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**THE LEBANESE DIPLOMA SUPPLEMENT -  
LEBPASS PROJECT**

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**CURRENT DIPLOMA SUPPLEMENT PRACTICES**

**Using Benchmarks of the EU and UNESCO/CEPES Models and adapted Practices**

**in particular to the German University Erlangen-Nuremberg**

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## **1. Introduction**

This document gives the historical context which led to the development and adoption of the Diploma Supplement in Europe. It also provides details of the significance of the Diploma Supplement as a transparency tool and highlights current Diploma Supplement practices using benchmarks of the EU<sup>1</sup> and UNESCO/CEPES<sup>2</sup> models and practices. It serves as a blueprint for the development of the Lebanese Diploma Supplement.

## **2. History**

The Diploma Supplement (DS) is a transparency instrument developed by the Council of Europe, the European Commission and UNESCO-CEPES between 1996 and 1998. An updated version was adopted by the Lisbon Recognition Convention Committee in 2007. Since the introduction of the Bologna Process in 1999, it has been adopted in the national legislations of the participating countries, and Ministers committed themselves to issuing it to all graduates automatically, free of charge and in a widely spoken European language by 2005. The Diploma Supplement was also incorporated in the Europass Framework established by the European Parliament and the Council of Ministers in 2004. A revised version was endorsed by the EHEA Ministers in Paris in 2018<sup>3</sup>.

## **3. Definition of a Diploma Supplement**

- a. Diploma Supplement is a document accompanying a higher education diploma providing a standardized description of the nature, level, content and status of the studies completed by its holder.
- b. The diploma supplement forms an important part of the development of the European Higher Education Area (EHEA) and is an important tool for graduates to ensure that their degrees are recognized by higher education institutions, public authorities and employers in their home countries and abroad. The diploma supplement should build on and include the use of common transparency tools such as learning outcomes, ECTS and how the degrees correspond to the national qualification framework(s) and external national quality assurance and/or accreditation.
- c. The DS helps higher education institutions, employers, recognition authorities and other stakeholders more easily understand graduates' skills and competences.
- d. DS aims to promote transparency and recognition in order to facilitate mobility, access to lifelong learning opportunities, and graduate employability.

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<sup>1</sup> [https://ec.europa.eu/education/diploma-supplement\\_en](https://ec.europa.eu/education/diploma-supplement_en)

<sup>2</sup> [http://www.ehea.info/media.ehea.info/file/2018\\_Paris/72/5/MEN\\_conf-EHEA\\_AG4\\_02\\_950725.pdf](http://www.ehea.info/media.ehea.info/file/2018_Paris/72/5/MEN_conf-EHEA_AG4_02_950725.pdf)

<sup>3</sup> [http://ehea.info/Upload/document/ministerial\\_declarations/EHEAParis2018\\_Communique\\_AppendixIV\\_952782.pdf](http://ehea.info/Upload/document/ministerial_declarations/EHEAParis2018_Communique_AppendixIV_952782.pdf)

- e. It therefore represents a response to the twin challenges of both higher education and labor market internationalization.
- f. The Diploma Supplement also plays a particularly important role in relation to joint degrees and transnational or cross border higher education provision. A Diploma Supplement issued with a joint degree should clearly describe all parts of the degree, and it should clearly indicate at which institutions and/or in which study programs the different parts of the degree have been earned.
- g. It does not represent a Curriculum Vitae or a substitute for the original qualification.

#### **4. Benefits of a Diploma Supplement**

##### **4.1. Students**

- a. The “Study to support the revision of the Diploma Supplement and analyze the feasibility of its digitalization at European level” also revealed that the most common use of the DS by the graduates was related to job applications, which supports the ESU report in signifying the importance of the DS for enhancing employability. The document was either sent with, or consulted to, fill in a CV, cover letter or professional profile by nearly half of the respondents to the study.
- b. Graduates in all countries taking part in the Bologna Process have the right to receive the Diploma Supplement automatically, free of charge and in any major European language.
- c. The Diploma Supplement is an important tool of the European Higher Education Area for graduates to ensure that their degrees are recognized by higher education institutions, public authorities and employers in their home countries and abroad.
- d. It renders qualifications and programs of study more easily comparable for students between countries across Europe. It offers a detailed description of the studies completed and provides an indication of the competences acquired to complete the course.

## **4.2. Higher Education Institutions**

- a. For higher education institutions, it offers enhanced recognition of the academic qualifications they provide. It improves the visibility of institutions, both by other higher education institutions and employers. The supplement also helps safeguard the institutional autonomy of higher education institutions by providing a common framework for the recognition of academic qualifications and helps to reduce the administrative burden faced by many institutions.
- b. The EUA Trends 2015 report: Learning and Teaching in European Universities found that awareness of the tools that facilitate mobility are on the rise within institutions. The report pointed out that a combination of actions, such as defining learning outcomes, improving the use of ECTS, ensuring the quality of Diploma Supplements and their international understanding would contribute to increased mobility
- c. The (2017) “Study to support the revision of the Diploma Supplement and analyze the feasibility of its digitalization at European level” found that more than 80% of the surveyed HEIs issued followed the template of CoE/UNESCO/Europass Diploma Supplement, with only a few using alternative documents for the purpose.

## **4.3. Employers**

- a. The DS is a useful instrument for assessing and comparing academic degrees from different countries. It can also contribute to the increased mobility of professionals who intend to work in another country within the European Higher Education Area.
- b. The description of learning outcomes in the DS had been the main source from which German employers obtained information about the qualifications of the candidate according to a study conducted in 2007. This gives the Diploma Supplement an advantage over alternative documents in recognition and employment.

## **4.4. Joint Degrees**

- a. Diploma supplement issued with a joint degree should clearly describe all parts of the degree, and it should clearly indicate at which institutions and/or in which study programs the different parts of the degree have been earned.

## **5. Outline Structure for the Diploma Supplement**

The Diploma Supplement contains eight sections providing information regarding:

- a. the name of the holder of the qualification
- b. the qualification type and its originating institution
- c. the qualification level
- d. the content of the course and results gained

- e. function of the qualification
- f. certification of the supplement
- g. details of the national higher education system concerned (provided by the National Academic Recognition Information Centres (NARICs))
- h. other relevant details
- i. It is free from any value judgements, equivalence statements or suggestions about recognition.

## **6. Founding Principles**

The Diploma Supplement is based on the following 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:

- a. a flexible, non-prescriptive tool, capable of adaptation to local needs;
- b. a device that has national and international applications;
- c. a system to aid recognition for academic and professional purposes;
- d. an approach that specifically excludes any claims and value-judgements concerning recognition by providing sufficient objective information;
- e. a tool to focus on the outcomes of the learning that has taken place;
- f. an addition to the original credential, not a substitute of it

## **7. General Guidelines in the production of a Diploma Supplement**

- a. The Diploma Supplement should avoid information overload and present information as concisely as possible.
- b. The Diploma Supplement should not have any value judgements, equivalence statements or suggestions about recognition.
- c. The production of supplements is best done centrally and not devolved to different parts of academic institutions.
- d. The Diploma Supplement is produced by higher education institutions according to standards agreed by the Commission, the Council of Europe and the United Nations Educational, Scientific and Cultural Organization (UNESCO).
- e. The Diploma Supplement should be issued by institutions to every graduate, automatically, in a widely spoken European language and issued free of charge.

## **8. Best Practice: Diploma Supplement (DS) at the FAU**

Before describing the composition of the Diploma Supplement at the FAU, a brief overview of the quality management system at the FAU will be provided as the Diploma Supplement draws on several aspects of the quality management system.

### **8.1. Quality Management System**

Quality management aims to make the processes efficient, i.e. to improve student learning. At FAU, it takes place at four different levels: 1) the module, 2) the study programs, 3) the individual departments or schools and 4) the university. It is essential to design the processes synergistically, creating conditions that allow the existing structure of committees, academic and administrative, to interact and coordinate activities in an efficient and effective way. Furthermore, quality management should take place in light of a cultural change. It should coordinate the implementation of central quality measures while adopting a decentralized approach through the support it provides to schools and faculties that are responsible for their quality management development. Instituting such a decentralized approach to quality management ensures autonomy on all levels.

### **8.2. Structure of the DS at FAU**

After providing an overview of the quality management system at FAU, a description of the features and utility of the FAU Diploma supplement is provided. FAU has developed a template for the Diploma Supplement (see Appendix 2), which is used for developing specific Diploma Supplements for all existing degree programs and for setting up new programs. The templates include several items. These are:

- a. level of qualification description
- b. standard period of study
- c. awarded ECTS points
- d. admission requirements
- e. mode of study (whether it is a part-time study programme)
- f. programme learning outcomes.

Several aspects must be considered when setting up the individual study programs offered at FAU. Initially, a proposal for the establishment of a study program must be developed, as well as the overall position of the study program in the school's study program portfolio. Other aspects are the course plan, the module handbook or academic catalogue, and a study program matrix with the main objectives, as well as the Diploma Supplement and the Transcript of Record. Concerning the development process itself, a detailed description of the responsibilities of each unit and concerned individuals is essential. This ensures a clear and transparent description of the development process and the Diploma Supplement.

When developing a study program, the institution appoints an academic team responsible for creating a study program using the FAU Diploma Supplement based on the FAU templates. This academic team is composed of members of the relevant department related to the study program. The team of the Office of Dean of Studies is also available to support the Diploma Supplement design. When the Diploma Supplement is completed, it is handed over by the department to central quality management. The role of quality management is twofold. First, it examines whether the specific Diploma Supplement is aligned with the German Qualifications Framework (i.e. whether, for example, the described qualification competence corresponds both to expectations and to the actual German qualification level). Second it determines whether the modules described in the Module Handbook fulfil the requirements. Accordingly, quality management monitors alignment with the German Qualifications Framework and the Module Handbook.

The process for the development of the Diploma Supplement needs to be structured and well organized. It is composed of three levels: the level of main activities where a specialized team builds or develops the Diploma Supplement; the supporting activities/processes level that assist in the development of the Diploma Supplement; and the management activities level responsible for approving the validity of the Diploma Supplement through identified bodies that grant the appropriate approvals.

### **8.3. Lessons Learned**

Based on the FAU experience, several lessons have been learned. These may be summarized as follows:

- a. Clarity of the main process for transparency purposes
- b. Identification of the main activities for an error-free configuration of the Diploma Supplement
- c. Identification of the necessary supporters and decision-makers (Management) for the validity of the Diploma Supplement
- d. Appointment of a person responsible for well-defined, specific activities (clear structure) to secure ownership of both technical experts and subject matter experts
- e. Development of employee skills

### **8.4. Process: Setting up a study program**

FAU describes the central processes within Quality Management by means of process maps that utilize so called swim lanes. Each swim lane is an actor in a process. Within the swim lane, all

activities are specified. Appendix 1 shows the process map for the setup of a study program at FAU of which the Diploma Supplement is a component.

## **9. Examples of Diploma Supplements**

Example of Diploma Supplements for various EU countries can be accessed at <https://europass.cedefop.europa.eu/documents/european-skills-passport/diploma-supplement/examples>



**Appendix 2: FAU Diploma Supplement**

## Diploma Supplement

This Diploma Supplement was developed according to the model given by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of this 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 degree programme that was 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 be given.

### 1. INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

#### 1.1 Last name(s), First name(s)

<Nachname>, <Vorname>

#### 1.2 Date of birth

<Geburtsdatum>

#### 1.3 Student registration number

<Matrikelnummer>

### 2. INFORMATION IDENTIFYING THE QUALIFICATION

#### 2.1 Name of qualification and title conferred

(in original language)

Please select the type of degree programme.

#### 2.2 Main field(s) of study for the qualification

Please enter the name of the degree programme.

#### 2.3 Name and status of awarding institution

(in original language)

Friedrich-Alexander-Universität Erlangen-Nürnberg  
University / Free State of Bavaria

#### 2.4 Name and status of institution

administering studies (in original language)

Friedrich-Alexander-Universität Erlangen-Nürnberg  
Please select faculty.

#### 2.5 Language(s) of instruction / examination

e. g. German / English / ...

10.

11.

### 3. INFORMATION ON THE LEVEL AND DURATION OF THE QUALIFICATION

#### 3.1 Level of the qualification

Please select the level of qualification.

#### 3.2 Official duration of the programme in credits and/or years

Please select the standard duration of study.

Please select the number of ECTS credits awarded.

#### 3.3 Admission requirement(s)

[For Bachelor's degree programmes, teaching degree programmes and State Examinations] University entrance qualification and other requirements for the degree programme according to the examination regulations.

[For Master's degree programmes] First degree programme or equivalent and passing the qualification assessment process according to the examination regulations and other relevant regulations. [Master's degree programmes for prof. development] First degree programme or equivalent and passing the qualification assessment process according to the examination regulations and other relevant regulations in addition to X years of relevant employment.

### 4. INFORMATION ON THE PROGRAMME COMPLETED AND THE RESULTS OBTAINED

#### 4.1 Mode of study

Please select the mode of study.

#### 4.2 Programme learning outcomes

[Description of the skills gained in the degree programme, up to 3,000 characters. The entire length of the Diploma Supplement must be no longer than four pages.]

#### 4.3 Programme details, individual credits gained and grades obtained

See Transcript of Records

#### 4.4 Grading system and grade distribution table

[Entries as in Transcript of Records/Final academic record; see description in the examination regulations]

#### 4.5 Overall classification of the qualification

(in original language)

<Note> (<Notentext>)

## 5. INFORMATION ON THE FUNCTION OF THE QUALIFICATION

### 5.1 Access to further study

[For Bachelor's degree programmes:] Qualifies the graduate to apply for a Master's degree programme.  
[For Master's degree programmes:] Qualifies the graduate to apply for a doctoral degree.

### 5.2 Access to a regulated profession

[Example:] This Bachelor's degree entitles the graduate to use the academic degree "Bachelor of Arts" and qualifies them to work in the fields of ... or ...  
OR  
[Example:] This Master's degree entitles the graduate to use the academic degree "Master of Science" and qualifies them to work in the fields of ... or ... .

## 6. ADDITIONAL INFORMATION

### 6.1 Additional information

This degree programme is accredited.

### 6.2 Further information sources

About the University: [www.fau.eu](http://www.fau.eu)

## 7. CERTIFICATION

This Diploma Supplement refers to the following original documents:

Degree certificate (Urkunde über die Verleihung des <Abschluss>grades) from <Datum>

Final academic record (Zeugnis)/Transcript of Records from <Datum>

Date of certification: <Ausstellungsdatum>



Official seal

<Name>

Examinations Committee

## 8. NATIONAL HIGHER EDUCATION SYSTEM

The information on the national higher education system on the following pages describes the qualification and the type of higher education institution awarding the qualification.

**8. INFORMATION ON THE GERMAN HIGHER EDUCATION SYSTEM<sup>i</sup>**

**8.1 Types of institutions and institutional status**

Higher education (HE) studies in Germany are offered at three types of higher education institutions (HEI).<sup>ii</sup>

- *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 degrees have mainly theoretical orientation and research-oriented components.

- *Fachhochschulen (FH) / Hochschulen für Angewandte Wissenschaften (HAW)* (Universities of Applied Sciences, UAS) concentrate on engineering and other technical disciplines, business-related studies, social work, and design. 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 courses for artistic careers in fine arts, performing arts and music; in such fields as directing, production, writing in theatre, film, and other media as well as design, 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, both are subject to higher education legislation.

**8.2 Types of programmes and degrees awarded**

Degree programmes 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 *Staatsexamen* (State Examination).

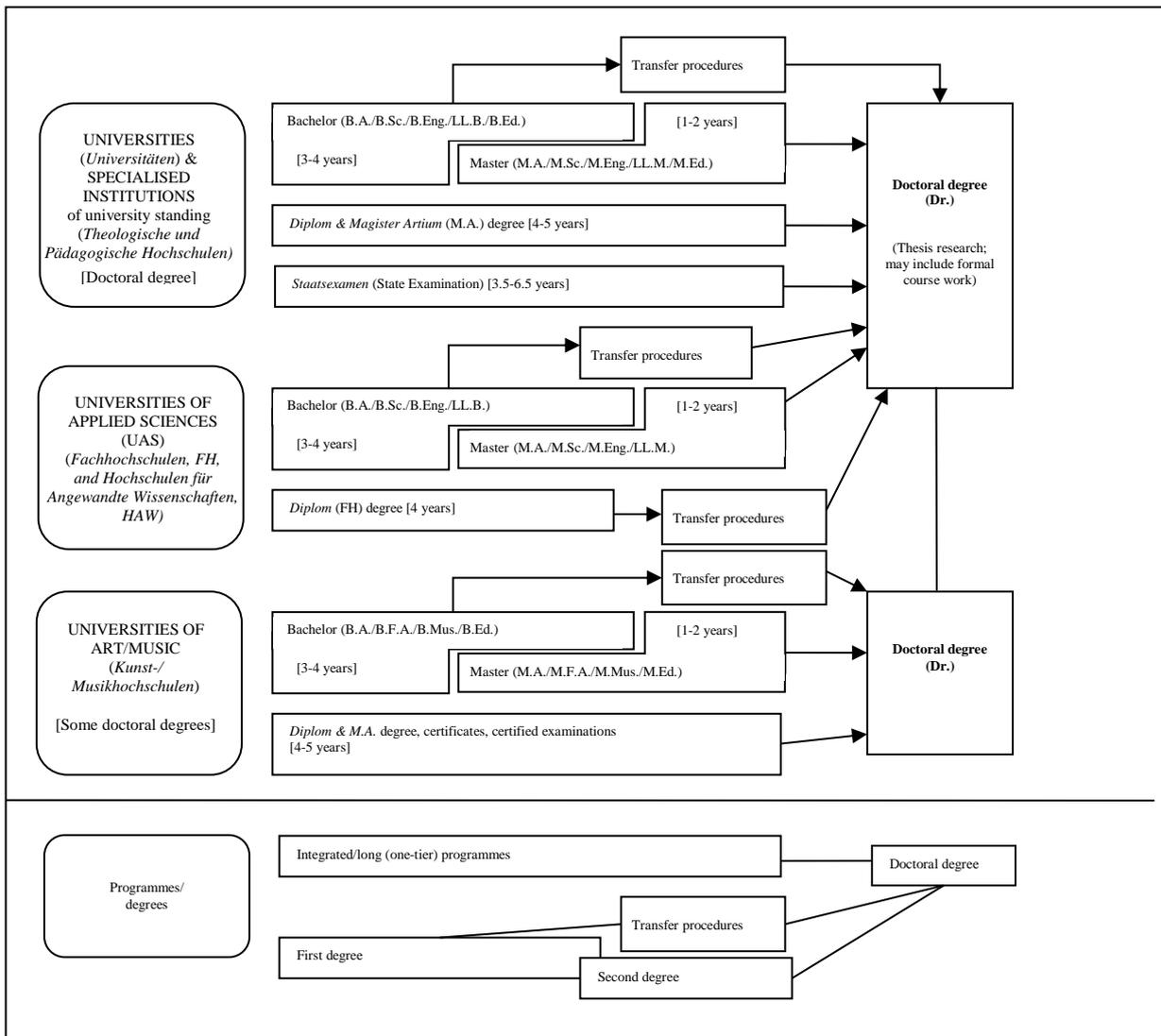
Within the framework of the Bologna-Process one-tier programmes are successively being replaced by two-tier degree programmes. Since 1998, two-tier degrees (Bachelor's and Master's) have been introduced. This change is designed to provide greater variety and flexibility for students when planning and pursuing educational objectives; it also enhances the international compatibility of the degree programmes.

The German Qualifications Framework for Higher Education Qualifications (HQR)<sup>iii</sup> describes the qualification levels as well as the resulting qualifications and skills 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<sup>iv</sup> and the European Qualifications Framework for Lifelong Learning<sup>v</sup>.

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 the 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).<sup>vi</sup> In 1999, a system of accreditation for Bachelor's and Master's programmes became operational. All new programmes have to be accredited under this scheme; after a successful accreditation they receive the seal of the Accreditation Council.<sup>vii</sup>



## 8.4 Organisation and structure of studies

The following programmes apply to all three types of institutions. Bachelor's and Master's degrees 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 degree programmes is based on modules and the European Credit Transfer and Accumulation System (ECTS) with 30 credits corresponding to one semester.

### 8.4.1 Bachelor

The Bachelor's degree establishes the requisite academic foundations, provides methodological skills and leads to qualifications 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. Bachelor's degree programmes must be accredited according to the Interstate study accreditation treaty.<sup>viii</sup>

First degree programmes (Bachelor) lead to a 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.) degree.

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

### 8.4.2 Master

The Master's degree is a second degree awarded after another 1 to 2 years. Master's programmes may be differentiated by the profile types "practice-oriented" and "research-oriented" as defined by the higher education institution.

The Master's degree programme includes a thesis requirement. Degree programmes leading to the Master's degree must be accredited according to the Interstate study accreditation treaty.<sup>ix</sup>

Second degree programmes (Master) lead to a 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.), Master of Music (M.Mus.) or Master of Education (M.Ed.) degree. 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, Staatsexamen

An integrated degree programme is either mono-disciplinary (*Diplom* degrees, most programmes completed with a *Staatsexamen*) or is comprised of 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 the foundations of the field(s) of study. An Intermediate Examination (*Diplom-Vorprüfung* for *Diplom* degrees; *Zwischenprüfung* or credit requirements for the *Magister Artium*) is a prerequisite for admission into 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 *Staatsexamen*. 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 (*Staatsexamen*). The *Diplom* degree is awarded in engineering disciplines, sciences, 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 with a *Staatsexamen*. This applies also to studies preparing for teaching professions in some *Länder*.

The three qualifications (*Diplom*, *Magister Artium* and *Staatsexamen*) 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 institutions entitled to award doctoral degrees, 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.

## 8.5 Doctoral degrees

Universities as well as specialised institutions of university standing, some of the FH/HAW/UAS and some Universities of Art/Music are entitled to award doctoral degrees. A formal prerequisite for admission to doctoral research is a qualified Master's degree (UAS and U), a *Magister* degree, a *Diplom*, a *Staatsexamen*, or a foreign equivalent. Comparable degrees from universities of art and music can in exceptional cases (programmes such as music theory, musicology, pedagogy of arts and music, media studies) also formally qualify for doctoral research. 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. Institutions entitled to award doctoral degrees may regulate entry to a doctoral degree as well as the structure of the procedure to determine aptitude. Admission further requires the acceptance of the thesis/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) = Unsatisfactory/Fail. The minimum passing grade is "*Ausreichend*" (4). 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 to *Fachhochschulen (FH) / Hochschulen für Angewandte Wissenschaften (HAW)* (UAS), universities and equivalent higher education institutions, but only in particular disciplines. Access to *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 degree programmes at Universities of Art/Music and comparable programmes at other higher education institutions and admission to degree programmes in sport may be based on other or additional evidence demonstrating individual aptitude.

Applicants with a vocational qualification but without a school-based higher education entrance qualification are entitled to a general higher education entrance qualification and thus to access to all degree programmes, provided they have obtained advanced certificates in certain 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 plus professional practice of normally at least three years. This occurs 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.<sup>z</sup>

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

<sup>i</sup> The information covers only aspects directly relevant to purposes of the Diploma Supplement.

<sup>ii</sup> *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's degrees which are recognised as an academic degree if they are accredited by the Accreditation Council.

<sup>iii</sup> 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).

<sup>iv</sup> 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](http://www.dqr.de).

<sup>v</sup> 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).

<sup>vi</sup> 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).

<sup>vii</sup> Interstate Treaty on the organisation of a joint accreditation system to ensure the quality of teaching and learning at German higher education institutions (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 8 December 2016), Enacted on 1 January 2018.

<sup>viii</sup> See note No. 7.

<sup>ix</sup> See note No. 7.

<sup>x</sup> 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).