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## **Prüfungsordnung für den dualen Bachelorstudiengang Pflege (Besonderer Teil)**

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**Fakultät Ingenieurwissenschaften und Gesundheit**

Der Fakultätsrat der Fakultät Ingenieurwissenschaften und Gesundheit der HAWK Hochschule für angewandte Wissenschaft und Kunst Hildesheim/Holzminde/n/Göttingen hat am 16. Juni 2021 die Ordnung über den Besonderen Teil der Prüfungsordnung für den dualen Bachelorstudiengang Pflege beschlossen. Die Ordnung wurde am 6. Juli 2021 vom Präsidium der Hochschule gemäß § 37 Absatz 1 Satz 3 Ziffer 5b) NHG genehmigt. Die hochschulöffentliche Bekanntmachung erfolgte am 13. Juli 2021.

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## **§ 1 Dauer und Verlauf des Studiums**

- (1) Die Regelstudienzeit des dualen Bachelorstudiengangs Pflege beträgt acht Semester.
- (2) Der Gesamtumfang der Pflicht- und Wahlpflichtbereiche beträgt 180 Leistungspunkte (Credits). Das Studium setzt sich aus 21 Pflichtmodulen (168 Credits) sowie drei Wahlpflichtmodulen (12 Credits, davon 6 Credits aus dem Angebot der zentralen Einrichtung HAWK plus) zusammen. Die Modulübersicht wird in Anlage 3 aufgezeigt, den Workload der einzelnen Module veranschaulicht ebenfalls die Anlage 3.
- (3) Das Studium ist als dualer, ausbildungsintegrierender Studiengang angelegt. Das duale Studiengangsmodell verzahnt Inhalte und Umfang der berufsfachschulischen Ausbildung zur bzw. zum Pflegefachfrau/-mann, Kindergesundheits- und Krankenpfleger/in oder Altenpfleger/in mit akademischer Lehre.
- (4) Die duale Studienphase (erstes bis sechstes Fachsemester) umfasst mit Berufsfachschule, Praxis und Hochschule drei Lernorte. Fachsemester sieben und acht werden vollständig an der Hochschule absolviert. Die Struktur des Studiums verdeutlicht Anlage 4.
- (5) Mit Nachweis des erfolgreichen Bestehens der staatlichen Prüfung werden theoretische und praktische berufsfachschulische Inhalte im Umfang von insgesamt 90 Credits angerechnet.
- (6) Bestandteil der verbleibenden 90 Credits in hochschulischer Verantwortung sind außerdem Module im Umfang von 15 Credits, die in Teilen entsprechend den Vorgaben der jeweils geltenden Ausbildungs- und Prüfungsverordnung für die Pflegeberufe (PflAPrV) durchgeführt werden (Integrierende Lehre) sowie interprofessionelle Module (Mantelcurriculum) im Umfang von 33 Credits.

## **§ 2 Prüfungen**

- (1) Die für die Bachelorprüfung zu erbringenden Prüfungen werden studienbegleitend erbracht und ergeben sich ebenso wie die Bearbeitungszeit für die jeweiligen Prüfungen aus der Modulübersicht (Anlage 3). Neben der Art der Prüfungen ist in den Modulbeschreibungen bei zusammengesetzten Modulprüfungen die Gewichtung ausgewiesen, mit der die Gesamtmodulnote zu berechnen ist.
- (2) Die Gesamtnote wird aus den Noten aller bestandenen benoteten Pflicht- und Wahlpflichtmodule gebildet. Die Modulnoten fließen nach Leistungspunkten (Credits) der Module gewichtet in die Gesamtnote ein.
- (3) Die Prüfungsanforderungen sind in der Anlage 3 enthalten und ergeben sich aus den Lern- bzw. Qualifikationszielen der Modulbeschreibungen.
- (4) Eine Abmeldung von Prüfungen (vgl. § 7 Absatz 1 Allgemeiner Teil der Prüfungsordnung) ist bis zehn Tage vor dem jeweiligen Prüfungstermin möglich. Die Prüfungskommission informiert über das entsprechende Verfahren.
- (5) Aufgrund der parallel stattfindenden Abschlussprüfungen an der Berufsfachschule können die Prüfungen des sechsten Fachsemesters abweichend vom allgemeinen Prüfungszeitraum erfolgen. Das Nähere regelt die Prüfungskommission.

## **§ 3 Bachelorarbeit und Kolloquium**

- (1) Die Bearbeitungszeit für die Bachelorarbeit beträgt neun Wochen.
- (2) Zur Bachelorarbeit wird zugelassen, wer bis dahin mindestens 141 Credits erreicht und die staatliche Prüfung bestanden hat.

- (3) Dem Antrag auf Zulassung zur Bachelorarbeit ist ein Vorschlag für den Themenbereich, dem das Thema für die Bachelorarbeit entnommen werden soll und eine Erklärung, ob die Bachelorarbeit als Einzel- oder Gruppenarbeit vergeben werden soll, beizufügen.
- (4) Zum Kolloquium wird zugelassen, wer bis dahin alle Module mit Ausnahme des Bachelormoduls erfolgreich absolviert hat, und wessen Bachelorarbeit von beiden Prüfenden vorläufig mit mindestens ausreichend bewertet wurde.
- (5) Das Kolloquium soll in der Regel innerhalb von acht Wochen nach Abgabe der Bachelorarbeit durchgeführt werden.
- (6) Die Gewichtung von Bachelorarbeit zu Kolloquium beträgt 3 zu 1.

#### **§ 4 Hochschulgrad, Abschlussdokumente**

- (1) Der Studiengang schließt mit dem Kolloquium zur Bachelorarbeit ab.
- (2) Die Hochschule verleiht zum Abschluss den Hochschulgrad Bachelor of Science (B.Sc.). Hierüber stellt die Hochschule eine Urkunde mit dem Datum des Zeugnisses aus (Anlage 1). Ein Muster des Bachelorzeugnisses enthält Anlage 2. Gleichzeitig mit dem Zeugnis wird der/dem Studierenden ein Diploma Supplement (Anlage 5) ausgehändigt.

#### **§ 5 Inkrafttreten und Übergangsregelungen**

- (1) Diese Prüfungsordnung tritt am Tag nach ihrer hochschulöffentlichen Bekanntmachung in Kraft.
- (2) Sie gilt erstmalig für Studierende, die zum Wintersemester 2021/2022 immatrikuliert werden.
- (3) Der Regelstudienbetrieb wird den bereits immatrikulierten Studierenden des dualen Studiengangs Pflege für die Dauer der vorgesehenen Regelstudienzeit plus zwei Semester für Vollzeitstudierende gewährleistet. Danach erfolgt in der Regel eine Überführung in die neue Prüfungsordnung. Über den weiteren Studienverlauf bei Härtefällen entscheidet die Prüfungskommission auf Antrag.

## Anlage 1: Bachelorurkunde (Muster)

# BACHELORURKUNDE

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**Die HAWK**  
**Hochschule für angewandte Wissenschaft und Kunst**  
**Hildesheim/Holzminde/Göttingen**  
**Fakultät Ingenieurwissenschaften und Gesundheit**

verleiht mit dieser Urkunde

Frau/Herrn **«Vorname» «Nachname»**  
geboren am **«Geburtsdatum»** in **«Geburtsort»**

den Hochschulgrad **Bachelor of Science**  
abgekürzt B. Sc.,  
nachdem sie/er die Abschlussprüfung im Studiengang

**Pflege (dual)**

bestanden hat.

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Göttingen, den **«Datum»**

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**«Dekan/in»**  
Dekan/in

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**«Studiendekan/in»**  
Studiendekan/in

## Anlage 2: Bachelorzeugnis (Muster)

### BACHELORZEUGNIS

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Frau **«Vorname» «Nachname»**  
geboren am **«Geburtsdatum»** in **«Geburtsort»**  
  
hat die Bachelorprüfung im Studiengang  
  
**Pflege (dual)**  
  
der Fakultät Ingenieurwissenschaften und Gesundheit  
bestanden.

**Thema der Bachelorthesis:**

| <b>Abschlussprüfung</b> | <b>Credits</b> | <b>Gesamtnote</b>      |
|-------------------------|----------------|------------------------|
|                         | <b>000</b>     | <b>0,0 (in Worten)</b> |

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Die Gesamtnote ergibt sich aus den Modulnoten (gemäß Anlage zum Bachelorzeugnis), die im Verhältnis der auf sie entfallenden Credits gewichtet werden.

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Göttingen, den **«PruefDatum»**

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**«Studiendekan/in»**  
Studiendekan/in

Notenstufen: 1,0 bis 1,50 = Sehr Gut; 1,51 bis 2,50 = Gut; 2,51 bis 3,50 = Befriedigend; 3,51 bis 4,0 = Ausreichend

# ANLAGE ZUM BACHELORZEUGNIS (TRANSCRIPT OF RECORDS)

Herr/Frau            **Vorname Nachname**  
geboren am        00.00.0000 in Geburtsort

| Module                                                                     | Credits | Note          |
|----------------------------------------------------------------------------|---------|---------------|
| Pflegeerfahrungen reflektieren - verständigungsorientiert kommunizieren    | 6       | bestanden     |
| Evidenzbasiertes Handeln in der Pflege I                                   | 6       | 0,0           |
| Evidenzbasiertes Handeln in der Pflege II                                  | 3       | 0,0           |
| Einführung in die Grundlagen wiss. Denkens und Arbeitens                   | 3       | 0,0           |
| Einführung in wissenschaftliche Forschungsmethoden                         | 3       | 0,0           |
| Team und Rolle                                                             | 3       | bestanden     |
| Professional Leadership                                                    | 3       | 0,0           |
| Technologien in der interprofessionellen Gesundheitsversorgung: Grundlagen | 3       | 0,0           |
| Patientenzentrierte Versorgung im interprofessionellen Setting             | 3       | 0,0           |
| Technologien in der interprofessionellen                                   | 3       | 0,0           |
| Gesundheitsversorgung: Fallbasierte Anwendung                              | 3       | 0,0           |
| Management und professionelle Identität in Gesundheitseinrichtungen        | 6       | 0,0           |
| Pflege im Spannungsfeld Praxis und Wissenschaft                            | 6       | 0,0           |
| Professionelle Pflegeberatung und edukative Prozesse                       | 6       | 0,0           |
| Pflege bei Menschen in besonderen Lebenslagen                              | 6       | 0,0           |
| Vertiefung wissenschaftlichen Arbeitens                                    | 3       | 0,0           |
| Interprofessionelles Wahlpflichtmodul I                                    | 3       | 0,0           |
| Interprofessionelles Wahlpflichtmodul II                                   | 3       | 0,0           |
| Individuelles Profilstudium - HAWK Plus                                    | 6       | 0,0           |
| <br>Anrechnung Berufsfachschulische Module                                 | <br>90  | <br>bestanden |
| <b>Bachelorarbeit und Kolloquium</b>                                       |         |               |
| Thema: «Thema»                                                             | 15      | 0,0           |
| <br>Göttingen, den «PruefDatum»                                            |         |               |

## Anlage 3: Modulübersicht

| Modul-Nr. | Modulname                                                                              | Credits/Semester     |    |    |    |    |    |    |    | Workload | Prüfungsart                     |
|-----------|----------------------------------------------------------------------------------------|----------------------|----|----|----|----|----|----|----|----------|---------------------------------|
|           |                                                                                        | 1                    | 2  | 3  | 4  | 5  | 6  | 7  | 8  |          |                                 |
|           | Berufsfachschulische Module                                                            |                      |    |    |    |    |    |    |    |          |                                 |
| 910       | Berufsfachschulische Module <sup>1</sup>                                               | 15                   | 15 | 15 | 15 | 15 | 15 |    |    | 2.700    |                                 |
|           | Integrierende Module                                                                   |                      |    |    |    |    |    |    |    |          |                                 |
| 1110      | Pflegeerfahrung reflektieren – verständigungsorientiert kommunizieren I                | 3                    | 3  |    |    |    |    |    |    | 180      | FS <sup>3</sup>                 |
| 1120      | Evidenzbasiertes Handeln in der Pflege I                                               |                      |    | 3  | 3  |    |    |    |    | 180      | H                               |
| 1130      | Evidenzbasiertes Handeln in der Pflege II                                              |                      |    |    |    |    | 3  |    |    | 90       | R                               |
|           | Professionsspezifische Module                                                          |                      |    |    |    |    |    |    |    |          |                                 |
| 2110      | Vertiefung wissenschaftlichen Arbeitens                                                |                      |    |    |    |    |    | 3  |    | 90       | M                               |
| 2120      | Pflege im Spannungsfeld Praxis und Wissenschaft                                        |                      |    |    |    |    |    | 6  |    | 180      | PA                              |
| 2130      | Professionelle Pflegeberatung und edukative Prozesse                                   |                      |    |    |    |    |    | 6  |    | 180      | KE                              |
| 2140      | Management und professionelle Identität in Gesundheitseinrichtungen                    |                      |    |    |    |    |    | 3  | 3  | 180      | FS                              |
| 2150      | Pflege bei Menschen in besonderen Lebenslagen                                          |                      |    |    |    |    |    |    | 6  | 180      | M                               |
| 2160      | Bachelormodul                                                                          |                      |    |    |    |    |    |    | 15 | 450      | Thesis, Kolloquium <sup>2</sup> |
|           | Interprofessionelle Module (Mantelcurriculum)                                          |                      |    |    |    |    |    |    |    |          |                                 |
| 3010      | Einführung in die Grundlagen wissenschaftlichen Denkens und Arbeitens                  | 3                    |    |    |    |    |    |    |    | 90       | EXZ                             |
| 3020      | Einführung in wissenschaftliche Forschungsmethoden                                     |                      | 3  |    |    |    |    |    |    | 90       | EXP                             |
| 3030      | Team und Rolle                                                                         |                      |    | 3  |    |    |    |    |    | 90       | SR <sup>3</sup>                 |
| 3040      | Professional Leadership                                                                |                      |    |    | 3  |    |    |    |    | 90       | FS                              |
| 3050      | Interprofessionelles Wahlpflichtmodul I                                                |                      |    |    |    | 3  |    |    |    | 90       | diverse                         |
| 3060      | Individuelles Profilstudium (HAWK plus)                                                |                      |    |    |    |    |    | 6  |    | 180      | diverse                         |
| 3070      | Technologien in der interprofessionellen Gesundheitsversorgung: Grundlagen             |                      |    |    |    |    |    | 3  |    | 90       | KE                              |
| 3080      | Patientenzentrierte Versorgung im interprofessionellen Setting                         |                      |    |    |    |    |    | 3  |    | 90       | PA                              |
| 3090      | Technologien in der interprofessionellen Gesundheitsversorgung: Fallbasierte Anwendung |                      |    |    |    |    |    |    | 3  | 90       | PO                              |
| 3100      | Interprofessionelles Wahlpflichtmodul II                                               |                      |    |    |    |    |    |    | 3  | 90       | diverse                         |
| Gesamt    |                                                                                        | 90 <sup>1</sup> + 30 |    |    |    |    |    | 30 | 30 | 7.200    |                                 |

<sup>1</sup> Die berufsfachschulischen Module werden für das Studium mit Nachweis der erfolgreich bestandensten staatlichen Prüfung pauschal angerechnet (nur CP, keine Noten), Modul 910.

<sup>2</sup> Die Gewichtung von Bachelorarbeit zu Kolloquium beträgt 3:1.

<sup>3</sup> Studienleistung (unbenotet)

Für die o.g. Prüfungsarten ist der Umfang wie folgt definiert:

| Prüfungsart                  | Abkürzung  | Umfang                                                  |
|------------------------------|------------|---------------------------------------------------------|
| Bachelorarbeit               | Thesis     | 30 - 40 Seiten                                          |
| Exposé                       | EXP        | 3 - 6 Seiten reiner Text                                |
| Exzerpt                      | EXZ        | 3 - 6 Seiten                                            |
| Fallstudie                   | FS         | 10 - 12 Seiten oder<br>30 Min. und ca. 5 - 8 Seiten     |
| Hausarbeit                   | H          | 15 - 20 Seiten                                          |
| Kolloquium                   | Kolloquium | 30 - 45 Min.                                            |
| Konzeptentwicklung           | KE         | 10 - 15 Seiten                                          |
| Mündliche Prüfung            | M          | 15 - 30 Min.                                            |
| Projektarbeit                | PA         | 10 - 15 Seiten                                          |
| Portfolio                    | PF         | 15 - 20 Seiten                                          |
| Poster                       | PO         | Wissenschaftliches Poster und Präsentation 15 - 30 Min. |
| Referat                      | R          | 30 - 45 Min. und 8 - 10 Seiten                          |
| Schriftliche Selbstreflexion | SR         | 3 - 6 Seiten                                            |

## Anlage 4: Studienstrukturplan

|    | Berufsfachschule                                                          |                                                                                          | Hochschule                                                                               |                                                                    |
|----|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| FS | Berufsfachschulische Module                                               | Integrierende Module                                                                     | Interprofessionelle Module (Mantelcurriculum)                                            | Professionsspezifische Module                                      |
| 1  | Professionelles Pflegehandeln I<br>o SWS/6 CP                             | Pflegerfahrungen reflektieren – verständigungsorientiert kommunizieren<br>3 + 3 SWS/6 CP | Einführung in die Grundlagen wissenschaftlichen Denkens und Arbeitens<br>2 SWS/3 CP      |                                                                    |
|    | Orientierungseinsatz<br>o SWS/9 CP                                        |                                                                                          |                                                                                          |                                                                    |
| 2  | Professionelles Pflegehandeln II<br>o SWS/6 CP                            |                                                                                          | Einführung in wissenschaftliche Forschungsmethoden<br>2 SWS/3 CP                         |                                                                    |
|    | Ambulante Pflege<br>o SWS/9 CP                                            |                                                                                          |                                                                                          |                                                                    |
| 3  | Professionelles Pflegehandeln III<br>o SWS/6 CP                           | Evidenzbasiertes Handeln in der Pflege I<br>3 + 3 SWS/6 CP                               | Team und Rolle<br>2 SWS/3 CP                                                             |                                                                    |
|    | Stationäre Langzeitpflege<br>o SWS/9 CP                                   |                                                                                          |                                                                                          |                                                                    |
| 4  | Professionelles Pflegehandeln IV<br>o SWS/6 CP                            |                                                                                          | Professional Leadership<br>2 SWS/3 CP                                                    |                                                                    |
|    | Akutpflege und Pädiatrie<br>o SWS/9 CP                                    |                                                                                          |                                                                                          |                                                                    |
| 5  | Professionelles Pflegehandeln V<br>o SWS/6 CP                             |                                                                                          | Interprofessionelles Wahlpflichtmodul I<br>2 SWS/3 CP                                    |                                                                    |
|    | Psychiatrische und intensivmedizinischer Versorgungsbereich<br>o SWS/9 CP |                                                                                          |                                                                                          |                                                                    |
| 6  | Professionelles Pflegehandeln VI<br>o SWS/6 CP                            | Evidenzbasiertes Handeln in der Pflege II<br>3 SWS/3 CP                                  |                                                                                          |                                                                    |
|    | Vertiefungseinsatz<br>o SWS/9 CP                                          |                                                                                          |                                                                                          |                                                                    |
| 7  |                                                                           |                                                                                          | Technologien in der interprofessionellen Gesundheitsversorgung: Grundlagen<br>2 SWS/3 CP | Vertiefung wissenschaftlichen Arbeitens<br>2 SWS/3 CP              |
|    |                                                                           |                                                                                          | Patientenzentrierte Versorgung im interprofessionellen Setting<br>2 SWS/3 CP             | Pflege im Spannungsfeld Praxis und Wissenschaft<br>4 SWS/6 CP      |
|    |                                                                           |                                                                                          | Individuelles Profilstudium (HAWK plus)<br>4 SWS/6 CP                                    | Professionelle Pflegeberatung und edukative Prozesse<br>4 SWS/6 CP |

|    |    |    |                                                                                                         |                                                                                      |
|----|----|----|---------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| 7  |    |    |                                                                                                         | Management und professionelle Identität in Gesundheitseinrichtungen<br>2 +2 SWS/6 CP |
| 8  |    |    | Technologien in der interprofessionellen Gesundheitsversorgung:<br>Fallbasierte Anwendung<br>2 SWS/3 CP |                                                                                      |
|    |    |    | Interprofessionelles Wahlpflichtmodul II<br>2 SWS/3 CP                                                  | Pflege bei Menschen in besonderen Lebenslagen<br>4 SWS/6 CP                          |
|    |    |    |                                                                                                         | Bachelormodul<br>2 SWS/15 CP                                                         |
| CP | 90 | 15 | 33                                                                                                      | 42                                                                                   |

## Anlage 5: Diploma Supplement

### DIPLOMA SUPPLEMENT

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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 «Nachname»
- 1.2 First Name «Vorname»
- 1.3 Date of Birth «GebDatumLE»
- 1.4 Student ID Number or Code «Mtknr»

#### 2. Qualification

- 2.1 Name of Qualification and (if applicable) title conferred (in original language)  
Bachelor of Science - (B.Sc.)  
Bachelor of Science – Pflege (dual)  
(Bachelor of Science – Nursing (dual))
- 2.2 Main Field(s) of Study for the qualification  
Nursing
- 2.3 Name and status of awarding institution (in original language)  
HAWK Hochschule für angewandte Wissenschaft und Kunst Hildesheim/Holzmin-  
den/Göttingen  
Fakultät Ingenieurwissenschaften und Gesundheit  
University of Applied Sciences and Arts / State Institution
- 2.4 Name and status of institution administering studies (in original language)  
[as above]  
Status (Type / Control)  
[as above]
- 2.5 Language(s) of instruction/examination  
German

#### 3. Level and Duration of the Qualification

- 3.1 Level of the Qualification  
Bachelor programme, undergraduate, first degree
- 3.2 Official duration of programme in credits and/or years  
Four years, 8 semesters, 180 ECTS
- 3.3 Access Requirement(s)  
General Higher Education Entrance Qualification or Entrance Qualification to Universities of Applied Sciences, or foreign equivalent. Apprentice contract or part-time employment contract with corporate partner enterprise.

#### 4. Information on the Programme completed and the Results obtained

- 4.1 Mode of Study

#### Full Time Study

Dual Bachelor programme combined with vocational training

#### 4.2 Programme learning outcomes

The programme leads to a professional degree in accordance with international academic standards as a general / child / geriatric nurse. The aim is to generate a graduated nurse who reflects the philosophy, values and competency skills required to practice holistic nursing in all settings and a broad employment flexibility. Students are trained to develop professional, academic and personal skills to make an important contribution to evidence-based nursing and to work as reflective practitioners.

With the holistic philosophy and concern of patient-centered care, this programme covers the health professions of nursing, speech therapy and physiotherapy as well as medical engineering, midwifery and social workers, so that an inter-professional perspective of teamwork, communication and collaboration skills are trained. The subject-specific content serves to further development of existing competencies. Because of the rising complexities in health care, disability needs and age care, skills in inter-professional teamwork have become inevitable.

Graduates are able to:

- practice nursing in a way that ensures the rights, confidentiality, dignity and respect of people are upheld
- perform comprehensive and process-oriented nursing of people all ages in all settings
- provide skilled and timely care to people whilst promoting their independence and involvement in care-decision-making
- apply in-depth knowledge of the basics of nursing science, the social-institutional framework of nursing and the normative-institutional system of care
- engage in ongoing development of self as a professional with accountability and responsibility for their own actions
- provide nursing care that is informed by research evidence
- shape significantly further development of health and nursing care
- to establish evidence-based nursing in their working fields in collaboration and therapeutic relationship with other professionals
- practice within safety and quality improvement guidelines and standards
- to organize and monitor care processes in interprofessional patient care
- to evaluate and identify the needs of further training in nursing

Main subjects of the curriculum:

Health Care Ethics / Theoretical and Historical Foundation of Professional Nursing Practice / Introduction of Nursing Research / Inter-professional Practice - Principles of Nursing, Therapeutic Decision-making, clinical reasoning / Health Care in Complex Systems / Population Health Promotion, Prevention and Disease Management / Project management, Organizational structures and Processmanagement /

/ Communicative processes in the context of care / Health Care in the institutional and social policy context / Transition to professional Nursing

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

Please refer to the Certificate (Bachelorzeugnis) 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 (in original language) «GesNoteT»

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 (Bachelorzeugnis).

**5. Function of the Qualification**

**5.1 Access to Further Study**

The degree entitles its holder to apply for admission to master programmes.

**5.2 Access to a regulated profession (if applicable)**

The degree entitles its holder to the legally protected professional title “Bachelor of Science” and to exercise professional work in the fields for which the degree was awarded.

**6. Additional Information**

**6.1 Additional Information**

See “Bachelorzeugnis” (Final Examination Certificate) for mayor field of study.

**6.2 Further Information Sources**

[www.hawk.de](http://www.hawk.de)

**7. Certification**

This Diploma Supplement refers to the following original documents:

Bachelorurkunde (Document on the award of the academic degree )

dated from

«PruefDatLE»

Bachelorzeugnis (Certificate) dated from

«PruefDatLE»

Anlage zum Zeugnis (Transcript of Records)

Certification Date:

«PruefDatLE»

(Official Seal / Stamp)

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Chairwoman/Chairman Examination Committee

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

- *Fachhochschulen* (Universities of Applied Sciences) concentrate their study programmes in engineering and other technical disciplines, business-related studies, social work, and design areas. The common mission of applied research and development implies 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-recognized institutions. In their operations, including the organization of studies and the designation and award of degrees, they are both subject to higher education legislation.

### **8.2 Types of Programmes and Degrees Awarded**

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

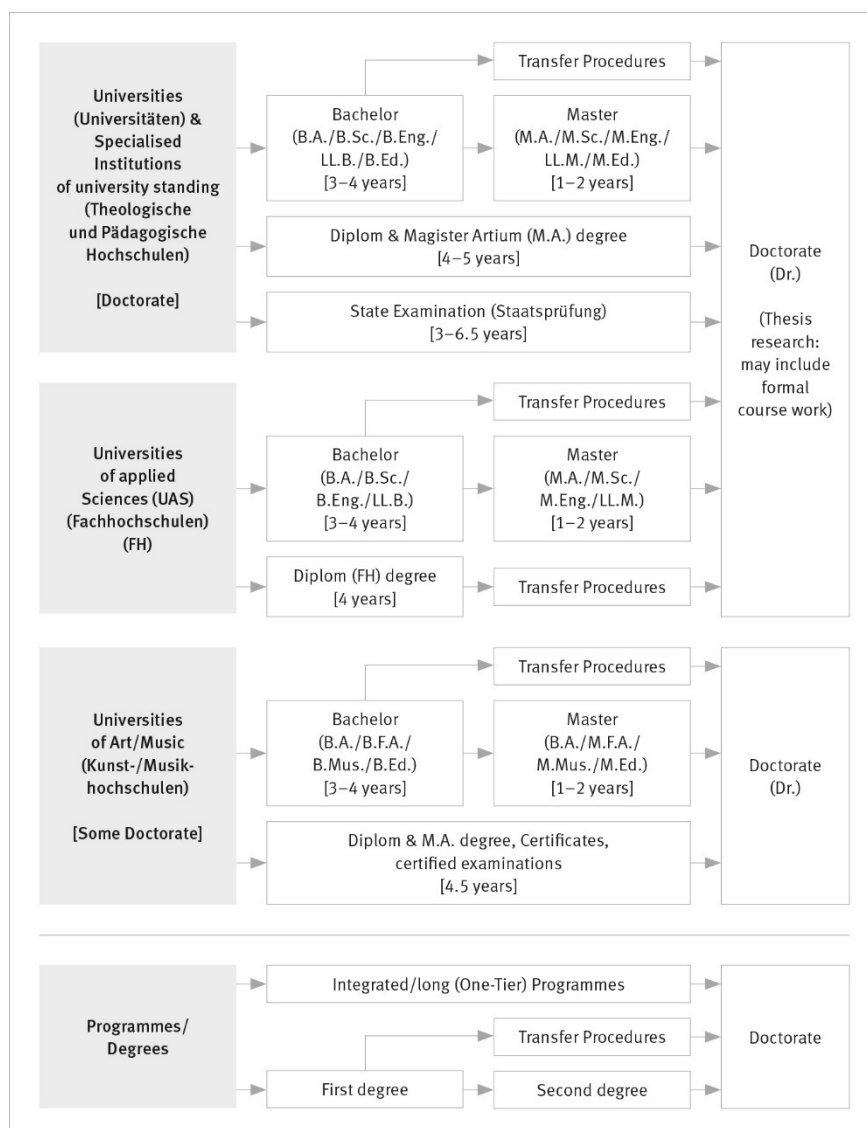
Within the framework of the Bologna-Process one-tier study programmes are successively being replaced by a two-tier study system. Since 1998, two-tier degrees (Bachelor and Master) have been introduced in almost all study programmes. This change is designed to provide enlarged variety and flexibility to students in planning and pursuing educational objectives, they also enhance international compatibility of studies.

The German Qualifications Framework for Higher Education Degrees<sup>iii</sup>, the German Qualifications Framework for Lifelong Learning<sup>iv</sup> and the European Qualifications Framework for Lifelong Learning<sup>v</sup> describe the degrees of the German Higher Education System. They contain the classification of the qualification levels as well as the resulting qualifications and competencies of the graduates.

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

### 8.3 Approval/Accreditation of Programmes and Degrees

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



#### 8.4 Organization and Structure of Studies

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

##### 8.4.1 Bachelor

Bachelor degree study programmes lay the academic foundations, provide methodological skills and lead to qualifications related to the professional field. The Bachelor degree is awarded after 3 to 4 years. The Bachelor degree programme includes a thesis requirement. Study courses leading to the Bachelor degree must be accredited according to the Law establishing a Foundation for the Accreditation of Study Programmes in Germany.<sup>viii</sup> 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 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 study programmes may be differentiated by the profile types "practice-oriented" and "research-oriented". Higher Education Institutions define the profile. The Master degree study programme includes a thesis requirement. Study programmes leading to the Master degree must be accredited according to the Law establishing a Foundation for the Accreditation of Study Programmes in Germany.<sup>ix</sup> Second degree programmes (Master) lead to Master of Arts (M.A.), Master of Science (M.Sc.), Master of Engineering (M.Eng.), Master of Laws (LL.M.), Master of Fine Arts (M.F.A.), Master of Music (M.Mus.) or Master of Education (M.Ed.). Master study 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 specializations. Degree requirements include submission of a thesis (up to 6 months duration) and comprehensive final written and oral examinations. Similar regulations apply to studies leading to a *Staatsprüfung*. The level of qualification is equivalent to the Master level.

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

While the *FH/UAS* are non-doctorate granting institutions, qualified graduates may apply for admission to doctoral studies at doctorate-granting institutions, cf. Sec. 8.5.

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

#### 8.5 Doctorate

Universities as well as specialized institutions of university standing and some Universities of Art/Music are doctorate-granting institutions. Formal prerequisite for admission to doctoral work is a qualified Master (UAS and U), a *Magister* degree, a *Diplom*, a *Staatsprüfung*, or a foreign equivalent. 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 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. Specialized variants (*Fachgebundene Hochschulreife*) allow for admission at *Fachhochschulen* (UAS), universities and equivalent higher education institutions, but only in particular disciplines. Access to study programmes at *Fachhochschulen* (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 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 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 und HWK), staatlich geprüfte/r Betriebswirt/in, staatliche 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.<sup>x</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, D-53117 Bonn; Fax: +49[0]228/501-777; Phone: +49[0]228/501-0
- 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 information office of the *Länder* in the EURYDICE Network, 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]; Ahrstrasse 39, D-53175 Bonn; Fax: +49[0]228/887-110; Phone: +49[0]228/887-0; [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))

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- <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 courses which are recognized as an academic degree if they are accredited by a German accreditation agency.
  - <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> Common structural guidelines of the *Länder* for the accreditation of Bachelor's and Master's study courses (Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany of 10.10.2003, as amended on 04.02.2010).
  - <sup>vii</sup> "Law establishing a Foundation 'Foundation for the Accreditation of Study Programmes in Germany'", entered into force as from 26 February 2005, GV. NRW. 2005, No. 5, p. 45 in connection with the Declaration of the *Länder* to the Foundation "Foundation: Foundation for the Accreditation of Study Programmes in Germany" (Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany of 16 December 2004).
  - <sup>viii</sup> See note No. 7.

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<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).