

Max Mustermann

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, Max

1.3 Date, Place of Birth

01.01.2000, Musterstadt

1.4 Student ID Number - Enrolment Code

12345

2. QUALIFICATION

2.1 Name of Qualification and Title Conferred (in Original Language)

Bachelor of Arts (B.A.)

Title Conferred (Full, Abbreviated; in Original Language)

Does not apply

2.2 Main Field(s) of Study

Business Administration (part-time programme) with the specialisations::

- Human Resources Management
- Strategic Marketing
- Strategic Management
- Change Management
- Cost-Benefit Analysis
- Management Control
- Digital Transformation
- Procurement and Logistic Management

2.3 Institution Awarding the Qualification (in Original Language)

Hochschule Harz - Hochschule für angewandte Wissenschaften

Status (Type and Control)

University of Applied Sciences / State University

2.4 Institution Administering Studies (in Original Language)

Hochschule Harz - Hochschule für angewandte Wissenschaften

Status (Type and Control)

University of Applied Sciences / State University

2.5 Language(s) of Instruction and Examination

German

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3. LEVEL OF THE QUALIFICATION

3.1 Level

graduate/ first professional qualifying degree with degree thesis (EQF Level 6)

3.2 Official Duration of Programme in Credits and Years

4.5 years with 9 semesters (part-time programme), 180 ECTS credit points

3.3 Access Requirements

Before beginning the studies, one of the following conditions for admission must be fulfilled:

- General Higher Education Entrance Qualification
- Specialised Higher Education Entrance Qualification
- General Higher Education Entrance Qualification for Universities of Applied Sciences
- University Administered Entrance Exam
- A qualification for entrance to higher education deemed equivalent by the Land Saxony-Anhalt

and in addition:

relevant professional experience

4. CONTENTS AND RESULTS GAINED

4.1 Mode of Study

Part-time, on-campus programme with self-learning phases

4.2 Programme Learning Outcomes

Graduates of the accredited career accompanying study programme are prepared to assume (junior) management tasks in companies and other types of organisations. They address job-related issues in an independent and appropriate manner, and solve managerial problems which may arise. The graduates have familiarised with their host company's setting and completed different tasks there during their vocational training assignments and during the work experience periods.

They have a broad and integrated methodic and expert knowledge in the area of business administration and management. They have the individual skill-set to communicate and collaborate with colleagues and business partners effectively. The graduates have the knowledge, skills and ability to assume management tasks in a large variety of companies and institutions after a short period of practical professional experience.

In particular, the graduates have acquired the following competences:

Management competence:

The graduates know the significant theories, principles and methods of business administration. They use the specific terminology appropriately and understand the features, interdependencies and limits of the different approaches. They have comprehensive and state-of-the-art knowledge in the area of general management complemented by expert knowledge in their professional fields. They apply a holistic approach to the different facets of the complex business operations. They identify interfaces and synergies and take advantage putting those in a broad, interdisciplinary context.

Methodical and instrumental competence:

The graduates master a broad spectrum of state-of-the-art methods and tools relating to business administration. They handle with ease many technical and methodological applications and tools required in management settings. Thus they are able to identify problems and to suggest approaches to solving those, taking into consideration economic, social and ethic aspects. For that, they select and apply appropriate methods and tools adequately. Graduates have experienced the use of methods, tools and approaches in the specific setting of their host company.

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Systemic competence:

The graduates combine methodic and expert competences to cope with the complexity of real world issues. They gather, evaluate and interpret relevant information in order to derive scientifically sound judgements from that information, which take into account social, scientific and ethical considerations. They align and adapt approaches to current needs and changing outside conditions. The graduates have proven a good command during their involvement in their host company's operations.

Personal competence:

The graduates act independently in working and learning environments; they constantly enlarge their knowledge and skills. In doing so, they reflect on the economic, social and cultural impact of their objectives and actions. They collaborate willingly and give assistance to colleagues' further professional and individual development. They formulate, argue, and defend positions and solutions to problems. For that, they use common techniques for presenting findings and facilitating meetings, also in English and in intercultural settings. During the assignment in their host company, the graduates have practiced intensively their acquired skills under real working conditions. evaluate and interpret relevant information in order to derive scientifically sound judgements from that information, which take into account social, scientific and ethical considerations. They align and adapt approaches to current needs and changing outside conditions. The graduates have proven a good command during their involvement in their host company's operations.

Personal competence:

The graduates act independently in working and learning environments; they constantly enlarge their knowledge and skills. In doing so, they reflect on the economic, social and cultural impact of their objectives and actions. They collaborate willingly and give assistance to colleagues' further professional and individual development. They formulate, argue, and defend positions and solutions to problems. For that, they use common techniques for presenting findings and facilitating meetings, also in English and in intercultural settings. During the assignment in their host company, the graduates have practiced intensively their acquired skills under real working conditions.

Human Resources Management:

Graduates know the various fields of activity of Personnel Management. They can employ the appropriate techniques and instruments in order to process the assigned tasks that occur in the particular areas of that operation field.

Strategic Marketing:

Graduates possess deep theoretical and practical knowledge in the fields of brand management and Quality Management. They solve identified problems of consumer goods marketing autonomously and in heterogeneous team. Moreover, graduates are able to present the suggested solutions to an audience of customers, colleagues or experts.

Strategic Management:

Graduates know the different stages, problems and recent developments in the field of strategic management. Moreover, they have the ability to independently shape applicable solutions from this knowledge within the complex context of a company. Additionally the graduate can communicate and explicate the suggestions to colleagues and experts.

Change Management:

Graduates possess practical knowledge and application-oriented skills in the field of organizational development and change management. They apply autonomously appropriate techniques for steering change processes.

Cost-Benefit Analysis:

Graduates analyse complex management issues by means of cost-benefit considerations and present their findings according to the target groups' need. On that basis, they support the senior management to take economically sound decisions that take into account scientific and business operational aspects. They assess the validity of cost-benefit-analyses at intermediate and final stages. They interpret assessment outcomes and derive from those recommendations, adjustments and solutions.

Management Control:

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Graduates choose appropriate management control tools and draft SME specific performance measurement systems that take ecological intentions into account. They have a holistic view on complex management interdependencies and explore how management operations affect the general business performance. They analyse discrepancies and suggest appropriate countermeasures.

Digital Transformation:

Graduates support organisational change processes that are driven by digital technologies and the requirements of the information society. They use management methods to develop digital business models and value creation networks as forms of digital transformation strategies for specific business purposes.

Procurement and Logistic Management:

Graduates are familiar with the basics of operational performance from procurement to sales on the basis of logistical processes. They are familiar with relevant methods for decision preparation and apply them in a professional context.

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4.3 Programme Details, Individual Credits Gained and Grades/Marks Obtained

Courses taken	Grade	Performance Appraisal	ECTS credits
General Management		passed	20
Mathematics	1,6	good	10
Customer-oriented Structures and Processes	2,1	good	5
Scientific Writing	1,0	very good	5
Law and Balance Sheets	2,0	good	20
Statistics	1,8	good	10
Key Areas of Management	1,7	good	20
Practical Project 1	1,3	very good	5
Practical Project 2	1,3	very good	10
Practical Project 3	1,5	very good	18
Compulsory Elective Course 1		passed	10
Compulsory Elective Course 2		passed	10
Compulsory Elective Course 3		passed	10
Professional Field Orientation: Strategic Marketing	2,0	good	5
Professional Field Orientation: Strategic Management	1,5	very good	5
Professional Field Orientation: Digital Transformation	1,9	good	5
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Bachelor Thesis	2,3	good	12
Theme: "The topic of the thesis is shown here."			
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		Total ECTS credit points	180

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4.4 Grading Scheme and Grade Distribution of Overall Performances

The final grade is given with one decimal place. All other digits are deleted without rounding. A performance appraisal is assigned to each final grade level.

The distribution of grades for overall performances has been calculated based on the overall performance results in this programme of study since its opening (2010).

Number of Graduates: 95

Final grade levels	Performance appraisal	Share of graduates with this performance	Cumulative percentage
1,0 - 1,5	very good	11,58 %	11,58 %
1,6 - 2,5	good	85,26 %	96,84 %
2,6 - 3,5	satisfactory	3,16 %	100 %
3,6 - 4,0	sufficient	0 %	100 %

The following grading scale is used for single assessment of written examinations:

Fulfilment scale of examination requirements	HS Harz grade	Performance appraisal	Performance appreciation
100 - 95 %	1,0	very good	An excellent performance
94 - 90 %	1,3		
89 - 85 %	1,7	good	A performance significantly above average standard
84 - 80 %	2,0		
79 - 76 %	2,3		
75 - 72 %	2,7	satisfactory	An average performance
71 - 68 %	3,0		
67 - 63 %	3,3		
62 - 58 %	3,7	sufficient	A performance which meets minimum requirements despite of shortcomings
57 - 50 %	4,0		

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4.5 Overall Classification of the Qualification (in Original Language)

gut (1,7)

At degree awarding date, this overall performance was among the best 23,16 % referring to 95 graduates of this study programme since its opening (2010).

5. INFORMATION ON THE FUNCTION OF THE QUALIFICATION

5.1 Access to Further Study

The graduate has attained the ability to further his/her knowledge in programmes at the level of Master's. Due to his comprehensive fundamental education in business studies, he/she can be recommended for the admission to MBA courses of study as well as to other business oriented master degree programmes (EQF Level 6).

5.2 Access to Regulated Professions

Does not apply

6. ADDITIONAL INFORMATION

6.1 Additional Information

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6.2 Further Information Sources

www.hs-harz.de/berufsbegleitend-bwl.html

+49 3943 659 200

7. CERTIFICATION

This Diploma Supplement refers to the following original documents:

Urkunde über die Verleihung des Grades issued on 17.03.2021

Prüfungszeugnis issued on 17.03.2021

Transcript of Records issued on 17.03.2021

Certification Date: 17.03.2021

Prof. Dr. Georg Westermann,
Chairperson Examination Committee

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.

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8. INFORMATION ON THE GERMAN HIGHER EDUCATION SYSTEM [1]

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 specialised 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 (FH)/Hochschulen für Angewandte Wissenschaften (HAW) (Universities of Applied Sciences, UAS) 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 an application-oriented focus of studies, which includes 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-recognised institutions. In their operations, including the organisation 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, two-tier degrees (Bachelor's and Master's) have been introduced in almost all study programmes. This change is designed to enlarge variety and flexibility for students in planning and pursuing educational objectives; it also enhances international compatibility of studies.

The German Qualifications Framework for Higher Education Qualifications (HQR)[3] describes the qualification levels as well as the resulting qualifications and competences of the graduates. The three levels of the HQR correspond to the levels 6, 7 and 8 of the German Qualifications Framework for Lifelong Learning [4] and the European Qualifications Framework for Lifelong Learning [5].

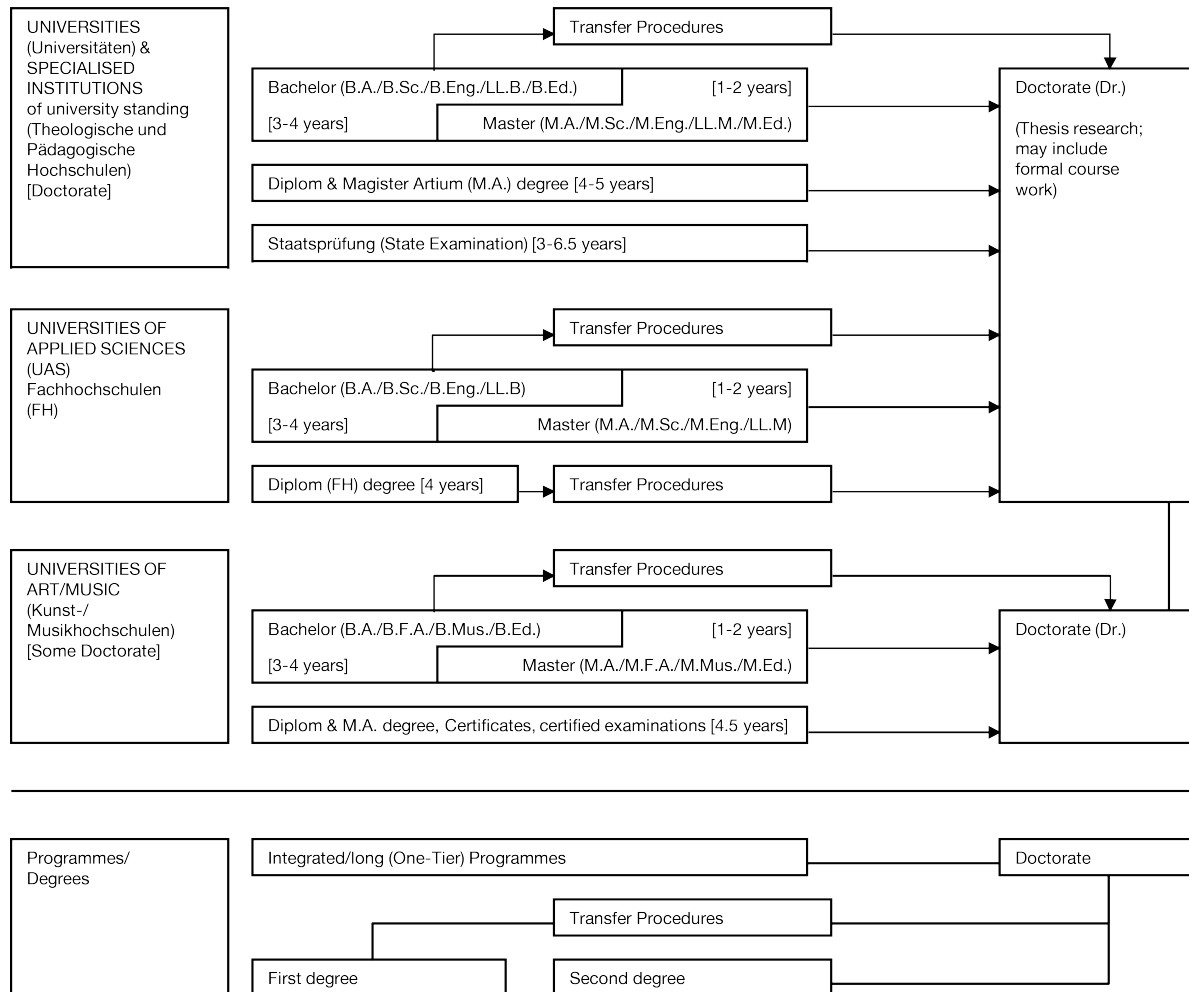
For details cf. Sec. 8.4.1, 8.4.2, and 8.4.3 respectively. Table 1 provides a synoptic summary.

8.3 Approval/Accreditation of Programmes and Degrees

To ensure quality and comparability of qualifications, the organisation 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).[6] In 1999, a system of accreditation for Bachelor's and Master's programmes has become operational. All new programmes have to be accredited under this scheme; after a successful accreditation they receive the seal of the Accreditation Council.[7]

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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 programmes 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 organisation of the study programmes makes use of modular components and of the European Credit Transfer and Accumulation System (ECTS) with 30 credits corresponding to one semester.

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8.4.1 Bachelor

Bachelor's degree programmes lay the academic foundations, provide methodological competences and include skills related to the professional field. The Bachelor's degree is awarded after 3 to 4 years.

The Bachelor's degree programme includes a thesis requirement. Study programmes leading to the Bachelor's degree must be accredited according to the Interstate study accreditation treaty.[8]

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.), Bachelor of Music (B.Mus.) or Bachelor of Education (B.Ed.).

The Bachelor's degree corresponds to level 6 of the German Qualifications Framework/ European Qualifications Framework.

8.4.2 Master

Master is the second degree after another 1 to 2 years. Master's programmes may be differentiated by the profile types "practice-oriented" and "research-oriented". Higher Education Institutions define the profile.

The Master's degree programme includes a thesis requirement. Study programmes leading to the Master's degree must be accredited according to the Interstate study accreditation treaty.[9]

Second degree programmes (Master) lead to Master of Arts (M.A.), Master of Science (M.Sc.), Master of Engineering (M.Eng.), Master of Laws (L.L.M.), Master of Fine Arts (M.F.A.), Master of Music (M.Mus.) or Master of Education (M.Ed.).

Master's programmes which are designed for continuing education may carry other designations (e.g. MBA).

The Master's degree corresponds to level 7 of the German Qualifications Framework/ European Qualifications Framework.

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 specialisations. 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's level.

- Integrated studies at Universitäten (U) last 4 to 5 years (Diplom degree, Magister Artium) or 3.5 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 and pharmaceutical professions are completed by a Staatsprüfung. This applies also to studies preparing for teaching professions of some Länder.

The three qualifications (Diplom, Magister Artium and Staatsprüfung) are academically equivalent and correspond to level 7 of the German Qualifications Framework/European Qualifications Framework.

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)/Hochschulen für Angewandte Wissenschaften (HAW) (Universities of Applied Sciences, UAS) last 4 years and lead to a Diplom (FH) degree which corresponds to level 6 of the German Qualifications Framework/European Qualifications Framework.

Qualified graduates of FH/HAW/UAS may apply for admission to doctoral studies at doctorate-granting institutions, cf. Sec. 8.5.

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

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8.5 Doctorate

Universities as well as specialised institutions of university standing, some of the FH/HAW/UAS and some Universities of Art/Music are doctorate-granting institutions. Formal prerequisite for admission to doctoral work is a qualified Master's degree (UAS and U), a Magister degree, a Diplom, a Staatsprüfung, or a foreign equivalent. Comparable degrees from universities of art and music can in exceptional cases (study programmes such as music theory, musicology, pedagogy of arts and music, media studies) also formally qualify for doctoral work. Particularly qualified holders of a Bachelor's degree 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.

The doctoral degree corresponds to level 8 of the German Qualifications Framework/ European Qualifications Framework.

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, grade distribution tables as described in the ECTS Users' Guide are used to indicate the relative distribution of grades within a reference group.

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 educational studies. Specialised variants (Fachgebundene Hochschulreife) allow for admission at Fachhochschulen (FH)/Hochschulen für Angewandte Wissenschaften (HAW) (UAS), universities and equivalent higher education institutions, but only in particular disciplines. Access to study programmes at Fachhochschulen (FH)/Hochschulen für Angewandte Wissenschaften (HAW) (UAS) is also possible with a Fachhochschulreife, which can usually be acquired after 12 years of schooling. Admission to study programmes at Universities of Art/Music and comparable study programmes at other higher education institutions as well as admission to a study programme in sports may be based on other or additional evidence demonstrating individual aptitude.

Applicants with a qualification in vocational education and training but without a school-based higher education entrance qualification are entitled to a general higher education entrance qualification and thus to access to all study programmes, provided they have obtained advanced further training certificates in particular state-regulated vocational fields (e.g. Meister/Meisterin im Handwerk, Industriemeister/in, Fachwirt/in (IHK), Betriebswirt/in (IHK) und (HWK), staatlich geprüfte/r Techniker/in, staatlich geprüfte/r Betriebswirt/in, staatlich geprüfte/r Gestalter/in, staatlich geprüfte/r Erzieher/in).

Vocationally qualified applicants can obtain a Fachgebundene Hochschulreife after completing a state-regulated vocational education of at least two years' duration plus professional practice of normally at least three years' duration, after having successfully passed an aptitude test at a higher education institution or other state institution; the aptitude test may be replaced by successfully completed trial studies of at least one year's duration.[10]

Higher Education Institutions may in certain cases apply additional admission procedures.

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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]; Graurheindorfer Str. 157, D-53117 Bonn; Phone: +49[0]228/501-0; www.kmk.org; E-Mail: hochschulen@kmk.org
- Central Office for Foreign Education (ZAB) as German NARIC; www.kmk.org; E-Mail: zab@kmk.org
- German information office of the Länder in the EURYDICE Network, providing the national dossier on the education system; www.kmk.org; E-Mail: Eurydice@kmk.org
- Hochschulrektorenkonferenz (HRK) [German Rectors' Conference]; Leipziger Platz 11, D-10117 Berlin, Phone: +49 30 206292-11; www.hrk.de; E-Mail: post@hrk.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.

[2] Berufsakademien 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 Berufsakademien offer Bachelor courses which are recognised as an academic degree if they are accredited by the Accreditation Council.

[3] German Qualifications Framework for Higher Education Degrees. (Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany of 16 February 2017).

[4] German Qualifications Framework for Lifelong Learning (DQR). Joint resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany, the German Federal Ministry of Education and Research, the German Conference of Economics Ministers and the German Federal Ministry of Economics and Technology (Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany of 15 November 2012). More information at www.dqr.de

[5] Recommendation of the European Parliament and the European Council on the establishment of a European Qualifications Framework for Lifelong Learning of 23 April 2008 (2008/C 111/01 – European Qualifications Framework for Lifelong Learning – EQF).

[6] Specimen decree pursuant to Article 4, paragraphs 1 – 4 of the interstate study accreditation treaty (Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany of 7 December 2017).

[7] Interstate Treaty on the organization of a joint accreditation system to ensure the quality of teaching and learning at German higher education institutions (Interstate study accreditation treaty) (Decision of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany of 8 December 2016), Enacted on 1 January 2018.

[8] See note No. 7.

[9] See note No. 7.

[10] Access to higher education for applicants with a vocational qualification, but without a school-based higher education entrance qualification (Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany of 6 March 2009).