
Prüfungsordnung für den Masterstudiengang Ergotherapie, Logopädie, Physiotherapie (Besonderer Teil)

Fakultät Soziale Arbeit und Gesundheit

Der Fakultätsrat der Fakultät Soziale Arbeit und Gesundheit der HAWK Hochschule für angewandte Wissenschaft und Kunst Hildesheim/Holzminden/Göttingen hat am 5. Juni 2024 die nachfolgende Ordnung über den Besonderen Teil der Prüfungsordnung für den Masterstudiengang Ergotherapie, Logopädie, Physiotherapie beschlossen. Die Ordnung wurde am 18. Juni 2024 vom Präsidium der Hochschule gemäß § 37 Absatz 1 Satz 3 Ziffer 5b) NHG genehmigt. Die hochschulöffentliche Bekanntmachung erfolgte am 6. Januar 2026.

Inhaltsübersicht

§ 1 Dauer und Gliederung des Studiums	2
§ 2 Prüfungen	2
§ 3 Masterthesis und Kolloquium	2
§ 4 Hochschulgrad, Abschlussdokumente	3
§ 5 Inkrafttreten/Übergangsbestimmungen	3
 Anlage 1: Modulübersicht	 4
Anlage 2: Masterurkunde (Muster)	6
Anlage 3: Masterzeugnis (Muster)	7
Anlage 4: Diploma Supplement (Muster)	9

§ 1 Dauer und Gliederung des Studiums

- (1) Die Regelstudienzeit des Masterstudiengangs Ergotherapie, Logopädie, Physiotherapie beträgt einschließlich der Anfertigung der Masterthesis fünf Semester.
- (2) Der Studiengang wird berufsbegleitend in Teilzeit in den Wintersemestern an fünf Wochenenden und einer Präsenzwoche, in den Sommersemestern an vier Wochenenden und einer Präsenzwoche angeboten.
- (3) Das Studium umfasst 15 Pflichtmodule. Zwei der 15 Pflichtmodule werden getrennt für die jeweiligen Disziplinen Ergotherapie, Logopädie und Physiotherapie angeboten. Der Gesamtumfang der Module beträgt 120 Leistungspunkte (Credits).

§ 2 Prüfungen

- (1) Die Prüfungen werden studienbegleitend durchgeführt. Die Modulprüfungen sowie Art und Anzahl der ihnen zugeordneten Prüfungs- und Studienleistungen sowie die Credits der einzelnen Module sind in der Anlage 1 festgelegt. Die Prüfungen können benotet oder unbenotet sein. Unbenotete Prüfungen werden mit bestanden oder nicht bestanden bewertet. Die Prüfungsleistungen Masterthesis und Masterkolloquium regelt § 3.
- (2) Die Gesamtnote wird aus den Noten aller bestandenen und benoteten Module gebildet. Die Gewichtung der Module für die Gesamtnote erfolgt proportional zu den entsprechend ausgewiesenen Credits.
- (3) Ist in der Modulübersicht (Anlage 1) eine Studienleistung als Prüfungsvorleistung (PVL) vorgesehen, so ist das Bestehen dieser Prüfungsvorleistung neben dem Vorliegen der Voraussetzungen gemäß § 8 des Allgemeinen Teils der Prüfungsordnung für die Zulassung zur notenbildenden Modulabschlussprüfung erforderlich.
- (4) In Ergänzung zu § 7 Absatz 1 der Prüfungsordnung Allgemeiner Teil gilt: Eine modulabschließende Prüfungs-/Studienleistung kann, mit Ausnahme der Masterthesis, jeweils bis spätestens 14 Tage vor dem Prüfungstermin bzw. bei schriftlichen Arbeiten 14 Tage vor der gesetzten Erbringungsfrist ohne Angabe von Gründen bei der Prüfungsverwaltung abgemeldet werden, sofern die oder der Studierende erstmalig zu dieser Prüfungs-/Studienleistung antritt.

§ 3 Masterthesis und Kolloquium

- (1) Im Modul Masterthesis besteht die Prüfungsleistung aus Masterthesis und Masterkolloquium im Umfang von insgesamt 24 Credits. Die Gewichtung von Thesis und Kolloquium für die Modulnote beträgt 3 zu 1.
- (2) Ergänzend zu § 21 Absatz 1 des Allgemeinen Teils muss der Nachweis von bestandenen Prüfungen im Umfang von mindestens 72 Credits erfüllt sein.
- (3) Die Masterthesis kann in einer Einrichtung außerhalb der Hochschule durchgeführt werden, z.B. in Kooperation mit einer Praxis, einer Klinik, einer Schule oder einem Unternehmen.
- (4) Die Bearbeitungszeit für die Masterthesis beträgt 16 Wochen. Der Umfang der Masterthesis soll 80 Seiten nicht überschreiten. Eine Änderung der Titelformulierung kann nur einmal und bis spätestens zur Mitte der regulären Bearbeitungszeit erfolgen.

§ 4 Hochschulgrad und Zeugnis

- (1) Der Studiengang schließt mit dem Kolloquium zur Masterthesis ab.
- (2) Die Hochschule verleiht zum Abschluss den Hochschulgrad Master of Science, abgekürzt M. Sc. Hierüber stellt die Hochschule eine Urkunde mit dem Datum des Zeugnisses aus (Muster siehe Anlage 2). Ein Muster des Masterzeugnisses enthält Anlage 3. Gleichzeitig mit dem Zeugnis wird ein englischsprachiges Diploma Supplement (Muster siehe Anlage 4) gemäß der jeweils aktuellen HRK-Vorlage ausgehändigt.

§ 5 Inkrafttreten/Übergangsbestimmungen

- (1) Diese Prüfungsordnung tritt am Tag nach ihrer hochschulöffentlichen Bekanntmachung in Kraft.
- (2) Sie gilt erstmalig für Studierende, die ihr Studium zum Sommersemester 2026 begonnen haben.
- (3) Studierende, die bereits vor dem Sommersemester 2026 ihr Studium begonnen haben, werden drei Semester nach Ablauf der Regelstudienzeit in diese Ordnung überführt. Über Ausnahmen entscheidet auf begründeten Antrag die Prüfungskommission.

Anlage 1: Modulübersicht

Modul-Nr.	Modulname	Credits / Semester.					Workload	PVL	Prüfungsart ³
		1	2	3	4	5			
1.1	Handlungsfelder (ELP) ⁴	6	6				360		H / R / FS / PB / PF / M / K / ZR ¹
1.2	Theoretische Grundlagen (ELP) ⁴			6	6		360		H / R / FS / PB / PF / M / K / ZR ¹
2.1	Evidenzbasierte Praxis: Weiterentwicklung und Transfer	6					180		H / R / FS / PB / PF / M ¹
2.2	Einführung in die interdisziplinäre Forschung	6					180		PF / FS / M / K ₂ / R ²
2.3	Methodische Grundlagen der qualitativen Forschung	6					180		H / R / FS / M ¹
2.4	Praxis der Datenerhebung und -auswertung (qualitativ)		6				180		PB / FS / M / P ²
2.5	Methodische Grundlagen der quantitativen Forschung		6				180		H / K / PF / R / M ¹
2.6	Praxis der Datenerhebung und -auswertung (quantitativ)			6			180		H / PB / P / M ²
2.7	Forschungsplanung			6			180		H / P / PF ²
2.8	Forschungspraxis				6		180		H / P ¹
3.1	Gesundheitsförderung & Prävention: Gesundheit in Geistes- und Gesundheitswissenschaften		6				180		R / H / PF / K / M / FS / ZR ²
3.2	Gesundheitsförderung & Prävention: Gesundheit im Leben der Menschen			6			180		R / H / PF / K / M / FS / ZR ¹
3.3	Gesundheitsförderung & Prävention: Gesundheit in Gesundheitseinrichtungen				5		150		R / H / PF / K / M / FS / ZR ²
4.1	Forschungswerkstatt				7		210		H ²
4.2	Masterthesis					24	720		AA ¹ + Koll ¹
Summe		24	24	24	24	24	3600		

¹ Prüfungsleistung (benotet)

² Studienleistung (unbenotet). Unbenotete Prüfungen werden mit bestanden oder nicht bestanden bewertet.

³ Die spezifischen Prüfungsanforderungen werden rechtzeitig zu Semesterbeginn bekanntgegeben. Die Ausgestaltung des Umfangs der PL ist im Modulhandbuch geregelt.

⁴ Das Modul wird getrennt für die jeweiligen Disziplinen Ergotherapie, Logopädie, Physiotherapie angeboten. Die disziplinären Veranstaltungen werden kohortenübergreifend und im Jahreswechsel angeboten, d.h. es nehmen Studierende des 1. und 3. bzw. 2. und 4. Semesters gemeinsam an den Lehrveranstaltungen teil. Die Kohorten beginnen daher im Wechsel entweder mit Modul 1.1 (Handlungsfelder) oder mit Modul 1.2 (Theoretische Grundlagen).

Abkürzung	Bezeichnung
AA	Abschlussarbeit mit Kolloquium
BÜ	Berufspraktische Übung
EB	Exkursions-/Hospitationsbericht
FS	Fallstudie
H	Hausarbeit
K1	Einstündige Klausur
K2	Zweistündige Klausur
Koll	Kolloquium
M	Mündliche Prüfung
P	Projekt
PB	Praxis-/Projektbericht
PF	Portfolio
PO	Poster
PR	Präsentation
PÜ	Praktische Übung
R	Referat
SP	Sitzungsprotokoll
VA	Videoanalyse
ZR	Zwischenruf: Ein Zwischenruf ist ein 10 bis 15 minütiger mündlicher Vortrag, der als Ergänzung zur vorherigen Seminarveranstaltung das Thema zu Beginn der Folgeveranstaltung um einen (kontroversen) Aspekt bereichert. Der Zwischenruf besteht aus einem mündlichen und einem schriftlichen Teil.
/	<i>oder</i>

Anlage 2: Masterurkunde (Muster)

MASTERURKUNDE

Die HAWK
Hochschule für angewandte Wissenschaft und Kunst
Hildesheim/Holzminde/Göttingen
«Fakultät»

verleiht mit dieser Urkunde

geboren am **«Vorname» «Nachname»**
«Geburtsdatum» in «Geburtsort»

den Hochschulgrad **Master of Science**
abgekürzt M. Sc.,
nachdem die Abschlussprüfung im Studiengang

Ergotherapie, Logopädie, Physiotherapie

bestanden wurde.

Hildesheim, den «Datum»

«Dekan*in»

«Studiendekan*in»

Anlage 3: Masterzeugnis (Muster)

MASTERZEUGNIS

geboren am **«Vorname» «Nachname»**
«Geburtsdatum» in «Geburtsort»

hat die Masterprüfung im Studiengang

Ergotherapie, Logopädie, Physiotherapie
«Fachrichtung»

der **Fakultät Soziale Arbeit und Gesundheit** in Hildesheim
bestanden.

Thema der Masterarbeit:

	Credits	Note
Gesamtbewertung	000	0,0 (in Worten)

Die Gesamtnote ergibt sich aus den Modulnoten gemäß Anlage zum Masterzeugnis.

Hildesheim, den «PruefDatum»

«Studiendekan*in»

ANLAGE ZUM MASTERZEUGNIS

Studiengang

	Vorname Nachname
geboren am	00.00.0000 in «Ort»

Module	Credits	Note
--------	---------	------

Pflicht- und Wahlpflichtmodule

0,0
0,0
0,0
0,0
0,0
0,0
0,0
0,0
0,0
0,0
0,0

Masterarbeit

0,0

Gesamtnote

Anlage 4: Diploma Supplement (Muster)

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. INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

1.1	Family name(s)	Nachname	1.2	First name(s)	Vorname
1.3	Date of birth	oo.oo.oooo	1.4	Student identification number or code	oooooo

2. INFORMATION IDENTIFYING THE QUALIFICATION

2.1 Name of qualification and (if applicable) title conferred (in original language)
Master of Science/M.Sc. – Ergotherapie, Logopädie, Physiotherapie
(Master of Science/M.Sc. – Occupational Therapy, Speech and Language Therapy and Physiotherapy)

2.2 Main field(s) of study for the qualification
Occupational Therapy/Speech and Language Therapy/Physiotherapy

2.3 Name and status of awarding institution (in original language)
HAWK Hochschule für angewandte Wissenschaft und Kunst
Hildesheim/Holzminde/Göttingen
Fakultät Soziale Arbeit und Gesundheit (Faculty of Social Work and Health)
University of Applied Sciences and Arts / State Institution

2.4 Name and status of institution (if different from 2.3) administering studies (in original language)
[as above]

2.5 Language(s) of instruction/examination
German/English

3. INFORMATION ON THE LEVEL AND DURATION OF THE QUALIFICATION

3.1 Level of the qualification
Master programme, second degree

3.2 Official duration of programme in credits and/or years
Five semesters, 120 ECTS credits

3.3 Access requirement(s)
Bachelor degree in OT/SLT/PT or related fields (three years, with 180 ECTS credits), or foreign equivalent.

4. INFORMATION ON THE PROGRAMME COMPLETED AND THE RESULTS OBTAINED

4.1 Mode of Study
The Master programme is a five-semester programme which is organised on a part-time basis (24 ECTS credits per semester). The courses take place in two attendance weeks and five attendance weekends per semester one to four. The Master thesis is written in the fifth semester, parallel to which an accompanying seminar takes place. The programme comprises a total of 120 ECTS credits. The organisation of the degree programme enables students to work up to 50 percent of the time as a thera-

pist in order to a) test the first transfer of study content into practice and b) finance their costs of living. However, professional activity during the course of study is not a mandatory requirement.

4.2 Programme learning outcomes

See Transcript of Records enclosed.

As a consecutive, research-oriented programme, the Master programme takes into account the need for further development of science-based therapy. The Master programme is more focused on the generation of new knowledge through research and enables students to work on a broad spectrum of relevant research questions in a disciplinary and interdisciplinary manner. This also includes research to support evidence in health care professions. The research-oriented modules focus on therapeutic practice, health promotion and prevention as well as transdisciplinary health care issues. Thus, great importance is attached to establishing actual application in the course of studies.

The study objectives are reflected in the qualifications of the graduates. The graduates

- (1) are able to critically analyse, reflexively classify and evaluate disciplinary theories, models and concepts as well as to recognise their scope, limits and interdisciplinary interfaces and to further develop them, if necessary.
- (2) are able to understand methodologies and methods of quantitative and qualitative research from an epistemological perspective, select and apply them in relation to the subject and recognize their limitations.
- (3) are able to develop, plan, apply for, carry out and evaluate research and development projects relating to disciplinary and/or transdisciplinary questions.
- (4) are able to evaluate the results and quality of external evidence from different research approaches for therapeutic interventions and their institutional and social contexts. They will be able to draw conclusions for the organisation of health care (evidence-based health care) and, together with internal and social evidence, for individual patient/client-related practice (evidence-based practice).
- (5) are able to understand and analyse fields of health promotion & prevention and management & leadership, derive developmental requirements and develop and test appropriate concepts from a therapeutic perspective.
- (6) are able to develop disciplinary and transdisciplinary innovative approaches to therapy, using their creativity and entrepreneurial competence.
- (7) are able to adequately understand the basics of humanities and health sciences in their relation to OT/SLT/PT, to apply them analytically to structures and processes in the research and action fields of OT/SLT/PT and to recognise and further develop their own attitude to them critically and constructively.
- (8) are able to identify and describe ethical problems and dilemmas. They have the competence to critically reflect on ethical issues in research and therapy processes and to develop and implement problem-solving strategies.
- (9) Recognise continuous learning in a professional biographical context as a professional attitude, adopt it and independently evaluate its development in order to derive strategies and measures for personal development.

4.3 Programme details, individual credits gained and grades/marks obtained

Please refer to the Certificate (Masterzeugnis) for a list of courses and grades.

4.4 Grading system and, if available, grade distribution table

Absolute grading scheme: "Sehr Gut" (1,0; 1,3) = Very Good; "Gut" (1,7; 2,0; 2,3) = Good; "Befriedigend" (2,7; 3,0; 3,3) = Satisfactory; "Ausreichend" (3,7; 4,0) = Pass; "Nicht ausreichend" (5,0) = Fail

Statistical distribution of grades: **grading table**

4.5 Overall classification of the qualification **o,o**

The final grade is based on the grades awarded during the study programme and that of the final thesis (with oral component). Please refer to the Certificate (Masterzeugnis).

When there are no marks given, not enough results are available yet to determine ECTS-grades.

5. INFORMATION ON THE FUNCTION OF THE QUALIFICATION

5.1 Access to further study

The M.Sc. in Occupational Therapy, Speech and Language Therapy and Physiotherapy entitles the holder to apply for admission for a doctoral thesis according to respective regulations covering doctoral programmes.

5.2 Access to a regulated profession (if applicable)

The students are physiotherapists/occupational therapists/speech and language therapists at the time of admission to the programme in accordance with the respective professional laws. In addition, they have obtained their first qualifying B.Sc. degree. The Master programme provides special qualifications within the framework of applied research and health promotion and prevention (including management) as well as disciplinary and interdisciplinary qualifications. This is done in ac-

cordance with international standards and in a more in-depth and supplementary manner at a scientific level, so that graduates can focus on outstanding tasks in the fields of health care.

6. ADDITIONAL INFORMATION

6.1 Additional information

Non-academic acquired competencies were credited in an amount of **00** credits in the following modules: ...

6.2 Further information sources

www.hawk.de

7. CERTIFICATION

This Diploma Supplement refers to the following original documents:

Document on the award of the academic degree

(Masterurkunde)

00.00.0000

Certificate (Masterzeugnis)

00.00.0000

Transcript of Records

Certification Date:

00.00.0000

(Official Stamp / Seal)

Chairwoman/Chairman 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 institution that awarded it.

8. INFORMATION ON THE GERMAN HIGHER EDUCATION SYSTEMⁱ

8.1 Types of Institutions and Institutional Status

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

- *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) focus their study programmes on 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 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.

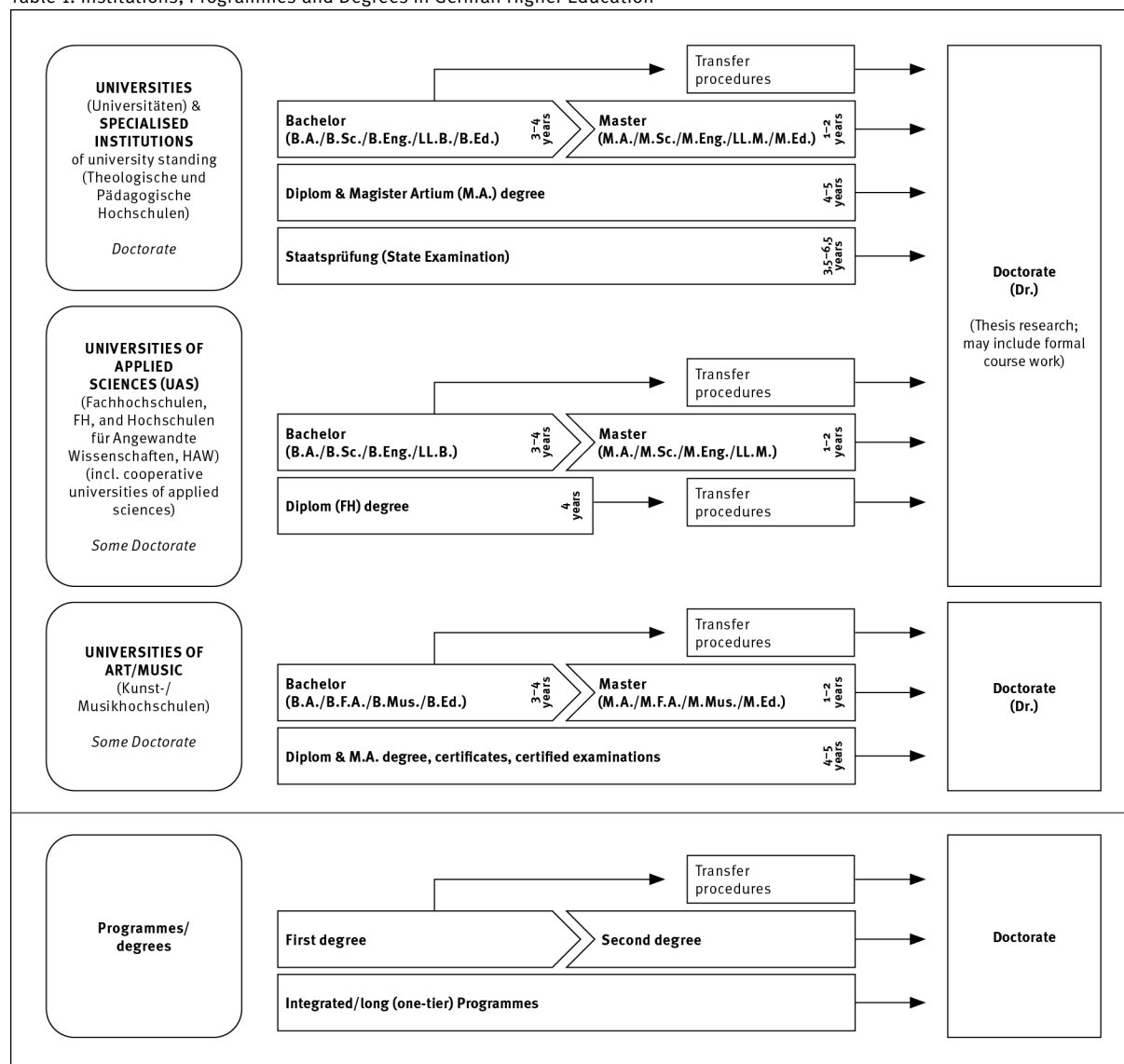
The German Qualifications Framework for Higher Education Qualifications (HQR)ⁱⁱⁱ describes the qualification levels as well as the resulting qualifications and competences of the graduates. The three levels of the HQR correspond to the levels 6, 7 and 8 of the German Qualifications Framework for Lifelong Learning^{iv} and the European Qualifications Framework for Lifelong Learning^v.

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).^{vi} 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.^{vii}

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



8.4 Organisation 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.

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.^{viii}

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

The Master's degree 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.^{ix}

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 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.

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 education programmes. 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 study programmes 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. *Meis-*

ter/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.^x

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, 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 206292-0; 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)

ⁱ The information covers only aspects directly relevant to purposes of the Diploma Supplement.

ⁱⁱ *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.

ⁱⁱⁱ 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).

^{iv} 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

^v 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).

^{vi} 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 21 November 2024).

^{vii} 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) (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.

^{viii} See note No. 7.

^{ix} See note No. 7.

^x 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).