guidelines of the Länder as set out in Article 9 Clause 2 of the Framework Act for Higher Education (HRG) for the accreditation of Bachelor's and Master's study courses (Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany of 10.10. 2003, as amended on 21.4.2005).

⁴ "Law establishing a Foundation 'Foundation for the Accreditation of Study Programmes in Germany'", entered into force as from 26.2.2005, GV. NRW. 2005, nr. 5, p. 45 in connection with the Declaration of the Länder to the Foundation "Foundation: Foundation for the Accreditation of Study Programmes in Germany" (Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany of 16.12.2004.

⁵ See note No. 4.

⁶ See note No. 4.

Rechts-, Wirtschafts- und Sozialwissenschaften²²

- **Business Administration and Engineering, Master of MBA (Fachhochschule München)**

4.2 Programme Requirements

The Master's Programme in Business Administration and Engineering is geared to broadening and enriching the competence of students with an undergraduate degree in various fields of engineering or in industrial engineering and management. Graduates of the programme should be able to apply research findings in the fields of engineering and economics to management tasks in firms operating in an international environment.

The strength of the program lies in the intensive dialog with business and industry and is designed to enable engineers and other professionals currently engaged in full-time employment to study on a part-time basis. This, however, requires a high degree of responsibility and self-discipline on the part of the students in addition to the appropriate aptitude.

The main goal of the program is to integrate engineering with business administration and management, thus enabling graduates to take a holistic approach to analysing and evaluating complex situations and devising appropriate processes and structures.

In addition to professional skills, Master's program also develops the social competence as well as the cooperation and communication skills needed to work successfully in teams and to lead teams.

- **Wirtschaftswissenschaft, Dipl.-Kfm. (FH) (Fachhochschule Aachen)**

4.2 Programme Requirements

Students shall be imparted with practically orientated business administration knowledge with an international orientation on the basis of scientific findings and methods. Regarding the general study goals the ESW is to enable students to analyse procedures and problems of business practice, to find economically justified solutions by also considering non-business relations. Additionally the study course shall convey language and work skills as well as further economical and cultural facts concern-

²² Anm. d. Hrsg.: Die kompletten Diploma Supplement Beispiele finden Sie auf der Internetseite der Service-Stelle Bologna unter: http://www.hrk-bologna.de/bologna/de/home/1997_2224.php.

ing the host countries and it shall qualify students to international and intercultural co-operation.

The basics studies program consists of the following 24 compulsory modules with 120 ECTS credits completed through a final examination: Introduction to Business Studies; Accounting Techniques/Cost Accounting 1; Financial Mathematics; Statistics 1; Statistics 2; Business Law 1; Personal Computing; Marketing; Cost Accounting 2; Macroeconomics 1; Business Mathematics; Business Law 2; Procurement and Production Management; Accounting Standards 1; Macroeconomics 2; Public Law; Business Taxation; Introduction to Business Information Systems; Elective Module Basic Studies; Finance; Human Resources Management; Business Organisation; Accounting Standards 2; Microeconomics. If failed or incomplete, each module may be repeated twice. The above modules form a foundation for the subsequent main studies program.

The main studies program is made up of 12 modules with 60 ECTS credits which are also each completed by a final examination. If failed or incomplete, each module may be repeated twice. Upon studying regularly according to the stipulations of the course regulations, the student has an additional attempt to complete a particular module in this program. Besides the compulsory modules Business Management (inc. business game) and Balance Sheet Analysis/Controlling, the student has to select from the catalogue two main options consisting of three modules each. Moreover, the student has to choose two compulsory modules from a special catalogue as well as two additional elective modules. The additional elective modules of at least 5 ECTS credits each can be selected from the faculty course catalogue or from the course catalogues of other faculties of the university. The entire study program is completed with an honours project and an oral examination on this project (30 ECTS credits).

- **Rechtswissenschaft, „Comparative Law and European Law“, Master of Laws – LL.M. (Universität Greifswald)**

4.2 Programme Requirements

The LL.M.-Program in Comparative Law and European Law is designed to enable students to recognize and solve legal issues related to Private International Law as well as Private laws of foreign legal systems. Students are introduced to Constitutional, Administrative and Criminal Laws of various European legal systems, special emphasis being laid on the Baltic

Region. In addition, students extend their knowledge of EU Law and European Private Law. They develop and enhance their research skills and original thinking through the completion of their LL.M. thesis within a period of nine months. Students are required to improve their competence in a second foreign language. A practical training period of at least two months is also part of the programme.

Naturwissenschaften

- **Biotechnology, B.Sc., (Fachhochschule Lausitz)**

4.2 Programme Requirements

The Bachelor Program graduates students as a Biotechnologist with broad theoretical and practical knowledge and capabilities of basic principles in (natural) science and modern areas of Biotechnology. Therefore, a lab course belongs to nearly every topic in the curriculum and scientific publication skills are continuously trained throughout the study.

In the first three semesters the program has a strong focus on mathematics, physics, inorganic chemistry, organic and physical chemistry, and on cell biology, microbiology and biochemistry. The curriculum is supplemented by basics in computer science, business management and scientific English. Technical microbiology, molecular biology, bioinformatics and bionengineering are the main topics of the 4th semester. An essential part of Bachelor study plays the so called practical semester (5th semester, work experience term), where students have to stay for 20 weeks outside the university in research institutes or companies preferably to work on an own project which has to be completed by a written scientific report and presented in an official colloquium at university. To further promote this kind of independent lab work a small project in the research area of one of the faculty members is part of 6th semester curriculum. Students present their results in a poster session. Additionally, the 6th semester offers lectures and lab courses e.g. in gene technology, special biotechnology law and down stream processing and optional subjects like immunochemistry, technology of cell culture or biotechnology of microalgae. The Bachelor study will be completed by an experimental thesis of at least 4 month duration and its presentation in a colloquium.

- Physik, Dipl.-Phys. (Universität Hannover)

4.2 Programme Requirements

During the training, the physics students have to acquire broad knowledge of Experimental and Theoretical Physics as well as fundamental knowledge of mathematics. The deep understanding of scientific concepts and the ability to develop further academically is most important. The training of physicists is not geared to a high level of specialisation; it is meant to provide professional skills to solve complex problems.

The study programme is structured into three interrelated parts:

(i) Systematic study of basic scientific elements covers the first three years. It includes intensive courses in Mathematics (Linear Algebra, Analysis), Theoretical Physics (Classical Physics, Quantum Theory, Statistical Physics), Experimental Physics (Basic Lectures with Experiments, Laboratory Courses, advanced Lectures on Solid State Physics, Atomic and Molecular Physics, Nuclear and Particle Physics and Quantum Optics) and an Elective Subject (to be chosen from Chemistry, Electrical Engineering, Mechanical Engineering, Computer Science, Meteorology or Complex Analysis).

(ii) Advanced study of selected topics is scheduled for the fourth year. Students broaden and deepen their knowledge and understanding in basic physics, applied physics and topics outside physics in lectures, seminars and advanced laboratory courses.

(iii) Research training with thesis is carried out during the entire final year. Students are integrated in one of the institutes of the Faculty of Physics or its associated institutes in a research group that works on, for example Spectroscopy and Gravitational Waves or Plasma Physics or Atomic Processes or Experimental Solid State Physics in the field of Surface Physics and Nanostructures or Quantum Optics or Theoretical Nuclear and Particle Physics or Theoretical Matter Physics or Theoretical Quantum Optics.

Sprach- und Kulturwissenschaften

▪ Englische Literaturw., B.A. (Universität Mannheim)

4.2 Programme Requirements

The completion of the programme requires the accumulation of 180 credits in accordance with the European Credit Transfer System (ECTS). 120 credits have to be accumulated in the main subject area, and 60 credits have to be accumulated in the supplementary subject area. The main subject area contains foundation modules, in linguistics, literature, cultural studies as well as practical language training, and advanced modules, in linguistics or literature. The thesis has to be written in the main subject and the candidate has to undergo an obligatory traineeship of at least six weeks. The supplementary subject area contains a subsidiary subject, consisting of two modules, a social skills module and an interdisciplinary cultural studies module.

The main focus in this course of studies is oriented towards questions relating to the language, literature and culture of Great Britain and America. During all stages of the programme interdisciplinary course units, either in the form of a series of thematically linked lectures or team-taught seminars, are offered, thereby facilitating a cross-fertilisation of methodologies and approaches from allied European national literatures and linguistics programmes, as well as, subject areas such as philosophy, psychology and history. With regard to the requirements of the labour market, the entire programme is accompanied by intensive practical language training.

▪ History, Magister (Universität Regensburg)

4.2 Programme Requirements

Major:

Lower division:

Students acquire a well founded knowledge of ancient, medieval, modern/contemporary and Bavarian history as well as didactics of history.

They also learn to perform academic work relevant to the subject with the help of sources pertaining to ancient, medieval or modern history; students are also furnished with systematic guidance and the methodological tools necessary to perform academic work in general.

Upper division:

Further study of two of the following subdisciplines: ancient history, medieval history, modern/contemporary history, Bavarian history, auxiliary historical sciences, east and southeast European history and didactics of history; familiarity with the historical method and tools of historical research; ability to analyse and interpret sources and representations as well as to see special issues in the general view; well-founded study of political history, constitutional, economic and social history, ancient, medieval and modern history of ideas and culture; ability to work independently according to academic principles.

Interdisziplinäre Studiengänge

- **Live Stock Science, B.Sc. (Universität Kiel)**

4.2 Programme Requirements

The most important feature of the Bachelor course of the livestock production science in the Agricultural Science is the interdisciplinary focus on the combination of natural science and applied ranges of topics.

The Bachelor course's aim is to qualify students within three years for a professional position in Livestock Production. They consist of a basic and a main course, as well as of a Bachelor Thesis:

- In the first one and a half years of the basic study, subjects cover mathematics and natural sciences and the basic courses in all agricultural core disciplines (plant production, livestock production, agricultural economics and landscape development).
- During the next one and a half years of the main course, students of the subject area livestock production science concentrate on the core subjects animal husbandry, quantitative and molecular animal breeding, animal nutrition, feeding stuff, metabolic physiology and economic and management. The choice of additional specific agricultural modules or faculty/university comprehensive modules enables students to combine their subjects individually.
- Finally, in a period of six weeks students apply their scientific knowledge independently and scientifically to a subject chosen from one or several fields of their specialisation or a subject overlapping topic in the Bachelor Thesis.

As a result of using a wide range of educational devices in the modules in form of seminars, exercises, project reports, excursions, exchange programmes as well as national and international practical training periods, students can achieve the following comprehensive qualifications:

- competent application of innovative information technologies (Internet, PC-supported planning and presentation techniques, data processing, SAS-analysis and –programming, management-information-systems)
 - application of learning and presentation techniques (also partially interdisciplinary seminars)
 - the ability to consider interdisciplinary aspects
 - the transfer of theoretical knowledge into practical management
 - teamwork skill and social competences
- **Medical Informatics, B.Sc. (Fachhochschule Dortmund)**

4.2 Programme Requirements

The initial semesters of the Bachelor programme offer the modules – Introduction to Computer Science, Programming Course and Theoretical Informatics – and deliver a broad knowledge base in the fields of computer science. The modules include the study of advanced algorithmics and of two programming languages. Building on this foundation, the module Key System Elements extends students' competencies in the fields of Software Engineering and Databases, while the module Computer Systems and Computer Networks furthers their competencies in the field of IT Infrastructure. The module Mathematics complements this knowledge of basic principles. The programme additionally teaches the interdisciplinary principles of Medical Informatics: Fundamental Principles of Medical Informatics and Fundamental Principles of Human Medicine. In the advanced semesters, the programme treats the topic of Information and Administration Systems in Medicine and Public Health as well as Application Systems within the field of Medical-Technical Informatics. The competencies gained in these two important fields of Medical Informatics are further extended by the modules Medical Informatics and Medical-Technical Informatics.

As a rule, students engage in case-based project work to further deepen their knowledge in these areas. Exercises, practical courses, project work and, in particular, the Bachelor's thesis, which should, preferentially, be

completed with a company outside FH Dortmund, enable students – under academic guidance – to work on problems from the field of Medical Informatics on the basis of scientific methodology. This work requires them to make a critical selection of the scientific methods and technical aids learnt in the lectures, to systematically apply these in practice and to continue their development. In addition, in producing the Bachelor's thesis, students demonstrate that they are capable of working independently on a given topic and of applying scientific principles. This serves to train and advance fundamental skills and abilities that will be required as they progress through their career. The modules Extra-disciplinary Principles and Extra-disciplinary Module enable students to acquire competencies for working in fields requiring knowledge of business management and law. They also acquire general soft skills in these modules.

- **Sport Science, Dipl.-Sportwissenschaftler (Universität Leipzig)**

4.2 Programme Requirements

The major field of sports management studies – in the course of the diploma studies of sport science – enables the graduates to fulfil tasks of economic and organizational leadership and administration in the field of non-profit and commercial aspects of sport. On the basis of sport science introductory study periods, that comprise sports law and academic problems, advanced study periods teach graduates basic and consolidated knowledge concerning sports economy and sports management. The graduates are provided with knowledge and practice oriented know-how towards sports organizing, leadership, administration and financing, sports marketing, sports sponsoring and communication, event management as well as knowledge in applied computer science in the field of sports. The economic and legal fundamentals for the organization of processes concerning sports are acquired by attending a compulsory optional subject in business management. Key aspects aim accountancy, financing, investing, organizing and decision making processes, corporate management, marketing and furthermore dealing with problems referring to public and private law for economists.

A research project and two internships contribute to the transfer of the scientific know-how into practical sports management expertise.

A diploma thesis and an oral defence of this thesis certify the academic and practice oriented qualification.

- **Music Therapy, M.A. (Universität Witten/Herdecke)**

4.2 Programme Requirements

Development of individual musical skills, resources and improvisation techniques (in use of keyboard, voice and other instruments). Theoretical foundations of music therapy, as well as foundations and database knowledge (anatomy, physiology, pediatrics, psychiatry, psychosomatics, psychotherapy, neurology). Therapeutic application of musical resources in clinical practice. Integrated practical work with children and adults, with single patients and groups in different clinical contexts and in work with the handicapped. Development of clinical judgement and a professional approach to working in clinical practice and educational environments. Development of knowledge and communication skills to work in different multidisciplinary teams. Throughout the program the practical work is supervised closely and accompanied by self-experiential courses (in group as well as single work). Research-orientated and practice based thesis (4 month).

- **Religionspädagogik, Dipl. (FH) (Katholische Fachhochschule Mainz)**

4.2 Programme Requirements

The study of Applied Theology enables students to justify and explain their faith and pass it on, further more to find their professional identity and to fulfil their future pastoral and religious educational duties. Because this profession demands distinct personal and spiritual maturity, an intensive personal oriented and spiritual education is an integrated part of this study program.

The course offerings are broad in content and methodically wide-ranging. The theological subjects are of central interest, especially sacred scripture, systematic and moral theology, religious education, pastoral studies and liturgy. In addition these are subjects in Human Sciences, various instructions concerning the methodic of professional procedures as well as the section of personal oriented spiritual education. In the fourth to the sixth semester another emphasis is added concerning professional charitable service and pastoral studies, target group: adults.

3.4. Deutsche Version des Diploma Supplement²³

Das HRK-Plenum hat sich bereits im Februar 1999 dafür ausgesprochen, den deutschen Hochschulzeugnissen ein englischsprachiges Diploma Supplement beizufügen; entsprechend einer unter Beteiligung der HRK erarbeiteten Vorlage von Europarat, UNESCO/CEPES und der EU-Kommission. Im Februar 2001 forderte das HRK-Plenum die konsequente Einführung des DS für alle Abschlusszeugnisse. Auf europäischer Ebene gehört das Diploma Supplement seit 1997 stets zu den zentralen Zielen der Vereinbarungen, vom Lissabon-Abkommen über die Sorbonne- und Bologna-Erklärung bis hin zum Berliner Kommuniqué. Dort wurde beschlossen, dass alle Studierenden, die ab 2005 ihr Studium abschließen, das Diploma Supplement automatisch und gebührenfrei erhalten sollen.

Bei der Service-Stelle Bologna der HRK durchgeführten Tagungsreihe zum Thema Diploma Supplement wurde von den Hochschulen vielfach der Wunsch geäußert, zusätzlich zur englischen Standardversion den Absolventen ein Diploma Supplement auf Deutsch auszustellen, um den Hochschulen und Unternehmen in Deutschland die Bewertung der Abschlüsse zu erleichtern.

Am 14. Juni 2005 hat das HRK-Plenum beschlossen, den Mitgliedshochschulen zu empfehlen, den Absolventen künftig zusätzlich zur englischen Standardversion des Diploma Supplements eine deutsche Version auf der Grundlage des folgenden Formulars auszustellen.

²³ Anm. d. Hrsg.: Sie finden das Formular im Internet unter <http://www.hrk-bologna.de/bologna/de/home/1997.php>.

[Name der Hochschule]

Diploma Supplement

Diese Diploma Supplement-Vorlage wurde von der Europäischen Kommission, dem Europarat und UNESCO/CEPES entwickelt. Das Diploma Supplement soll hinreichende Daten zur Verfügung stellen, die die internationale Transparenz und angemessene akademische und berufliche Anerkennung von Qualifikationen (Urkunden, Zeugnisse, Abschlüsse, Zertifikate, etc.) verbessern. Das Diploma Supplement beschreibt Eigenschaften, Stufe, Zusammenhang, Inhalte sowie Art des Abschlusses des Studiums, das von der in der Originalurkunde bezeichneten Person erfolgreich abgeschlossen wurde. Die Originalurkunde muss diesem Diploma Supplement beigefügt werden. Das Diploma Supplement sollte frei sein von jeglichen Werturteilen, Äquivalenzaussagen oder Empfehlungen zur Anerkennung. Es sollte Angaben in allen acht Abschnitten enthalten. Wenn keine Angaben gemacht werden, sollte dies durch eine Begründung erläutert werden.

1. ANGABEN ZUM INHABER/ZUR INHABERIN DER QUALIFIKATION

1.1 Familienname / 1.2 Vorname

1.3 Geburtsdatum, Geburtsort, Geburtsland

1.4 Matrikelnummer oder Code des/der Studierenden

2. ANGABEN ZUR QUALIFIKATION

2.1 Bezeichnung der Qualifikation (ausgeschrieben, abgekürzt)

Bezeichnung des Titels (ausgeschrieben, abgekürzt)

2.2 Hauptstudienfach oder –fächer für die Qualifikation

2.3 Name der Einrichtung, die die Qualifikation verliehen hat

Status (Typ / Trägerschaft)

2.4 Name der Einrichtung, die den Studiengang durchgeführt hat

Status (Typ / Trägerschaft)

2.5 Im Unterricht / in der Prüfung verwendete Sprache(n)

Datum der
Zertifizierung:

Vorsitzender des Prüfungsausschusses

3. ANGABEN ZUR EBENE DER QUALIFIKATION

3.1 Ebene der Qualifikation

3.2 Dauer des Studiums (Regelstudienzeit)

3.3 Zugangsvoraussetzung(en)

4. ANGABEN ZUM INHALT UND ZU DEN ERZIELTEN ERGEBNISSEN

4.1 Studienform

4.2 Anforderungen des Studiengangs/Qualifikationsprofil des Absolventen/der Absolventin

4.3 Einzelheiten zum Studiengang

4.4 Notensystem und Hinweise zur Vergabe von Noten

4.5 Gesamtnote

Datum der
Zertifizierung:

Vorsitzender des Prüfungsausschusses

5. ANGABEN ZUM STATUS DER QUALIFIKATION

5.1 Zugang zu weiterführenden Studien

5.2 Beruflicher Status

6. WEITERE ANGABEN

6.1 Weitere Angaben

6.2 Informationsquellen für ergänzende Angaben

7. ZERTIFIZIERUNG

Dieses Diploma Supplement nimmt Bezug auf folgende Original-Dokumente:

Urkunde über die Verleihung des Grades vom [Datum]

Prüfungszeugnis vom [Datum]

Transkript vom [Datum]

Datum der Zertifizierung:

Vorsitzender des Prüfungsausschusses

Offizieller Stempel/Siegel

8. ANGABEN ZUM NATIONALEN HOCHSCHULSYSTEM

Die Informationen über das nationale Hochschulsystem auf den folgenden Seiten geben Auskunft über den Grad der Qualifikation und den Typ der Institution, die sie vergeben hat.

8. INFORMATIONEN ZUM HOCHSCHULSYSTEM IN DEUTSCHLAND¹

8.1 Die unterschiedlichen Hochschulen und ihr institutioneller Status

Die Hochschulausbildung wird in Deutschland von drei Arten von Hochschulen angeboten.²

- Universitäten, einschließlich verschiedener spezialisierter Institutionen, bieten das gesamte Spektrum akademischer Disziplinen an. Traditionell liegt der Schwerpunkt an deutschen Universitäten besonders auf der Grundlagenforschung, so dass das fortgeschrittene Studium vor allem theoretisch ausgerichtet und forschungsorientiert ist.
- Fachhochschulen konzentrieren ihre Studienangebote auf ingenieurwissenschaftliche und technische Fächer, wirtschaftswissenschaftliche Fächer, Sozialarbeit und Design. Der Auftrag von angewandter Forschung und Entwicklung impliziert einen klaren praxisorientierten Ansatz und eine berufsbezogene Ausrichtung des Studiums, was häufig integrierte und begleitete Praktika in Industrie, Unternehmen oder anderen einschlägigen Einrichtungen einschließt.
- Kunst- und Musikhochschulen bieten Studiengänge für künstlerische Tätigkeiten an, in Bildender Kunst, Schauspiel und Musik, in den Bereichen Regie, Produktion und Drehbuch für Theater, Film und andere Medien sowie in den Bereichen Design, Architektur, Medien und Kommunikation.

Hochschulen sind entweder staatliche oder staatlich anerkannte Institutionen. Sowohl in ihrem Handeln einschließlich der Planung von Studiengängen als auch in der Festsetzung und Zuerkennung von Studienabschlüssen unterliegen sie der Hochschulgesetzgebung.

8.2 Studiengänge und -abschlüsse

In allen drei Hochschultypen wurden die Studiengänge traditionell als integrierte „lange“ (einstufige) Studiengänge angeboten, die entweder zum Diplom oder zum Magister Artium führen oder mit einer Staatsprüfung abschließen.

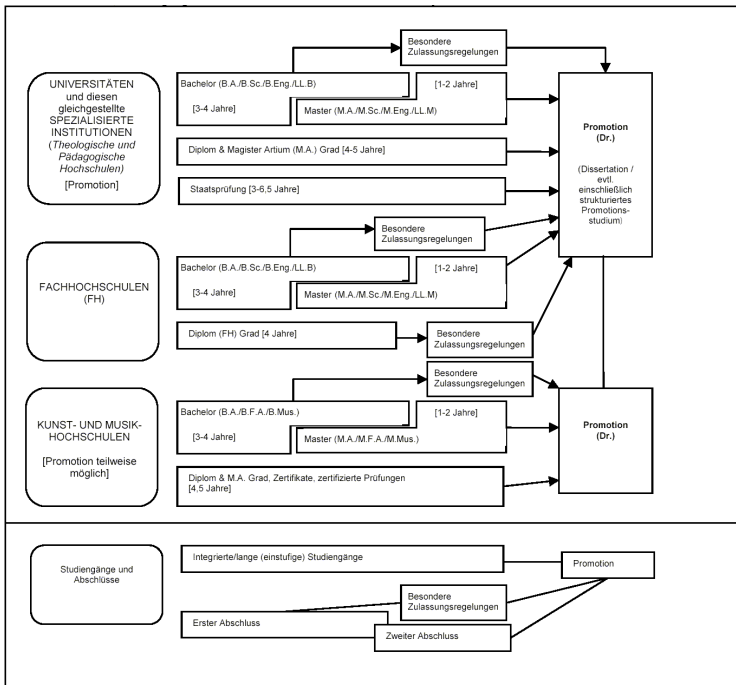
Im Rahmen des Bologna-Prozesses wird das einstufige Studiensystem sukzessive durch ein zweistufiges ersetzt. Seit 1998 besteht die Möglichkeit, parallel zu oder anstelle von traditionellen Studiengängen gestufte Studiengänge (Bachelor und Master) anzubieten. Dies soll den Studierenden mehr Wahlmöglichkeiten und Flexibilität beim Planen und Verfolgen ihrer Lernziele bieten, sowie Studiengänge international kompatibel machen.

Einzelheiten s. Abschnitte 8.4.1, 8.4.2 bzw. 8.4.3 Tab. 1 gibt eine zusammenfassende Übersicht.

8.3 Anerkennung/Akkreditierung von Studiengängen und Abschlüssen

Um die Qualität und die Vergleichbarkeit von Qualifikationen sicher zu stellen, müssen sich sowohl die Organisation und Struktur von Studiengängen als auch die grundsätzlichen Anforderungen an Studienabschlüsse an den Prinzipien und Regelungen der Ständigen Konferenz der Kultusminister der Länder (KMK)³ orientieren. Seit 1999 existiert ein bundesweites Akkreditierungssystem für Studiengänge unter der Aufsicht des Akkreditierungsrates, nach dem alle neu eingeführten Studiengänge akkreditiert werden. Akkreditierte Studiengänge sind berechtigt, das Qualitätssiegel des Akkreditierungsrates zu führen.⁴

Tab. 1: Institutionen, Studiengänge und Abschlüsse im Deutschen Hochschulsystem



8.4 Organisation und Struktur der Studiengänge

Die folgenden Studiengänge können von allen drei Hochschultypen angeboten werden. Bachelor- und Masterstudiengänge können nacheinander, an unterschiedlichen Hochschulen, an unterschiedlichen Hochschultypen und mit Phasen der Erwerbstätigkeit zwischen der ersten und der zweiten Qualifikationsstufe studiert werden. Bei der Planung werden Module und das Europäische System zur Akkumulation und Transfer von Kreditpunkten (ECTS) verwendet, wobei einem Semester 30 Kreditpunkte entsprechen.

8.4.1 Bachelor

In Bachelorstudiengängen werden wissenschaftliche Grundlagen, Methodikkompetenz und berufsrelevante Qualifikationen vermittelt. Der Bachelorabschluss wird nach 3 bis 4 Jahren vergeben. Zum Bachelorstudiengang gehört eine schriftliche Abschlussarbeit. Studiengänge, die mit dem Bachelor abgeschlossen werden, müssen gemäß dem Gesetz zur Errichtung einer Stiftung zur Akkreditierung von Studiengängen in Deutschland akkreditiert werden.⁵ Studiengänge der ersten Qualifikationsstufe (Bachelor) schließen mit den Graden Bachelor of Arts (B.A.), Bachelor of Science (B.Sc.), Bachelor of Engineering (B.Eng.), Bachelor of Laws (LL.B.), Bachelor of Fine Arts (B.F.A.) oder Bachelor of Music (B.Mus.) ab.

8.4.2 Master

Der Master ist der zweite Studienabschluss nach weiteren 1 bis 2 Jahren. Masterstudiengänge sind nach den Profiltypen „stärker anwendungsorientiert“ und „stärker forschungsorientiert“ zu differenzieren. Die Hochschulen legen für jeden Masterstudiengang das Profil fest. Zum Masterstudiengang gehört eine schriftliche Abschlussarbeit. Studiengänge, die mit dem Master abgeschlossen werden, müssen gemäß dem Gesetz zur Errichtung einer Stiftung zur Akkreditierung von Studiengängen in Deutschland akkreditiert werden.⁶ Studiengänge der zweiten Qualifikationsstufe (Master) schließen mit den Graden Master of Arts (M.A.), Master of Science (M.Sc.), Master of Engineering (M.Eng.), Master of Laws (LL.M.), Master of Fine Arts (M.F.A.) oder Master of Music (M.Mus.) ab. Weiterbildende Masterstudiengänge, sowie solche, die inhaltlich nicht auf den vorangegangenen Bachelorstudiengang aufbauen können andere Bezeichnungen erhalten (z.B. MBA).

8.4.3 Integrierte „lange“ einstufige Studiengänge: Diplom, Magister Artium, Staatsprüfung

Ein integrierter Studiengang ist entweder mono-disziplinär (Diplomabschlüsse und die meisten Staatsprüfungen) oder besteht aus einer Kombination von entweder zwei Hauptfächern oder einem Haupt- und zwei Nebenfächern (Magister Artium). Das Vorstudium (1,5 bis 2 Jahre) dient der breiten Orientierung und dem Grundlagenwerb im jeweiligen Fach. Eine Zwischenprüfung (bzw. Vordiplom) ist Voraussetzung für die Zulassung zum Hauptstudium, d.h. zum fortgeschrittenen Studium und der Spezialisierung. Voraussetzung für den Abschluss sind die Vorlage einer schriftlichen Abschlussarbeit (Dauer bis zu 6 Monaten) und umfangreiche schriftliche und mündliche Abschlussprüfungen. Ähnliche Regelungen gelten für die Staatsprüfung. Die erworbene Qualifikation entspricht dem Master.

- Die Regelstudienzeit an *Universitäten* beträgt bei integrierten Studiengängen 4 bis 5 Jahre (Diplom, Magister Artium) oder 3 bis 6,5 Jahre (Staatsprüfung). Mit dem Diplom werden ingenieur-, natur- und wirtschaftswissenschaftliche Studiengänge abgeschlossen. In den Geisteswissenschaften ist der entsprechende Abschluss in der Regel der Magister Artium (M.A.). In den Sozialwissenschaften variiert die Praxis je nach Tradition der jeweiligen Hochschule. Juristische, medizinische, pharmazeutische und Lehramtsstudiengänge schließen mit der Staatsprüfung ab.

- Die drei Qualifikationen (Diplom, Magister Artium und Staatsprüfung) sind akademisch gleichwertig. Sie bilden die formale Voraussetzung zur Promotion. Weitere Zulassungsvoraussetzungen können von der Hochschule festgelegt werden, s. Abschnitt 8.5.

- Die Regelstudienzeit an *Fachhochschulen (FH)* beträgt bei integrierten Studiengängen 4 Jahre und schließt mit dem Diplom (FH) ab. Fachhochschulen haben kein Promotionsrecht; qualifizierte Absolventen können sich für die Zulassung zur Promotion an promotionsberechtigten Hochschulen bewerben, s. Abschnitt 8.5.

- Das Studium an *Kunst- und Musikhochschulen* ist in seiner Organisation und Struktur abhängig vom jeweiligen Fachgebiet und der individuellen Zielsetzung. Neben dem Diplom- bzw. Magisterabschluss gibt es bei integrierten Studiengängen Zertifikate und zertifizierte Abschlussprüfungen für spezielle Bereiche und berufliche Zwecke.

8.5 Promotion

Universitäten sowie gleichgestellte Hochschulen und einige Kunst- und Musikhochschulen sind promotionsberechtigt. Formale Voraussetzung für die Zulassung zur Promotion ist ein qualifizierter Masterabschluss (Fachhochschulen und Universitäten), ein Magisterabschluss, ein Diplom, eine Staatsprüfung oder ein äquivalenter ausländischer Abschluss. Besonders qualifizierte Inhaber eines Bachelorgrades oder eines Diplom (FH) können ohne einen weiteren Studienabschluss im Wege eines Eignungsfeststellungsverfahrens zur Promotion zugelassen werden. Die Universitäten bzw. promotionsberechtigten Hochschulen regeln sowohl die Zulassung zur Promotion als auch die Art der Eignungsprüfung. Voraussetzung für die Zulassung ist außerdem, dass das Promotionsprojekt von einem Hochschullehrer als Betreuer angenommen wird.

8.6 Benotungsskala

Die deutsche Benotungsskala umfasst üblicherweise 5 Grade (mit zahlenmäßigen Entsprechungen; es können auch Zwischennoten vergeben werden): „Sehr gut“ (1), „Gut“ (2), „Befriedigend“ (3), „Ausreichend“ (4), „Nicht ausreichend“ (5). Zum Bestehen ist mindestens die Note „Ausreichend“ (4) notwendig. Die Bezeichnung für die Noten kann in Einzelfällen und für den Doktorgrad abweichen.

Außerdem verwenden Hochschulen zum Teil bereits die ECTS-Benotungsskala, die mit den Graden A (die besten 10%), B (die nächsten 25%), C (die nächsten 30%), D (die nächsten 25%) und E (die nächsten 10%) arbeitet.

8.7 Hochschulzulassung

Die Allgemeine Hochschulreife (Abitur) nach 12 bis 13 Schuljahren ermöglicht den Zugang zu allen Studiengängen. Die Fachgebundene Hochschulreife ermöglicht den Zugang zu bestimmten Fächern. Das Studium an Fachhochschulen ist auch mit der Fachhochschulreife möglich, die in der Regel nach 12 Schuljahren erworben wird. Der Zugang zu Kunst- und Musikhochschulen kann auf der Grundlage von anderen bzw. zusätzlichen Voraussetzungen zum Nachweis einer besonderen Eignung erfolgen.

Die Hochschulen können in bestimmten Fällen zusätzliche spezifische Zulassungsverfahren durchführen.

8.8 Informationsquellen in der Bundesrepublik

- Kultusministerkonferenz (KMK) (Ständige Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland); Lenenstr. 6, D-53113 Bonn; Fax: +49(0)228/501-229; Tel.: +49(0)228/501-0
- Zentralstelle für ausländisches Bildungswesen (ZaB) als deutsche NARIC; www.kmk.org; E-Mail: zaab@kmk.org
- „Dokumentations- und Bildungsinformationsdienst“ als deutscher Partner im EURYDICE-Netz, für Informationen zum Bildungswesen in Deutschland (www.kmk.org/doku/bildungswesen.htm); E-Mail: eurydice@kmk.org
- Hochschulrektorenkonferenz (HRK); Ahnrstr. 39, D-53175 Bonn; Fax: +49(0)228/887-110; Tel.: +49(0)228/887-0; www.hr.k.de; E-Mail: sekr@hrk.de
- „Hochschulkompass“ der Hochschulrektorenkonferenz, enthält umfassende Informationen zu Hochschulen, Studiengängen etc. (www.hochschulkompass.de)

¹ Die Information berücksichtigt nur die Aspekte, die direkt das Diploma Supplement betreffen. Informationsstand 1.7.2005.

² Berufskademies sind keine Hochschulen, es gibt sie nur in einigen Bundesländern. Sie bieten Studiengänge in enger Zusammenarbeit mit privaten Unternehmen an. Studierende erhalten einen offiziellen Abschluss und machen eine Ausbildung im Betrieb. Manche Berufskademies bieten Bachelorstudiengänge an, deren Abschluss einem Bachelorgrad einer Hochschule gleichgestellt werden können, wenn sie von einer deutschen Akkreditierungsagentur akkreditiert sind.

³ Ländergemeinsame Strukturvorgaben gemäß § 9 Abs. 2 HRG für die Akkreditierung von Bachelor- und Masterstudiengängen (Beschluss der Kultusministerkonferenz vom 10.10.2003 i.d.F. vom 21.4.2005).

⁴ „Gesetz zur Errichtung einer Stiftung „Stiftung zur Akkreditierung von Studiengängen in Deutschland“, in Kraft getreten am 26.02.05, GV. NRW. 2005, Nr. 5, S. 45, in Verbindung mit der Vereinbarung der Länder zur Stiftung „Stiftung. Akkreditierung von Studiengängen in Deutschland“ (Beschluss der Kultusministerkonferenz vom 16.12.2004).

⁵ Siehe Fußnote Nr. 4.

⁶ Siehe Fußnote Nr. 4.

3.5. Informationen der EU, Glossar

Aus ECTS Users' Guide – European Credit Transfer and Accumulation System and the Diploma Supplement, Europäische Kommission, Generaldirektion Bildung und Kultur, 17. Juli 2004

- Explanatory Notes
- Founding Principles and General Guidelines
- Glossary

EXPLANATORY NOTES ON COMPLETING SUPPLEMENTS.

(The numbers below refer to the numbered sections in the Diploma Supplement.)

1 INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

- 1.1 Provide the full family or surname.
- 1.2 Include all given/first names.
- 1.3 Indicate day, month and year of birth.
- 1.4 This should identify the individual as a student enrolled on the particular programme which is covered by the Diploma Supplement. A national or State personal identification number could be included for those countries that have such systems of identification.

2 INFORMATION IDENTIFYING THE QUALIFICATION

- 2.1 Give the full name of the qualification in the original language as it is styled in the original qualification e.g. Kandidat nauk, Maîtrise, Diplom, etc. If the qualification is a dual award this should be stated. Indicate if the award confers any nationally accepted title on the holder and what this title is e.g. Doctor, Ingénieur etc. Indicate if the title is protected in law.
- 2.2 Show only the major field(s) of study (disciplines) that define the main subject area(s) for the qualification e.g. Politics and History, Human Resource Management, Business Administration, Molecular Biology etc.
- 2.3 Indicate the name of the institution awarding the qualification. This is often, but not always, the same as the institution administering

the studies and delivering the programme (see 2.4 below).

Qualifications may be

delivered by a sub-contracted institution that has been given a 'franchise' or some type of 'accreditation' by a senior competent authority. This might be the state, a university or a professional institution. Sometimes the senior authority may be a foreign institution. If this is the case it should be indicated here. Also indicate the status of the awarding institution: Private/Independent, Private and State recognised, State, and if applicable who it is accredited by etc. Finally, indicate the general national educational classification of the awarding institution e.g. University, Fachhochschule, Professional Body, Technical College, Grande Ecole etc. If there is a difference between the awarding institution and the institution delivering the qualification indicate the status of both.

- 2.4 This refers to the institution which is responsible for the delivery of the programme. In some cases this can be different from the institution awarding the qualification (see 2.3 above). Also indicate the status of the institution delivering the studies: Private/Independent, Private and State recognised, State, and if applicable who it is accredited by etc. Finally, indicate the general national educational classification of the administering institution e.g. College of Higher Education, Private Institute etc.
- 2.5 Indicate the language(s) by which the qualification was delivered and examined.

3 INFORMATION ON THE LEVEL OF THE QUALIFICATION

- 3.1 Give the precise level of qualification and its place in the specific national educational structure of awards (explained and cross-referenced to the information in section eight). The local educational framework should be explained, e.g. University Undergraduate/Postgraduate, Baccalaureate + x years etc. Include any relevant information on 'level indicators' that are nationally devised and recognised and which relate to the qualification.
- 3.2 Explain the official duration of the programme in weeks or years and the actual workload including information on any major sub-components i.e. practical training. Preferably, the workload should be expressed in terms of total student effort required. This consists of the normal designated time on the programme including taught classes

and private study, examinations etc. This can be expressed as x hours per week for x weeks, or just by using the normal local description of the length e.g. one year full-time study.

- 3.3 List or explain the nature and length of access qualification(s) or periods of study required for access to the programme described by this Diploma Supplement e.g. Bachelor Degree, Baccalaureate etc. This is particularly important when intermediate studies are a pre-requisite to the named qualification.
- 4 INFORMATION ON THE CONTENTS AND RESULTS GAINED
 - 4.1 The mode of study refers to how the programme was undertaken e.g. Full-time, Part-time, Intermittent/Sandwich, Distance, including Placements etc.
 - 4.2 If applicable, provide details of the regulations covering the minimum standards required to secure the qualification, e.g. any compulsory components or compulsory practical elements, whether all elements have to be passed simultaneously, any thesis/dissertation regulations etc. Include details of any particular features that help define the qualification, especially information on the requirements for successfully passing it. If available, provide details of the learning outcomes, skills, competencies and stated aims and objectives associated with the qualification.
 - 4.3 Give details of each of the individual elements or parts of the qualification and their weighting. List the actual marks and/or grades obtained in each major component of the qualification. Entries should be as complete as possible and in accordance with what is normally recorded at the institution concerned. Cover all examinations and assessed components and/or fields of study offered in examination, including any dissertation or thesis. Indicate if the latter were defended or not. All this information is often available in the form of a transcript (a useful format for transcripts was developed for the European Credit Transfer System [ECTS] (1)). Many credit-based systems employ detailed transcripts that can be integrated into the wider framework of the Diploma Supplement. If information on the credit allocation between course components and units is available it should be included.
 - 4.4 Provide information on the grading scheme and pass marks relating to the qualification e.g. marks are out of a possible 100% and the

minimum pass mark is 40%. Tremendous variations in grading practices exist within and between different national higher education institutions and countries. A mark of 70% in some academic cultures is highly regarded whilst in other countries it is regarded as average or poor. Information on the use and distribution of grades relating to the qualification in question should be included.

- 4.5 If appropriate, indicate the overall classification for the final qualification i.e. First Class Honours Degree, Summa Cum Laude, Merit, Avec Distinction etc.
- 5 INFORMATION ON THE FUNCTION OF THE QUALIFICATION
 - 5.1 Indicate if within the country of origin, the qualification normally provides access to further academic and/or professional study, especially leading to any specific qualifications, or levels of study e.g. access to Doctoral studies in Hungary. If this is the case, specify the grades or standards that have to be obtained to allow progression. Indicate if the qualification is a terminal (end) award or part of a hierarchy of awards.
 - 5.2 Give details of any rights to practise, or professional status accorded to the holders of the qualification. What specific access, if any, does the qualification give in terms of employment or professional practice and indicate which competent authority allows this. Indicate if the qualification gives access to a 'regulated profession'.
 - 6 ADDITIONAL INFORMATION
 - 6.1 Add any additional information not included above but relevant to the purposes of assessing the nature, level and usage of the qualification e.g. the qualification involved a period of study/training in another institution/company/country and/or, include further relevant details about the higher education institution where the qualification was taken.
 - 6.2 Indicate any further useful information sources and references where more details on the qualification could be sought e.g. the higher education institution web site; the department in the issuing institution; a national information centre; the European Union National Academic Recognition Information Centres (NARIC); the Council of Europe/UNESCO European National Information Centres on academic recognition and mobility (ENIC).

- 7 CERTIFICATION OF THE SUPPLEMENT
 - 7.1 The date the Diploma Supplement was issued. This would not necessarily be the same date the qualification was awarded.
 - 7.2 The name and signature of the official certifying the Diploma Supplement.
 - 7.3 The official post of the certifying individual.
 - 7.4 The official stamp or seal of the institution that provides authentication of the Diploma Supplement.

- 8 INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM

Give information on the higher educational system: its general access requirements; types of institution and the qualifications structure (2). This description should provide a context for the qualification and refer to it. A standard framework for these descriptions together with actual descriptions should be available for many countries. These are being created as a follow-up to this project and with the co-operation of the relevant National (European Union and European Economic Area) Academic Recognition Information Centre (NARIC), European (Council of Europe/UNESCO) National Information Centre on Academic Recognition and Mobility (ENIC), Ministries and Rectors' conferences.

Footnotes:

- (1) For further details see the ECTS Users' Guide published by the European Community (<http://europa.eu.int/en/comm/dg22>).
- (2) Under the April 1997 Lisbon Council of Europe/UNESCO Convention on The Recognition of Qualifications Concerning Higher Education in the European Region (<http://culture.coe.fr>), signatories are committed to making arrangements for providing such information.

FOUNDING PRINCIPLES AND GENERAL GUIDELINES FOR THOSE PRODUCING SUPPLEMENTS.

The following founding principles and general guidelines are designed to help the production of concise and effective supplements. They result from the work of a joint European Commission Council of Europe UNESCO/CEPES working group that in 1997-1998 piloted and evaluated the Diploma Supplement. The guidelines make strong recommendations concerning the principles and good practice behind effective supplements and the explanatory notes give further detailed advice to higher education institutions who create supplements. All documents are available in all EU/EEA languages and Russian. A range of good practice examples of completed Diploma Supplements can be found on the servers of the European Commission, DG22 (<http://europa.eu.int/en/comm/dg22>), the Council of Europe (<http://culture.coe.fr>) or UNESCO/CEPES (<http://www.cepes.ro>). The Diploma Supplement is intended to facilitate the implementation of the Convention on the Recognition of Qualifications Concerning Higher Education in the European Region, Lisbon 1997. It was further tested as part of the Phare Multi-Country Project, Recognition of Higher Education Diploma and Study Credit Points Across Borders.

Founding Principles:

The Diploma Supplement is based on the following important founding principles that respect national and international academic autonomy. These principles also give some further explanation of the purpose and nature of the new version. The Diploma Supplement is:

1. a flexible, non-prescriptive tool, capable of adaptation to local needs. It can be used to replace or augment current approaches. Existing transcripts and explanatory systems can be integrated into the framework or be superseded by it. The supplement uses a sequence for the information that it is strongly recommended should be followed.
2. a device that has national and international applications. It has been designed to aid the resolution of international recognition problems as well as domestic ones. These have both been intensified by increasingly fast-changing and complex qualification and award structures.

3. a system to aid recognition for academic and professional purposes. It is potentially useful for all higher education institutions, professional bodies, students, employers, public bodies, governments and citizens.
4. an approach that specifically excludes claims and value-judgements concerning equivalence by providing sufficient objective information to allow the recipient to make his or her own judgements about the qualification in question. It is a system that does not guarantee automatic admission or recognition. It facilitates the process whereby judgements are made by autonomous national or local bodies (academic, professional, governmental, etc.) and therefore does not infringe local rights of judgement. It eases the process of access and recognition.
5. a tool that should be used with sensitivity. The recognition of foreign qualifications should be viewed as a process for the assessment of the competence, experience and knowledge acquired, recognising that 'fair recognition' and not exact equivalence should be sought. Users of the supplement are encouraged, where possible, to focus on the outcomes of the learning that has taken place and to make their judgements using the qualitative and quantitative information provided.
6. a set of guidelines that avoids the inclusion of so much detail that it confuses the user. This minimalist approach acknowledges the cost of producing the supplement and wherever possible advocates referral to other information sources that could be consulted. However, the Diploma Supplement should provide all the necessary information for a judgement to be made without repeated demands for more data.
7. an addition to the original credential. The credential should remain unchanged from its normal state (in its approved language and textual form). The Diploma Supplement should accompany the authentic credential that certifies the award. It is not a substitute for it. Furthermore, the Diploma Supplement can be used in conjunction with other appropriate documentation, including curriculum vitae, etc. a person may well have several Diploma Supplements, each accompanying an individual qualification.

General Guidelines:

It is strongly recommended that supplements should conform with the following:

1. The brief explanatory note (In the box at the head of the sample supplement) should be reproduced as part of each completed Diploma Supplement, in order to guide higher education institutions, citizens, employers and other potential users of the information.
2. Institutions should follow the structure and sequence of information carefully developed and tested by the pilot project. Various customised versions were tested and found not to be as clear and user-friendly. In the cases where sections were omitted altogether, these supplements were invariably found to be ineffective. Great care needs to be taken in compiling supplements in order to avoid imprecise, missing or confused information. Overlong and over-complicated supplements should be avoided. They irritate those who receive them. Avoid information overload and present information as concisely as possible. The examples of good practice supplements show how this can be done. The use of a transcript clearly helps provide detailed information in a concise way.
3. In combination with the credential itself, the supplement should provide sufficient information to enable the reader to make a judgement about the qualification and whether it is appropriate for the purpose for which the holder seeks to use it (e.g. for access to an academic programme, exemption from part of a programme, employment/right to practise a profession, etc.). It is not designed to replace a curriculum vitae but to provide additional information.
4. The supplement should always be accompanied by the original qualification as supplements normally have no legal validity. The existence of a Diploma Supplement does not guarantee the status of an institution, its awards, or whether it is recognised as part of a national higher education system. However, it should contain information on these aspects.
5. The supplement should always have the name and title of the qualification, the name and status of the institution awarding/administering it, and the classification of the award all presented in the original language. Incorrect translations mislead those making judgements about qualifications. Transliterations are permissible in the case of scripts

other than the Latin alphabet. It should be possible to relate the names of degrees and awards to the description of the higher education system under section eight,

6. Supplements should be free from any value judgements, equivalence statements or suggestions about recognition. Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.
7. The production of supplements is best done centrally and not devolved to different parts of academic institutions. This keeps costs down and minimises variation in content and approach.
8. Institutions should take appropriate action to minimise the possibility of forgery and misrepresentation of their supplements.
9. Information on the higher education system (section eight) should be kept to a two-page maximum. Where possible, information could include diagrams and charts to aid clarity. As a follow-up to the pilot Diploma Supplement project, finalised versions of this information are to be produced for each country with the help of national ENICs/NARICs (national information centres), Ministries and Rectors' Conferences.
10. It is best to issue supplements automatically at the time the qualification is completed. This is preferable to retrospective issue which becomes more difficult as programmes and educational awards are subject to continuous evolution and change. It is particularly important that section eight of the supplement describe the national higher education structure in force at the time the qualification was awarded.
11. Great care should be taken with translations and terminology as many problems exist in this area. In order to overcome these, it is essential that the original language is used where indicated in the supplement. In addition, the glossary of terms associated with the supplement has been specifically produced to overcome linguistic confusions. Supplements may be produced in whatever language(s) institutions think appropriate.

12. Where they exist, institutional, regional and national quality assurance systems should include Diploma Supplements in their activities. This will help ensure the quality of supplements.
13. Supplements are designed to be used with sensitivity. The evaluation of qualifications from another country should concentrate on the competence, experience and knowledge acquired, recognising that 'fair recognition' and not exact equivalence should be sought.

GLOSSARY

Definitions and usage of terms vary from country to country. To reduce the possibility of misunderstanding this glossary aims only to cover all the main terms used in the papers associated with the Diploma Supplement initiative. It is partly based and fully consistent with the definition used in the 1997 Lisbon Convention on the Recognition of Qualifications Concerning Higher Education in the European Region.

ACADEMIC RECOGNITION refers to the recognition of courses, qualifications or diplomas from one (domestic or foreign) higher education institution by another. Usually this is sought as a basis for access to further new study at the second institution (cumulative recognition) or, as recognition allowing some sort of exemption from having to re-study elements of a programme (recognition with advanced standing). A further type of academic recognition is recognition of studies taken elsewhere in another institution (recognition by substitution) that replace a comparable period of study at the home institution (see **PROFESSIONAL RECOGNITION**).

ACCESS (to higher education) refers to the right of qualified candidates to apply and be considered for admission to higher education. Access is distinct from admission, which concerns the individuals' actual participation in the higher education programme concerned.

ACCREDITATION is the process by which one higher education institution gains authority to award, and/or gains recognition of, its qualifications from another senior competent authority. This might be the State, a government agency or, another domestic or foreign higher education institution (see **FRANCHISE**). The term has its origins in the American system and is used in some European countries in the same way as 'recognition'.

ADMISSION the act of, or system for, allowing qualified applicants to pursue studies in higher education at a given institution and/or a given programme.

ASSESSMENT i) (of institutions or programmes) the process for establishing the educational quality of a higher education institution or programme; ii) (of individual qualifications) the written appraisal or evaluation of an individual's foreign qualifications by a competent authority; iii)

(of individual students) the actual testing of a student's ability and skills within a programme (e.g. by examination).

AWARD this is used synonymously with qualification.

COMPETENT RECOGNITION AUTHORITY a body officially charged with making binding decisions on the recognition of foreign qualifications.

COURSE a part of a programme of studies that is normally self-contained and assessed separately. Complete study programmes are normally composed of several courses.

CREDENTIAL a term sometimes used to refer to a qualification (see **QUALIFICATION**).

CREDENTIAL EVALUATOR the individual who makes a judgement on the recognition of foreign qualifications (see **COMPETENT RECOGNITION AUTHORITY**).

CREDIT the 'currency' providing a measure of learning outcomes achieved in a notional time at a given level. Usually associated with credit-based modular courses (see **ECTS**).

DE FACTO RECOGNITION refers to situations of unregulated recognition for professional purposes, such as where no national legal authorisation to practice a particular profession exists or is required. This is the most problematic area of professional recognition (see **PROFESSIONAL RECOGNITION** and **RECOGNITION**).

DE JURE RECOGNITION refers to the recognition of the right to work in a specific country in a regulated profession (e.g. medical doctor) in the European Union or European Economic Area. These situations are subject to various European Union Directives whereby if a citizen is a fully qualified professional in one Member State, he or she has a right to exercise that profession and be recognised as a professional in another Member State (see **REGULATED PROFESSION**, **PROFESSIONAL RECOGNITION** and **RECOGNITION**).

DIPLOMA here refers to any formally awarded qualification/credential. In some educational systems the term refers to a specific category or type of qualification. It is not being used in this restricted sense here.

ECTS the European Credit Transfer System (developed by the European Commission). This is a system based on ECTS credits (student workload), designed to facilitate mobility, credit accumulation and transfer, and the international recognition of periods of study completed abroad.

ENIC European National Information Centre on Academic Recognition and Mobility (Council of Europe/UNESCO).

FRANCHISE the situation where an institution agrees to authorise another institution (nationally or internationally) to deliver an approved programme whilst normally retaining overall control of the programme's content, delivery, assessment and quality assurance arrangements. However, significant variations in franchise relationships exist.

FIELD OF STUDY the main disciplines or subject areas of a qualification.

HIGHER EDUCATION all types of courses of study, or sets of courses (programmes), training, or training for research at the post secondary level which are recognised by the relevant authorities as belonging to its higher education system. Higher education builds on the level of competence, knowledge and skills generally acquired through secondary education (see **HIGHER EDUCATION INSTITUTION** and **PROGRAMME OF STUDY**). Higher education normally comes after secondary education in time and is normally offered through higher education programmes at higher education institutions. However, it should be noted that higher education institutions may give courses of study that are not higher education level. Conversely, institutions which are not considered as belonging to the higher education system may offer some higher education programmes. The exact definition of higher education and higher education institutions vary from country to country. For example, in some countries, nursing is considered to be a field of higher education, whereas in other countries, nursing is considered to be part of post-secondary education without being higher education.

HIGHER EDUCATION INSTITUTION an establishment providing higher education and recognised by the competent authorities as belonging to its system of higher education (see **HIGHER EDUCATION** and **PROGRAMME OF STUDY**).

LEARNING OUTCOMES the specific intellectual and practical skills gained and tested by the successful completion of a unit, course or whole programme of study.

LEVEL the place of a qualification in the higher education system. Normally, a national hierarchy of qualifications exists. The number of levels of higher education qualifications vary between countries and/or kinds of higher education (see LEVEL INDICATORS).

LEVEL INDICATORS these can range from any general information on the role of the qualification to highly detailed specific statements about the nature, skills and competencies associated with the successful completion of parts or all of a qualification (see LEVEL).

LISBON RECOGNITION CONVENTION refers to the Council of Europe/UNESCO Convention on the Recognition of Qualifications Concerning Higher Education in the European Region adopted in Lisbon April 1997.

MODULE a separate and coherent block of learning. Part of a modular programme of studies where the curriculum is divided into a range of similar sized segments.

NARIC National Academic Recognition Information Centre (European Union and European Economic Area). Some NARICs also have responsibilities for professional recognition.

PROFESSIONAL RECOGNITION refers to the right to practise and the professional status accorded to a holder of a qualification. In the European Union recognition for professional purposes is defined as the legal act by which a competent authority in a host Member State recognises that the qualifications obtained by an applicant in another Member State are suitable for the pursuit on its territory of a professional activity whose practice is legally regulated (see REGULATED PROFESSION, DE JURE RECOGNITION, DE FACTO RECOGNITION and RECOGNITION).

PROGRAMME OF STUDY a set of courses, the various components of which complement and build on each other in order to provide the student with a higher education qualification (see HIGHER EDUCATION, HIGHER EDUCATION INSTITUTION and COURSE). 'Programme' also de-

notes the academic fields of study and requirements that collectively define the qualification (see FIELD OF STUDY).

QUALIFICATION i) higher education qualification: any degree, diploma or other certificate issued by a competent authority attesting the successful completion of a higher education programme; ii) qualification giving access to higher education: any diploma or other certificate issued by a competent authority attesting the successful completion of an education programme and giving the holder of the qualification the right to be considered for admission to higher education (see HIGHER EDUCATION, HIGHER EDUCATION INSTITUTION and PROGRAMME OF STUDY). Also termed as any higher education award given for the successful completion of a programme of learning; a generic term that refers to the wide variety of higher education qualifications at different levels and across different countries.

QUALITY ASSURANCE refers to the internal and external processes by which the quality of academic provision is maintained.

RECOGNITION a formal acknowledgement by a competent authority of the value of a foreign educational qualification with a view to access to educational and/or employment activities. An assessment of individual qualifications. Such assessment may be any kind of statement on the value of (in this case) a foreign qualification. Recognition refers to a formal statement by a competent recognition authority acknowledging the value of the qualification in question and indicating the consequences of this recognition for the holder of the qualification. For example a qualification may be recognised for the purposes of further study at a given level (academic recognition), or for the use of a title, or for the exercise of employment purposes (professional recognition) (see COMPETENT RECOGNITION AUTHORITY, QUALIFICATION, ACADEMIC RECOGNITION and PROFESSIONAL RECOGNITION). Recognition can also refer to the accreditation of a higher education institution by another authority (see ACCREDITATION).

REGULATED PROFESSION refers to professions whose practice is regulated in some way by law or administrative rules. A given profession may be regulated in one country and not in another (see DE JURE RECOGNITION).

TRANSCRIPT an official record or breakdown of a student's progress and achievements. Many credit-based education systems employ detailed transcripts that show the credits and grades for units undertaken (e.g. ECTS Transcript of Records).

VALIDATION the process by which a recognised awarding institution judges that a programme of study leading to a qualification is of appropriate quality and standard. This can be a programme of its own or that of a subordinate institution (see **FRANCHISE**).