

Report  
on  
**The Compatibility of the  
"Qualifications Framework for German Higher Education Qualifications" with the  
"Qualifications Framework for the European Higher Education Area"**

- 18 September 2008 -

This report was produced on behalf of the Federal Ministry of Education and Research (BMBF) and the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder of the Federal Republic of Germany (KMK).

The BMBF contributed to the definition of the task and to the key peripheral conditions.

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Synopsis: Qualifications Framework for German Higher Education Qualifications,  
Qualifications Framework for the European Higher Education Area

Report on "The 'Dublin Descriptors' (DD) and the Qualifications Framework for  
German Higher Education Qualifications (QR DH). A comparative assessment of the  
descriptors for both instruments", by Professor Dr. Ulrich Bartosch

Overview of the German Higher Education System

Overview of Recognition and Equivalency Agreements between the Federal Republic  
of Germany and other States, plus Joint Degree Programmes agreed between  
German Universities and Foreign Partners

Accreditation Agencies

Links

List of Abbreviations

## 1. Introduction

One of the most important measures in the academic reforms being carried out under the Bologna Process is the development and use of qualifications frameworks. At the conference of ministers responsible for higher education held in Berlin in 2003, the ministers of the Bologna signatory states agreed to draw up a European Qualifications Framework (QF EHEA) and, at the same time, committed themselves to developing national qualifications frameworks that would correspond with the European frameworks.

Two years later, at the conference in Bergen in 2005, the ministers adopted the "Qualifications Framework for the European Higher Education Area" and so marked an important milestone on the way to creating the European Higher Education Area. The qualifications framework contributes fundamentally to achieving the goals of the Bologna Process in two respects:

Firstly, the Qualifications Framework describes the qualifications gained at Bachelor's, Master's and Doctoral level in respect of achievement level, learning outcomes and competences, profile, plus, in the two initial levels, in respect of the student workload as well. Hence, it is a central instrument for achieving the objectives of the Bologna Process, namely of "creating a system of easily comprehensible and comparable final degrees".

Secondly, it makes it possible to compare national qualifications frameworks with each other.

The structure created with an overarching "Qualifications Framework for the European Higher Education Area" and the national qualifications frameworks that relate to this therefore promote:

- International transparency by describing academic degrees with correlating concepts that in turn make it easier to understand the degrees.
- The international recognition of academic degrees: Comprehensibility of degrees and common concepts in the description of competences form the basis for universities being able to mutually recognise and credit academic performance. Transparency and recognition are the basic prerequisites for one of the central goals of the Bologna Process, namely the
- International mobility of students.

These goals can only be achieved if the qualifications framework at European level is able to find counterparts at the level of the national higher education systems.

Hence, the Standing Conference of Ministers of Education and Cultural Affairs of the Länder of the Federal Republic of Germany<sup>1</sup> immediately took the initiative after the Bologna Conference held in Berlin in 2003 to initiate the development of a Qualifications framework

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<sup>1</sup> Kultusministerkonferenz (KMK)

for German Higher Education Qualifications<sup>2</sup>. To implement this assignment, the existing national working group on the "Continuation of the Bologna Process", which is made up of the German Federal Ministry of Education and Research<sup>3</sup>, the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder of the Federal Republic of Germany<sup>4</sup>, the German Rectors' Conference<sup>5</sup>, the German Student Services Organisation<sup>6</sup>, the German Accreditation Council<sup>7</sup>, the German Academic Exchange Service<sup>8</sup>, and representatives of the students, trade unions and employers appointed its own working group in December 2003 headed by the HRK, which, with the participation of other experts, produced a draft document on a Qualifications Framework for German Higher Education Qualifications, and for doctorates (Promotion). Following consultations with faculty and departmental conferences, with representatives of vocational and professional practice, with accreditation agencies and other experts, the HRK and the KMK adopted the Qualifications Framework in spring 2005 and presented it to the Bologna Follow-up Conference held in Bergen in May.

As a consequence of the report on "National Qualifications Frameworks. Development and Certification. Report from the Bologna-Working Group on Qualifications Frameworks" adopted at the 2007 Bologna Conference in London, the national Bologna Working Group in March 2008 officially initiated the process to verify the compatibility of the Qualifications Framework for German Higher Education Qualifications with the "Qualifications Framework for the European Higher Education Area"<sup>9</sup>. In line with the recommendations contained in this report, a steering group was appointed with the following members:

Andrea Herdegen, Federal Ministry of Education and Research (BMBF)

Barbara Lüddeke, Standing Conference of the Ministers of Education and Cultural Affairs of the Länder of the Federal Republic of Germany (KMK)

Achim Hopbach, Accreditation Council (AR)

Stefan Bienefeld, German Rectors' Conference (HRK)

Martin Menacher, freier Zusammenschluss von studentInnenschaften (fzs)

Lewis Purser, Irish Universities Association (IUA)

Elisabeth Frank, Federal Ministry of Science and Research, Austria (BMWF)

The steering group had produced a draft version of this report by July 2008, and this was subsequently presented to the relevant stakeholders and interested parties for comment. In September 2008 these stakeholders and interested parties were invited to attend a hearing, after which the steering group finalised the report. The report has meanwhile been accepted by the relevant offices and authorities.

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<sup>2</sup> Qualifikationsrahmen für deutsche Hochschulabschlüsse (QR DH)

<sup>3</sup> Bundesministerium für Bildung und Forschung (BMBF)

<sup>4</sup> Kultusministerkonferenz (KMK)

<sup>5</sup> Hochschulrektorenkonferenz (HRK)

<sup>6</sup> Deutsches Studentenwerk (DSW)

<sup>7</sup> Akkreditierungsrat (AR)

<sup>8</sup> German Academic Exchange Service (DAAD)

<sup>9</sup> Qualifikationsrahmen für den Europäischen Hochschulrahmen (QR EH)

## 2. Summary

The report at hand confirms that the "Qualifications Framework for German Higher Education Qualifications" conforms with the "Qualifications Framework for the European Higher Education Area."

To produce this report, the working group on the "Continuation of the Bologna Process" jointly appointed by the KMK and BMBF commissioned an independent steering group. The appointment of the workgroup and its work are based on the recommendations for carrying out the certification of national qualifications frameworks contained in the report "National Qualifications Frameworks. Development and Certification. Report from the Bologna-Working Group on Qualifications Frameworks" accepted by the ministers at the Bologna Conference held in London in 2007. The steering group was made up of the following persons:

Andrea Herdegen, Federal Ministry of Education and Research (BMBF)  
Barbara Lüddeke, Standing Conference of the Ministers of Education and Cultural Affairs of the Länder of the Federal Republic of Germany (KMK)  
Achim Hopbach, Accreditation Council (AR)  
Stefan Bienefeld, German Rectors' Conference (HRK)  
Martin Menacher, freier Zusammenschluss von studentInnenschaften (fzs)  
Lewis Purser, Irish Universities Association (IUA)  
Elisabeth Frank, Federal Ministry of Science and Research, Austria (BMWF)

The steering group had produced a draft version of this report by July 2008, which was subsequently forwarded to the relevant stakeholders and interested parties for comment. In September 2008, these stakeholders and interested parties were invited to attend a hearing after which the steering group finalised the report. The report has meanwhile been accepted by the relevant offices and authorities.

The steering group came to the conclusion that the "Qualifications Framework for German Higher Education Qualifications" conforms with the "Qualifications Framework for the European Higher Education Area". Both its own internal analysis and the hearing of the relevant stakeholders and interested parties showed that all seven criteria and the six standards for implementing the certification process had been met.

However, the "Qualifications Framework for German Higher Education Qualifications" reflects specific features of the German higher education system, albeit that these do not conflict with the "Qualifications Framework for the European Higher Education Area," but are rather to be understood as more detailed aspects. This applies, in particular, to the guideline that requires a total of 300 ECTS points to be gained for attaining Master's level.

During the certification process, the steering group came to the realisation that, besides its actual purpose, the report at hand is also suitable for contributing to identifying the challenges in the realisation of the reform measures that are being carried out within the scope of the Bologna Process in Germany.

### 3. Compatibility of the Criteria

#### Criterion 1

*The national framework for higher education qualifications and the body or bodies responsible for its development are designated by the national ministry with responsibility for higher education.*

Responsibility for the qualifications framework, including its continuing development, lies with the Federal States associated within the KMK. In accordance with the constitutional order of the Federal Republic of Germany, the Federal States are largely responsible for higher education. The KMK adopted the Qualifications Framework for German Higher Education Qualifications on 21 April 2005. The HRK additionally approved the Qualifications Framework on 15 February 2005 as an institutional commitment on the part of the universities.

In developing this Qualifications Framework, the KMK was able to draw on the successfully trialled coordination of reform measures within the scope of the Bologna Process done by the working group on the "Continuation of the Bologna Process" that had been set up together with the BMBF since 2001. This established a project group headed by the HRK and including all the stakeholders and interested parties (university representatives, students, employers and employees) as well as other experts from university research, the Accreditation Council, and vocational education and training, and drew up the draft version of the Qualifications Framework.

Hence, Criterion 1 has been met.

#### Criterion 2

*There is a clear and demonstrable link between the qualifications in the national framework and the cycle qualification descriptors of the European framework*

When developing the Qualifications Framework for German Higher Education Qualifications (QR HE), great importance was attached right from the very beginning to ensuring its compatibility with the Qualifications Framework for the European Higher Education Area (QF EHEA). Since the development of both qualifications frameworks ran parallel to each other and included two persons each from the two working groups, it was possible to complete the German Qualifications Framework in close accordance with the European level. In addition, the development process itself had already drawn on existing examples of qualifications frameworks from other countries.

The correspondence between the Qualifications Framework for German Higher Education Qualifications (QR HE) and the Dublin Descriptors (DD) was examined and confirmed by experts within the scope of the self-certification process – report by Prof. Dr. Ulrich Bartosch. (see Appendix 2)

By harmonising the German higher education degrees previously awarded (see below) with the new multi-cycle Bachelor's and Master's degrees, the German higher education system

no longer had any German degrees located between the levels of the European framework. These harmonisation decisions mean that further final degrees, besides the Bachelor's and Master's degrees, still exist on the individual levels of the qualification framework, which, however, correspond with these in respect of the entitlements that are associated with them. A major new development in the system of Bachelor's and Master's degrees is to be seen in the fact that these can be offered by universities<sup>10</sup> and universities of applied sciences<sup>11</sup> and are formally and legally equivalent. This means that the interchangeability between these two types of higher education institutions has been fundamentally improved. For further information on the degrees in the German education system as well as on how it the system is organised and the relevant responsibilities of the players and stakeholders, please consult the graphic of the German higher education system in Appendix 3.

While the Qualifications Framework for German Higher Education Qualifications (QR DH) and the European Qualifications Framework (QF EHEA) are compatible, the process of shifting the credit and recognition processes towards the Qualifications Framework for German Higher Education Qualifications cannot yet be described as satisfactory. Decisions on the recognition of degrees in the sense of higher education legislation (i.e. for the purpose of postgraduate or postdoctoral studies or an academic career) largely lie with the universities themselves in Germany. The same applies when giving credit for study sections completed during stays abroad as part of the studies. Professional qualifications are governed by the respectively responsible offices (chambers, ministries, etc.) depending on the kind of profession or occupation (regulated versus unregulated). The Central Office for Foreign Education<sup>12</sup> is the German ENIC-NARIC and produces reports with assessments on the equivalence of foreign degrees vis-à-vis German degrees at the request of the universities. For these reports and well as for the processes taking place within the universities themselves on assessing the substantial difference, in the sense of the Lisbon Convention, between foreign and German qualifications, an orientation in line with the categories and descriptors of the Qualifications Framework for German Higher Education Qualifications is indeed making progress, but is, all in all, still only at the beginning. In addition, it is necessary to note in this context that Germany ratified the Lisbon Convention in 2007, i.e. two years after the Qualifications Framework was ratified. Within the scope of implementing the Lisbon Convention and of the national action plan on recognition from 2007, intensive discussions are currently being held at all levels on optimising the recognition and credit processes, including an orientation in line with the national qualifications framework. An overview of the joint degree programmes, equivalency agreements between Germany and other states as well as information on the recognition of German degrees abroad or, as the case may be, foreign degrees in Germany, can be found in Appendix 4.

In summary, it can be concluded for Criterion 2 that

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<sup>10</sup> Universitäten und ihnen gleichgestellte Hochschulen

<sup>11</sup> Fachhochschulen

<sup>12</sup> Zentralstelle für ausländisches Bildungswesen (ZAB)

- there is a clear and verifiable compatibility between the descriptors of the Qualifications Framework for German Higher Education Qualifications (QR DH) and the European Qualifications Framework (QF EHEA),
- all qualifications that are or were awarded in the German system can be clearly and unequivocally assigned to the stages of the national qualifications and the European qualifications framework (QF EHEA).

Hence, Criterion 2 has been met

### Criterion 3

*The national framework and its qualifications are demonstrably based on learning outcomes and the qualifications are linked to ECTS or ECTS compatible credits.*

The Qualifications Framework for German Higher Education Qualifications (QR DH) encompasses subject independent descriptors for the graduation levels in the higher education system, i.e. Bachelor's, Master's and Doctorate (Promotion). These are defined in the form of learning outcomes or competences. Learning outcomes serve to describe verifiable, i.e. documented, existing qualifications which indicate that distinguishable competences (in the sense of knowledge, ability and understanding, practical realisation and implementation, as well as generic competences) can be expected. In this context, competences are to be understood as general potential capabilities and personal characteristics that in (unknown) future situations (presumably) facilitate successful professional action.

The division into categories for the Qualifications Framework for German Higher Education Qualifications was undertaken in accordance with the *Tuning Project*. In addition, the Dublin Descriptors (DD) that had been developed parallel to this were also used as a reference point. The qualification framework's categories are divided into the field of Knowledge and Understanding (subdivided into Extending Knowledge and Consolidating Knowledge) and into the field of Skills (subdivided into Instrumental, Systemic and Communicative competences). The first category deals essentially with the acquired professional competences, while the second focuses more on generic competences and on competences that describe how what has been learnt is transferred into situations of practical application. These contentual categories fully concur with the descriptors of the European Framework and in some cases define these in greater detail, as also clearly shown by the synoptic comparison between the Qualifications Framework for German Higher Education Qualifications, on the one hand, and the Qualifications Framework for the European Higher Education Area, on the other (see Appendix 1).

Over and above this, formal aspects are defined in the qualifications framework for all three degree levels. These encompass admissions requirements, planned time to degree in years, ECTS bandwidth, postgraduate options, and conversion options for transferring into higher education from the field of vocational education and training. A total of 180 to 240 ECTS points are planned for the Bachelor's level, and 60 to 120 ECTS points for the Master's level, i.e. requiring a total of 300 points for a Master's. ECTS is not foreseen for doctoral degrees in

Germany, although some universities do assign ECTS to the structured components of the doctoral phase, without, however, using ECTS for the whole doctoral phase.

Furthermore, the qualifications framework includes equality provisions for the German degrees previously awarded. Hence, the "Fachhochschule-Diplom" degree previously awarded by the universities of applied sciences as well as some specific state examinations (Staatsexamen) are assigned to Bachelor's level, while the degrees previously awarded by universities (Diplom, Magister, Staatsexamen) are placed at Master's level.

In summary, it can be stated for Criterion 3 that

- the level descriptors of the German qualifications framework are orientated in line with the learning outcomes for the various stages,
- ECTS bandwidths are specified for the Bachelor's and Master's graduation levels, while the German system does not plan to use ECTS for the doctoral phase.

Hence, Criterion 3 has been met.

#### Criterion 4

*The procedures for inclusion of qualifications in the national framework are clear.*

The new degrees based on the Bachelor's and Master's system must, by law, be accredited in Germany. Since proof that the degrees are compatible with the qualifications framework is a prerequisite for accreditation, a transparent procedure for integrating individual qualifications into the qualifications framework is given. The German degrees previously awarded are automatically included in the Qualifications Framework through the corresponding equality resolutions adopted by the KMK.

Should new types of degrees or qualifications be created, besides those already considered in the qualifications framework, or questions arise in respect of the possible categorisation of degrees in the qualifications framework, responsibility for this categorisation lies with the Länder (Federal States) associated in the KMK.

In summary, it may be concluded for Criterion 4 that

- the degrees that currently exist in the German higher education system, including those previously awarded, have been considered in the Qualifications Framework,
- in this respect, the Länder (Federal States) associated with the KMK and the KMK itself, in its capacity as the organisation responsible for adopting the qualifications framework, are responsible for considering further types of degrees or, in cases of doubt, for categorising the degrees within the qualifications framework.

Hence, Criterion 4 has been met.

#### Criterion 5

*The national quality assurance systems for higher education refer to the national framework of qualifications and are consistent with the Berlin Communiqué and any subsequent communiqué agreed by ministers in the Bologna Process.*

The accreditation of degree programmes was introduced into the German higher education system in 1998 as an obligatory element for all Bachelor's and Master's programmes. An additional option was introduced in 2008, namely System Accreditation, which examines the university-own quality assurance systems and also leads to the accreditation of degree programmes.

The accreditation system in Germany is characterised by decentralised agencies (for a list of these and their homepages, see Appendix 5). These agencies physically carry out the accreditation of degree programmes, while a central accreditation body<sup>13</sup> (Accreditation Council see [www.akkreditierungsrat.de](http://www.akkreditierungsrat.de)) accredits and reaccredits the agencies and, by defining procedural rules and regulations, ensures that accreditations are performed on the basis of uniform, reliable and transparent standards.

With its resolution of 15 December 2005, the Accreditation Council specified compatibility with the National Qualifications Framework as an obligatory criterion for the accreditation of degree programmes. Hence, the outcome orientation is one of the key pillars of the German accreditation system.

With resolutions adopted between December 2005 and June 2006, it additionally reviewed all the fundamental procedural rules and regulations, and the accreditation criteria, thereby adopting the *Standards and Guidelines for Quality Assurance in the European Higher Education Area* (ESG) into its own standards for the accreditation of agencies and degree programmes. In so doing, the Accreditation Council ensures that the German agencies apply the ESG.

To fully implement the ESG in all fields of quality assurance in studies and teaching, the national working group on the "Continuation of the Bologna Process" established a group of experts, including relevant interested parties and stakeholders, which in September 2006 presented recommendations on the implementation of the ESG that are of relevance to the higher education institutions, the Federal States (Länder) and the agencies. The group of experts came to the conclusion that it is not necessary to refocus the quality assurance methods used at Germany's higher education institutions.

The Accreditation Council itself was subjected to an evaluation by an international group of experts in the winter of 2007/2008, which came to the conclusion that the Accreditation Council conforms with the ESG. Only two of the standards were not fully compliant. The Executive Board of the European Association for Quality Assurance in Higher Education (ENQA) confirmed on 4 September 2008 that the Accreditation Council met the ESG and hence confirmed its full membership in the association.

Hence, Criterion 5 has been met.

## Criterion 6

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<sup>13</sup> Akkreditierungsrat (AR)

*The national framework and any alignments with the European framework are referenced in all Diploma Supplements.*

In agreement with the resolutions adopted by the Ministers at the Bologna Conference in Berlin, the issue of a Diploma Supplement will be free of charge to all graduates. To support the German higher education institutions in this process, the German Rectors' Conference (HRK) working in close cooperation with the KMK drew up a generic version of the Diploma Supplement in German and English and recommended its member higher education institutions to issue this in both languages. The National Statement within this draft version includes a description of the German higher education system. Up until August 2008, this did not include explicit reference to the Qualifications Framework for German Higher Education Qualifications. This was changed in September 2008 following an agreement by KMK and HRK.

Hence, Criterion 6 has been met.

### Criterion 7

*The responsibilities of the domestic parties to the national framework are clearly determined and published.*

Responsibility in respect of the national qualifications framework lies above all with the KMK in its capacity as the organisation responsible for the qualifications framework, with the higher education institutions that offer the degrees, and with the accreditation system that performs the external quality assurance measures.

The higher education institutions are obliged via the higher education acts of the Federal States (Länder) and by corresponding resolutions adopted by the KMK to arrange and organise their degree programmes in such a way that they are compatible with the Qualifications Framework for German Higher Education Qualifications. This is externally reviewed within the scope of the accreditation process (see Criterion 5). Corresponding rules and regulations have been adopted in the publicly-accessible statutory provisions of the Federal States, in resolutions adopted by the KMK and in resolutions adopted by the Accreditation Council.

No responsibilities of other players or stakeholders explicitly exist in respect of the qualifications framework. However, the Qualifications Framework for German Higher Education Qualifications does provide orientational assistance for students, employers and employees on how these qualifications are to be assessed.

Hence Criterion 7 has been met.

#### 4. Compatibility of the Procedural Standards

##### Standard 1

*The competent national body/bodies shall certify the compatibility of the national framework with the European framework.*

The Federal Ministry of Education and Research (BMBF) and the Federal States of the Federal Republic of Germany, represented by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder of the Federal Republic of Germany (KMK), have, within the scope of their cooperation in the national working group on the "Continuation of the Bologna Process", jointly appointed a steering group and have commissioned it with verifying the compatibility. Besides the German Rectors' Conference (HRK), the steering group was made up of the student organisation "freier Zusammenschluss der studentInnenschaften" (fzs), and the Accreditation Council (AR). Lewis Purser from the Irish Universities Association and Elisabeth Frank from the Austrian Federal Ministry of Science and Research attended as foreign members.

The draft report produced by the Steering Group was commented on by the relevant interested parties and stakeholders in a consultation process, was subsequently completed and then accepted by BMBF, on the one hand, and by the Federal States of the Federal Republic of Germany, represented by the KMK, on the other hand.

Hence, Standard 1 has been met.

##### Standard 2

*The self-certification process shall include the stated agreement of the quality assurance bodies in the country in question recognised through the Bologna Process.*

In its decision of 2 September 2008, the Accreditation Council agreed to the conclusions of the report at hand and so confirmed that the Qualifications Framework for German Higher Education Qualifications is compatible with the Qualifications Framework for the European Higher Education Area.

##### Standard 3

*The self-certification process shall involve international experts.*

Two international experts sat on the steering group in the person of Lewis Purser from the Irish Universities Association and Elisabeth Frank from the Austrian Federal Ministry of Science and Research.

Hence, Standard 3 has been met.

#### Standard 4

*The self-certification and the evidence supporting it shall be published and shall address separately each of the criteria set out.*

The report on the Compatibility of the Qualifications Framework for German Higher Education Qualifications with the Qualifications Framework for the European Higher Education Area will, after the process has been completed, be published on the websites of the Federal Ministry of Education and Research ([www.bmbf.de](http://www.bmbf.de)) and the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder of the Federal Republic of Germany (KMK) ([www.kmk.org](http://www.kmk.org), <http://87.106.9.54/>).

Hence, Standard 4 has been met.

#### Standard 5

*The ENIC and NARIC networks shall maintain a public listing of States that have confirmed that they have completed the self-certification process.*

The Central Office for Foreign Education (ZAB) performs the role of a ENIC/NARIC. Besides publishing the report on its website, it will also inform the other ENIC/NARICs of the procedures.

Hence, Standard 5 has been met.

#### Standard 6

*The completion of the self-certification process shall be noted on Diploma Supplements issued subsequently by showing the link between the national framework and the European framework.*

A reference to the completion of the self-certification process and its results will be added to the National Statement of the Diploma Supplement in agreement between the KMK and HRK.

Hence, Standard 6 has been met.

## Annex 1

Synopse: Qualifikationsrahmen für Deutsche Hochschulabschlüsse, Qualifikationsrahmen für den Europäischen Hochschulraum

### Qualifications Framework for German Higher Education Qualifications

Qualification Cycles

Outcomes

Qualifications of HE Study

ECTS Credits

1<sup>st</sup> cycle:

Bachelor level

### Framework of qualifications for the European Higher Education Area

Qualification Cycles

Outcomes

ECTS Credits

1<sup>st</sup> cycle:

Bachelor level



- to develop progressive learning processes autonomously
- to formulate subject-related positions and problem solutions and to sustain them argumentatively
- to compare information, ideas, problems and solutions with specialists and non-specialists
- to take over responsibility in a team

- admission to HE institutions (see Encl. 2)
- in line with the regulations of the individual German federal states concerning the admission to HE institutions for vocationally qualified applicants without educational admission to HE institutions

Degrees at Bachelor level:

3, 3.5 or 4 years full-time study resp. 180, 210 or 240 ECTS credits; all degrees qualify for the application for Master programmes

- have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study.

- can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study.

- have the ability to gather and interpret relevant data (usually within their field of study) to inform judgments that include reflection on relevant social, scientific or ethical issues.

2<sup>nd</sup> cycle:

Master level

- can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.  
have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.

Typically include 180-240 ECTS credits

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- Master graduates have demonstrated knowledge and understanding that usually founds upon the Bachelor level and is designed to deepen or enhance this to a considerable extent. They are able to define and to interpret the particularities, frontiers, terminologies and doctrines of their field of learning.
- Their knowledge and understanding constitute the basis for the development and/or the application of autonomous ideas. This can be done in an application-oriented or research-oriented manner. They dispose of a broad, detailed and critical understanding of the latest level of knowledge in one or more specific fields.
  
- to apply their knowledge and understanding as well as their problem solution abilities to new and unfamiliar situations which are related to their discipline in a broader or multidisciplinary context
  
- to integrate knowledge and to handle complexity

- to make scientifically founded judgments even on the basis of incomplete or restricted information, and to take into account in this context social, scientific and ethical issues, arising from the application of their knowledge and of their decisions
- to acquire new knowledge and skills autonomously
- to perform independent research-oriented or application-oriented projects, largely self-controlled and/or autonomously
  
- to communicate their conclusions and the underlying information and motives clearly and unambiguously to specialists and non-specialists, at the actual level of research and application
- to compare information, ideas, problems and solutions at a scientific level with specialists and non-specialists
- to take over superior responsibility in a team

- first graduation qualifying for pro-fession, at least at Bachelor level, plus further admission criteria to be defined by the HE institution

Degrees at Master level:

usually 5 years full-time study resp. 300 ECTS credits;

for cycled studies 1, 1.5 or 2 years resp. 60, 90 or 120 ECTS credits at Master level; types of Master qualifications: more application-oriented, more research-oriented, artistic profile, teacher´s profile; all degrees qualify for the application for Doctorate level

2<sup>nd</sup> cycle:

Master level

- have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the first cycle, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context.
- can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within boarder (or multidisciplinary) contexts related to their field of study.
- have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements.

3<sup>rd</sup> cycle: Doctorate level

- Doctorates have demonstrated a systematic understanding of their research discipline and the mastery of the skills and methods of research associated with that field.
  - They dispose of extensive knowledge of the relevant literature.
  - to design and perform autonomously substantial research projects with scientific integrity.
  - to identify scientific issues autonomously
  - Through a scientific thesis they have made an autonomous contribution to research which enhances the frontiers of knowledge and stands up to a national or international valuation by specialised scientists and academics.
  - to perform the critical analysis, development and synthesis of new and complex ideas
  - to promote the social, scientific and/or cultural progress of a knowledge-based society in an academic or non-academic vocational environment
  - to communicate findings of their specific disciplines with specialists in their own field, present them in front of an academic audience and explain them to non-specialists
  - to lead a team
  - can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously.
  - have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.
- Typically include 90-120 ECTS credits, with a minimum of 60 credits at the level of the 2<sup>nd</sup> cycle.

3<sup>rd</sup> cycle: Doctorate level

- Master (univ., FH), Diplom (univ.), Magister, Staatsexamen, highly qualified Bachelor graduate or highly qualified FH-Diplom
- Further access criteria are defined by the faculty.

(In general degrees are based on the Master level qualification, i. e. 300 ECTS credits or more)

- have demonstrated a systematic understanding of a field of study and mastery of the skills and methods of research associated with that field.
- have demonstrated the ability to conceive, design, implement and adapt a substantial process of research with scholarly integrity.
- have made a contribution through original research that extends the frontier of knowledge by developing a substantial body of work, some of which merits national or international refereed publication.
- are capable of critical analysis, evaluation and synthesis of new and complex ideas.
- can communicate with their peers, the larger scholarly community and with society in general about their areas of expertise.
- can be expected to be able to promote, within academic and professional contexts, technological, social or cultural advancement in a knowledge based society.

Not specified

The "Dublin Descriptors" (DD) and the  
Qualifications Framework for German Higher Education Qualifications (QR DH)

A comparative assessment of the descriptors for both instruments

by

Ulrich Bartosch

for

The Steering Group on "Planning Self-Certification – NQF"

presented on 17 June 2008

1. Issue:

A system of various qualifications frameworks is developing at rapid pace in the European Higher Education Area. Some of the frameworks with a specific orientation may still possibly be "dissolved" as the process continues, having been integrated into the national qualifications frameworks that are currently being developed. On the other hand, however, it is above all the diversity of the QFs that also represents a plus point. After all, various QFs allow a general – but also specific – description of qualification profiles and so also enable the variety of qualifications within the "European Knowledge Society" to become transparent. So, this is probably where the real strength of a fully operational, vibrant QF system lies. Namely in generating or maintaining unity through diversity and promoting diversity in unity.

This then means that QFs can and must provide guidance and orientation by means of common criteria and bearings. These offer "trigonometrical points" for surveying the European education landscape. At the same time, QFs must and should not destroy the creative, dynamic and rich diversity of this landscape in favour of a technological levelling coupled with a division into a grid of identical squares. Essentially, the QFs draw their functional validity from the common language in which the qualification profiles are expressed. "Learning outcomes" aim to describe verifiable, i.e., the proven available qualifications of persons that are able to show (descriptors) that distinguishable competences are expected to be present. This is why competences are therefore the general potential skills and personality features of a person who, when exposed to (unknown), future demands should (presumably) be able to ensure successful, professional action.

It is necessary to emphasise that the word "competence" (including in the English language) can also be used in a meaning other than skill, ability or knowledge. Indeed, "competence"

can also mean assigning a certain degree of responsibility or of handing somebody an area of responsibility. Both definitions certainly necessitate each other functionally. However, their difference is significant when, in a QF, the categorisation of a level is derived, inter alia, from the existence of such categories and is, at the same time, confused with the classification of an academic gain in competence in the initial meaning of the word. This can be observed, for example, in the development of the German QF for lifelong learning and can be explained with the differing constructional logic of EQF LLL and QF EHEA. When comparing DDs and QR DH, therefore, it is essential that the reference to QF EHEA is viewed as a constitutive element.

The QF EHEA refers to the DDs and so explicitly to higher education, i.e. to university education. University education differs substantially from other forms of education and training through the existing link between scientific work and scientific qualification. Qualification processes are developed along the interlinked double axle of research and teaching. This is why it is not irrelevant where, i.e. in which learning contexts, the qualification was gained. Rather, the DDs, for example, refer to a university education process and hence to scientific qualification that leads to a specific qualification profile, which can, however, also be compared with the other Q profiles of further educational pathways. However, the "employability" and the academic training must then also be able to be seen as fundamentally distinguishable. The DDs correspond with this perspective, when commenting on the "short cycle" as follows: "Such awards may prepare the student for employment, while also providing preparation for, and access to, studies to completion of the first cycle."

When the descriptors for the DD and the QR DH are now compared, the constitutive perspective of university education is assumed. For it must then be certain for the QR DH that it is fully compatible with the QF EHEA and allows the qualification profiles for scientific qualification (with an impact on professional qualifications) to be made comparable.

The comparative issue therefore reads as follows:

Do the descriptors of the DD and the QR DH reliably display the same qualification elements and categories in the European higher education degree level: first cycle (incl. short cycle), second cycle and third cycle?

## 2. Structural Differentiation

The DDs and QR DH concur in differentiating the descriptors by assigning levels that correspond with the academic degree stage or cycle. However, the QR DH does not display an explicit short cycle level. However, the descriptors of the short cycle only differ in the DDs within the first cycle and are also not specifically listed in the attached differentiation table.

The two papers also concur in developing the categories (knowledge and understanding; learning skills) and (applying knowledge and understanding; making judgements; communication).

The QR DH complements the communicative competences with the threefold differentiated field of competence "taking responsibility in a team" (Bachelor's Level), "taking lead

responsibility in a team" (Master's Level) and "leading a team" (Doctoral Level). Hence, the subcategory "communicative competences" combines the features of personal qualification with assigned or assignable responsibilities. The DDs do not in any way have a similar overlapping definition of competence and competency in terms of, firstly, an assignment of responsibility or, secondly a qualification feature. Hence, this combination also results in an essential systematic inconsistency of the QR DH.

The formation of the subcategories "Instrumental Competence, Systemic Competence, Communicative Competence" introduces the competence term in a supposedly precise definition and distinguishes itself from the very general definition in the DDs ("have competences typically demonstrated"). In fact, the QR DH assigns the adopted descriptors of the DDs to the competence terms, without actually disclosing the compelling logic of this assignment.

### 3. Comparison and Result

To strictly compare the QR DH with the DDs it is therefore necessary to check the direct references. This is done in the attached matrix. It verifies that the descriptors in the DDs fully concur with those in the QR DH. In addition, it clearly shows that the QR DH describes a number of further-reaching learning outcomes, which, however, remain logically consistent in the assignment to the various levels.

Hence, it can be concluded that the QR DH produces an unequivocal option for assigning the descriptors to the DDs without causing any difficulties in terms of determining levels.

Conversely, not all of the QR DH descriptors can be unequivocally assigned to the DDs. This applies, above all, to the statements on "leadership skills". These are placed under "communicative competences". This can only be drawn indirectly from the qualification Framework itself, and is difficult to draw from the DDs at all. To link up with the DQR LLL and the EQF LLL, it is, in particular, necessary to consider how this leadership qualification refers particularly to research-led processes. QR DH and DDs very unequivocally restrict themselves to academia, a place of university learning and research.

Via another difference, the QR DH points exactly in the described direction. At Master's level, it explicitly assigns to graduates the ability to carry out research projects. In so doing, the QR DH broadens its description explicitly to include research work as a result of university education and training. This corresponds with the diction of the DDs, although it is not stated quite so expressly there. Neither does it restrict the options of acquiring leadership skills in the general sense via the pathway of higher (academic) education and training.

The essential difference between DDs and QR DH lies in the level of the short cycle. A corresponding logic cannot presently be found in the German higher education system. Although there are – e.g. in the training of educators – approaches towards assigning technical college training to the short-cycle system. However, these training programmes only actually manage to clearly meet the objective of employability. A direct continuation of the studies for a Bachelor's degree – with full credit – is not foreseen, neither in systematic nor institutional terms.

#### 4. Matrix for Comparing DDs and QR DH

	DUBLIN DESCRIPTORS	QUALIFICATIONS FRAMEWORK FOR GERMAN HIGHER EDUCATION QUALIFICATIONS	
	Qualifications that signify completion of the higher education short cycle (within or linked to the first cycle) are awarded to students who:		
01 Short Cycle knowledge and understanding	have demonstrated knowledge and understanding in a field of study that builds upon general secondary education and is typically at a level supported by advanced textbooks; such knowledge provides an underpinning for a field of work or vocation, personal development, and further studies to complete the first cycle;		
02 Short Cycle applying knowledge and understanding	can apply their knowledge and understanding in occupational contexts;		
03 Short Cycle making judgements	have the ability to identify and use data to formulate responses to well-defined concrete and abstract problems;		

04 Short Cycle communication skills	can communicate about their understanding, skills and activities, with peers, supervisors and clients		
05 Short Cycle learning skills	have the learning skills to undertake further studies with some autonomy		
1 First Cycle	have demonstrated knowledge and understanding in a field of study that builds upon and their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study;	<ul style="list-style-type: none"> <li>- The graduates' knowledge and understanding build on the level of the higher education entrance qualification and extend significantly beyond this.</li> <li>- they have a critical understanding of the key theories, principles and methods of their degree programme;</li> <li>- their knowledge and understanding corresponds with the state of specialist literature, but should, at the same time, include some consolidated areas of knowledge of the current state of research in their field of learning.</li> </ul>	<ul style="list-style-type: none"> <li>- Extending Knowledge</li> <li>- Consolidating Knowledge</li> <li>- Consolidating Knowledge</li> </ul>

2 First Cycle	can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study;	<ul style="list-style-type: none"> <li>- they can apply their knowledge and understanding to their occupational or professional context and can develop and advance solutions to problems and arguments in their subject area;</li> <li>- can formulate specialised solutions to problems and can defend these through argument;</li> </ul>	<ul style="list-style-type: none"> <li>- Instrumental Competence</li> <li>- Communicative Competence</li> </ul>
3 First Cycle	have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues;	<ul style="list-style-type: none"> <li>- can collect, assess and interpret relevant information, in particular on their degree programme;</li> <li>- can draw scientifically founded conclusions that consider social, scientific and ethical insights;</li> </ul>	<ul style="list-style-type: none"> <li>- Systemic Competences</li> <li>- Systemic Competences</li> </ul>
4 First Cycle	can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences	<ul style="list-style-type: none"> <li>- can discuss information, ideas, problems and solutions with specialists and non-specialists;</li> </ul>	<ul style="list-style-type: none"> <li>- Communicative Competences</li> </ul>
5 First Cycle	have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy	<ul style="list-style-type: none"> <li>- can independently organise advanced learning processes;</li> <li>- and are able to consolidate their knowledge vertically, horizontally and laterally.</li> </ul>	<ul style="list-style-type: none"> <li>- Systemic Competences</li> <li>- Extending Knowledge</li> </ul>

1 Second Cycle	have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with Bachelor's level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context	<ul style="list-style-type: none"> <li>- Master's graduates have a proven level of knowledge and understanding that normally builds on the Bachelor's level and significantly consolidates or extends this.</li> <li>- Their knowledge and understanding form the basis for the development and/or application of independent ideas. This may be more practice or research orientated.</li> </ul>	<ul style="list-style-type: none"> <li>- Extending Knowledge</li> <li>- Consolidating Knowledge</li> </ul>
2 Second Cycle	can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study;	- They can also apply their knowledge and understanding as well as their problem-solving skills to new and unfamiliar situations that lie in a broad or multidisciplinary context that relates to their academic subject;	- Instrumental Competences
3 Second Cycle	have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements;	<ul style="list-style-type: none"> <li>- can integrate knowledge and handle complexity;</li> <li>- can make scientifically founded decisions and draw conclusions, also on the basis of incomplete or limited information, and in so doing can consider social, scientific and ethical insights that also derive from the application of their knowledge and their decisions;</li> </ul>	<ul style="list-style-type: none"> <li>- Systemic Competences</li> <li>- Systemic Competences</li> </ul>

4 Second Cycle	can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously;	<ul style="list-style-type: none"> <li>- can communicate their conclusions, the underlying information and their reasons to specialists and non-specialists both clearly and unambiguously on the basis of the state of research and application;</li> <li>- can discuss information, ideas, problems and solutions at a scientific level with specialists and non-specialists;</li> </ul>	<ul style="list-style-type: none"> <li>- Communicative Competences</li> <li>- Communicative Competences</li> </ul>
5 Second Cycle	have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous	- can independently acquire and ingest new knowledge, understanding and insights.	- Systemic Competences
1 Third Cycle	have demonstrated a systematic understanding of a field of study and mastery of the skills and methods of research associated with that field;	- Postdocs have a systematic understanding of their research field and have mastered the skills and methods used in research in this field.	- Extending Knowledge
2 Third Cycle	have demonstrated the ability to conceive, design, implement and adapt a substantial process of research with scholarly integrity;	<ul style="list-style-type: none"> <li>- They can independently design and carry out significant research projects with scientific integrity.</li> <li>- can independently identify scientific questions and issues;</li> </ul>	<ul style="list-style-type: none"> <li>- Instrumental Competences</li> <li>- Systemic Competences</li> </ul>

3 Third Cycle	have made a contribution through original research that extends the frontier of knowledge by developing a substantial body of work, some of which merits national or international refereed publication;	- By presenting a scientific paper or thesis they have made an independent contribution to research that is capable of extending the borders of knowledge and can stand up to national or international review and examination by experts and specialists in the field;	- Extending Knowledge
4 Third Cycle	are capable of critical analysis, evaluation and synthesis of new and complex ideas;	- they can critically analyse, develop and synthesise new and complex ideas;	- Systemic Competences
5 Third Cycle	can communicate with their peers, the larger scholarly community and with society in general about their areas of expertise	- they can discuss findings and results from their special fields with colleagues, can communicate these to an academic public as well as to the general public;	- Communicative Competences
6 Third Cycle	can be expected to be able to promote, within academic and professional contexts, technological, social or cultural advancement in a knowledge based society	- can advance the social, scientific and/or cultural progress of a knowledge society in an academic or non-academic professional environment.	- Systemic Competences

Bachelor's		Graduates have proven their broad and integrated knowledge and understanding of the scientific principles of their field of learning.	- Extending Knowledge
		<i>Taking on responsibility in a team</i>	- Communicative Competences

Master's		They are able to define and interpret the special features, limits, terminologies and schools of thought in their field of learning.	- Extending Knowledge
		They have a broad, detailed and critical understanding of the latest state of knowledge in one or more special areas.	- Consolidating Knowledge
		They carry out independent scientific or applied research projects in a largely self-directed and/or autonomous manner.	- Systemic Competences
		<i>Taking on lead responsibility in a team</i>	- Communicative Competences
Doctoral Level		They have a comprehensive knowledge of the relevant literature.	- Extending Knowledge
		<i>Leading a team</i>	- Communicative Competences

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

### **1. Types of Institutions and Institutional Status**

Higher education (HE) studies in Germany are offered at three types of Higher Education Institutions (HEI)<sup>14</sup>.

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

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

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

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

### **2. Types of Programmes and Degrees Awarded**

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

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

The German Qualification Framework for Higher Education Degrees describes the degrees of the German Higher Education System. It contains the classification of the qualification levels as well as the resulting qualifications and competencies of the graduates.

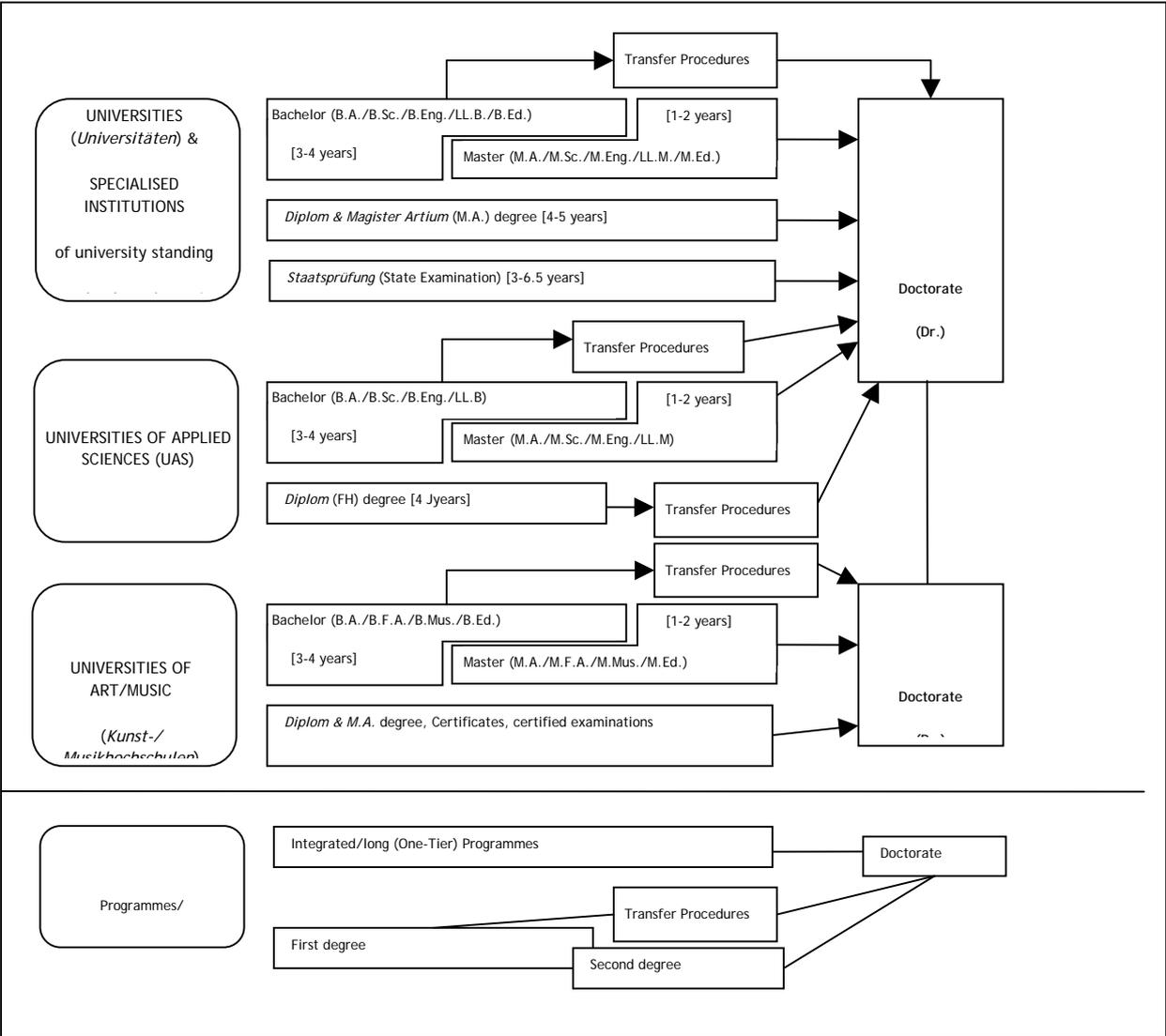
#### **a. Approval/Accreditation of Programmes and Degrees**

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<sup>14</sup> In Baden-Württemberg also Dual Higher Education Institutions.

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). 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.

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



**b. 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.

## 2.1 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.

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.).

## 2.2 Master

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

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

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 study programmes, which are designed for continuing education or which do not build on the preceding Bachelor study programmes in terms of their content, may carry other designations (e.g. MBA).

## 2.3 Integrated "Long" Programmes (One-Tier):

### ***Diplom degrees, Magister Artium, Staatsprüfung***

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

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

matter of institutional traditions. Studies preparing for the legal, medical, pharmaceutical and teaching professions are completed by a *Staatsprüfung*.

The three qualifications (*Diplom*, *Magister Artium* and *Staatsprüfung*) are academically equivalent. They qualify to apply for admission to doctoral studies. Further prerequisites for admission may be defined by the Higher Education Institution, cf. Sec. 2.6.

- Integrated studies at *Fachhochschulen* (FH)/Universities of Applied Sciences (UAS) last 4 years and lead to a *Diplom* (FH) degree. While the FH/UAS are non-doctorate granting institutions, qualified graduates may apply for admission to doctoral studies at doctorate-granting institutions, cf. Sec. 2.6.

- 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.

## 2.4 Doctorate

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

## 2.5 Grading Scheme

The grading scheme in Germany usually comprises five levels (with numerical equivalents; intermediate grades may be given): "*Sehr Gut*" (1) = Very Good; "*Gut*" (2) = Good; "*Befriedigend*" (3) = Satisfactory; "*Ausreichend*" (4) = Sufficient; "*Nicht ausreichend*" (5) = Non-Sufficient/Fail. The minimum passing grade is "*Ausreichend*" (4). Verbal designations of grades may vary in some cases and for doctoral degrees.

In addition institutions may already use the ECTS grading scheme, which operates with the levels A (best 10 %), B (next 25 %), C (next 30 %), D (next 25 %), and E (next 10 %).

## 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 to particular disciplines. Access to *Fachhochschulen* (UAS) is also possible with a *Fachhochschulreife*, which can usually be acquired after 12 years of schooling. Admission to Universities of Art/Music may be based on other or require additional evidence demonstrating individual aptitude.

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

## 2.7 National Sources of Information

- *Kultusministerkonferenz* (KMK) [Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany]; Lennéstrasse 6, D-53113 Bonn; Fax: +49[0]228/501-229; Phone: +49[0]228/501-0
- Central Office for Foreign Education (ZaB) as German NARIC; [www.kmk.org](http://www.kmk.org); E-Mail: [zab@kmk.org](mailto:zab@kmk.org)
- "Documentation and Educational Information Service" as German EURYDICE-Unit, providing the national dossier on the education system ([www.kmk.org/doku/bildungswesen.htm](http://www.kmk.org/doku/bildungswesen.htm)); 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))

## Appendix 4

### **List of Recognition and Equivalency Agreements concluded between the Federal Republic of Germany and other States, and of Joint Degree Programmes concluded between German Higher Education Institutions and Foreign Partners**

Fundamental information on the recognition of higher education degrees can be found on the homepage of the Central Office for Foreign Education<sup>15</sup> at <http://www.kmk.org/zab/home.htm> and on the information system on the Recognition and Evaluation of Foreign Education Certificates<sup>16</sup> at [www.anabin.de](http://www.anabin.de).

The Federal Republic of Germany has concluded the following Equivalency Agreements with other States:

German-Bolivian Agreement (with supplementary agreement) on the recognition of German Fachhochschule degrees in the Republic of Bolivia

The Agreement was concluded by an Exchange of Notes in La Paz on 30 Aug. 1972 / 07 Sept. 1972 and came into force on 07 Sept. 1972. The supplementary agreement was concluded by an Exchange of Notes in La Paz on 03 Sept. 1999 / 08 Sept. 1999 and came into force on 08 Sept. 1999. (BGBl 2000 Part II No. 15 of 27 Apr. 2000, pp. 682-684)

German-Chinese Treaty on the recognition of equivalencies in higher education

This Treaty was concluded in Berlin on 09 Apr. 2002. It came into force on 07 Jan. 2004. (BGBl Part II No. 11 of 14 Apr. 2004, pp. 494-496)

German-French Agreement [1980] on exemption from study times, achievements and examinations for studying in the partner country in the humanities and natural sciences

The Agreement was signed in Bonn on 10 Jul. 1980 and complemented by an Exchange of Letters. It came into force on the same day. (BGBl 1980 Part II No. 32 of 12 Aug. 1980, pp. 920-923)

Additional Agreement [1987] to the German-French Agreement on exemption from study times, achievements and examinations for studying in the partner country in the humanities and natural sciences

This Additional Agreement was concluded by an Exchange of Notes in Frankfurt on 27 Oct. 1986 and came into force on 23 Jan. 1987 with effect of 01 Jan. 1987. (BGBl 1987 Part II No. 8 of 18 Mar. 1987, pp. 198/199)

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<sup>15</sup> Zentralstelle für ausländisches Bildungswesen - ZAB

<sup>16</sup> anabin

Additional Agreement [1997] on the application of the German-French Treaty on the exemption of study times, achievements and examinations for studying in the partner country in the humanities and natural sciences of 10 July 1980 to engineering and technical degree programmes

This additional agreement was concluded by an Exchange of Notes in Weimar on 19 Sept. 1997 and came into force on 01 Mar. 1999. (BGBl 2000 Part II No. 16 of 08 May 2000, pp. 704-706)

German-Italian Agreement on the recognition of equivalencies in higher education

This Agreement was concluded in Bonn on 20 Sept. 1993 and was complemented on the same day by an Exchange of Notes. It came into force on 23 Feb. 1996. (BGBl Part II No. 7 of 18 Mar. 1998, pp. 248-251)

German-Latvian Agreement on the recognition of equivalencies in higher education

This Agreement was concluded in Riga on 12 Jun. 2002. It came into force on 19 Dec. 2003.

(BGBl 2004 Part II No. 4 of 16 Feb. 2004, pp. 132-134)

German-Dutch Treaty on the recognition of equivalencies in higher education

This Treaty was signed in Bonn on 23 Mar. 1983 and was complemented on the same day by an Exchange of Notes. It came into force on the same day. (BGBl Part II No. 10 of 22 Apr. 1983, pp. 241-244)

German-Austrian Treaty on the recognition of equivalencies in higher education

This Treaty was signed in Vienna on 13 Jun. 2002. It came into force on 12 Dec. 2003. (BGBl 2004 Part II No. 4 of 16 Feb. 2004, pp. 126-128)

German-Polish Treaty on the recognition of equivalencies in higher education

This Treaty was signed in Warsaw on 23 Jul. 1997 and was complemented by two Protocols of the same day. It came into force on 14 Jan. 1998. (BGBl 1998 Part II No. 20 of 19 Jun. 1998, pp. 1011-1026)

Supplement to Appendix 2

(BGBl 1999 Part II No. 15 of 25 Jun. 1999, pp. 471-472)

German-Swiss Treaty on the mutual recognition of equivalencies in higher education

This Treaty was signed in Bonn on 20 Jun. 1994 and was complemented by an Exchange of Notes on the same day. It came into force on 01 Jul. 1995. (BGBl 1995 Part II No. 29 of 27 Sept. 1995, pp. 796-803)

Agreement on the Amendment to the Treaty

This Amendment to the Treaty was signed in Berne on 16 Apr. 2002. It came into force on 25 Mar. 2004. (BGBl 2004 Part II No. 16 of 28 May 2004, pp. 662-671)

Second Agreement on the Amendment to the Treaty

This Amendment to the Treaty was signed in Berlin on 19 Mar. 2003. It came into force on 14 Jan. 2005. (BGBl 2005 Part II No. 6 of 04 Mar. 2005, pp. 200-201)

German-Slovakian Treaty on the recognition of the equivalencies of educational qualifications in higher education

This Treaty was concluded in Bratislava on 23 Nov. 2001. It came into force on 12 Dec. 2003. (BGBl Part II No. 11 of 14 Apt. 2004, pp. 488-491)

German-Spanish Treaty on the recognition of equivalencies in higher education

This Treaty was signed in Bonn on 14 Nov. 1994 and came into force on 06 Apr. 1995. (BGBl 1996 Part II No. 12 of 28 Mar. 1996, pp. 332-333)

Agreement on the Amendment to the Treaty

The Amendment to the Treaty was concluded by an Exchange of Notes in Madrid on 27 Nov. 1995 / 28 Oct. 1996 and came into force on 28 Oct. 1996. (BGBl 2003 Part II No. 14 of 18 Jun. 2003, pp. 525)

German-Hungarian Treaty on the recognition of equivalencies in higher education

This Treaty was signed in Budapest on 1 Dec. 2001. It came into force on 12 Jan. 2004. (BGBl 2004 Part II No. 21 of 8 Jul. 2004, pp. 954-956)

German-Cypriot Treaty on the mutual recognition of the equivalency of educational certificates in higher education

This Treaty was signed in Nicosia on 25 May 2004. It came into force on 20 Mar. 2006. (BGBl Part II No. 34 of 28 Oct. 2004, pp. 1485-1487)

The full texts can be accessed at:

<http://www.anabin.de/dokumente/Aequivalenzabkommen.htm>.

In addition, the following Bilateral Declarations of the Kultusministerkonferenz/Hochschulrektorenkonferenz are in force:

Memorandum of Understanding on recognition of academic qualifications between the Commonwealth Department of Employment, Education, Training and Youth Affairs of Australia and the Secretariat of the Standing Conference of Ministers of Education and Cultural Affairs of the Laender in the Federal Republic of Germany  
Canberra 29 Sept. 1998

Joint Declaration between the Equivalency Commissioner of the Kultusministerkonferenz and the Palestinian Ministry of Education and Higher Education of 15 Feb. 2006

Joint Declaration on the Mutual Recognition of Study Times and Degrees in Higher Education and of Certificates on Russian Academic Degrees and German Academic Qualifications between KMK/HRK and the Ministry for General and Vocational Education in the Russian Federation  
Moscow 18 Feb.1999

The full texts can be accessed at:

[http://www.anabin.de/dokumente/Bilaterale\\_Erklaerungen.htm](http://www.anabin.de/dokumente/Bilaterale_Erklaerungen.htm).

Joint and double degree study programmes of German Higher Education Institutions with foreign partners (degree programmes) Source: HRK-Higher Education Compass (as of 18/09/2008)

<b>Higher Education Institution</b>	<b>Subject</b>	<b>Degree</b>
Aachen FH	Business Studies / Anglophone Countries	Bachelor/Bakkalaureus
Aachen FH	Business Studies / Deutsch-Französisch	Bachelor/Bakkalaureus
Aachen FH	European Business Studies	Bachelor/Bakkalaureus
Anhalt H	Betriebswirtschaft (deutsch-französisch)	Bachelor/Bakkalaureus
Anhalt H	Betriebswirtschaft (deutsch-finnisch)	Bachelor/Bakkalaureus
Anhalt H	Betriebswirtschaft (deutsch-britisch)	Bachelor/Bakkalaureus
Anhalt H	Betriebswirtschaft (deutsch-russisch)	Bachelor/Bakkalaureus
Augsburg U	Betriebswirtschaftslehre, informationsorientierte	Bachelor/Bakkalaureus
Bad Homburg accadisFH	International Sports Management	Bachelor/Bakkalaureus
Bad Homburg accadisFH	International Business Administration	Bachelor/Bakkalaureus
Bad Honnef - Bonn FH	Tourismusmanagement	Diplom (FH)
Bad Honnef - Bonn FH	Hotelmanagement	Diplom (FH)
Bayreuth U	Anglistik	Bachelor/Bakkalaureus
Berlin ESCP-EAP	Master in Management (MIM)	Diplom
Berlin FHW	International Business (dt.-brit.)	Bachelor/Bakkalaureus
Berlin TU	Biotechnologie	Diplom
Bochum H	International Business and Management	Bachelor/Bakkalaureus

Bochum U	Geschichte	Bachelor/Bakkalaureus
Bonn U	Deutsch-Italienische Studien	Bachelor/Bakkalaureus
Bonn U	Deutsch-Französische Studien	Bachelor/Bakkalaureus
Braunschweig TU	Bauingenieurwesen	Bachelor/Bakkalaureus
Braunschweig TU	Wirtschaftsingenieurwesen / Bauingenieurwesen	Bachelor/Bakkalaureus
Braunschweig TU	Wirtschaftsingenieurwesen/Elektrotechnik	Bachelor/Bakkalaureus
Braunschweig/Wolfenbüttele FH	Bio- and Environmental Engineering	Bachelor/Bakkalaureus
Bremen H	Betriebswirtschaft/Internationales Management	Bachelor/Bakkalaureus
Bremen H	European Finance & Accounting	Bachelor/Bakkalaureus
Bremerhaven H	Anlagenbetriebstechnik	Bachelor/Bakkalaureus
Clausthal TU	Maschinenbau/Mechatronik, Intensivstudienprogramm	Diplom
Clausthal TU	Energiesystemtechnik	Diplom
Clausthal TU	Chemieingenieurwesen	Diplom
Clausthal TU	Umweltschutztechnik	Diplom
Clausthal TU	Maschinenbau/Mechatronik	Diplom
Clausthal TU	Metallurgie	Diplom
Clausthal TU	Verfahrenstechnik	Diplom
Clausthal TU	Geoenvironmental Engineering	Bachelor/Bakkalaureus
Cottbus TU	Physik	Bachelor/Bakkalaureus
Darmstadt H	Digital Media	Bachelor/Bakkalaureus
Dortmund FH	International Business (8 Semester)	Bachelor/Bakkalaureus
Dresden HTW	Informatik	Bachelor/Bakkalaureus
Dresden HTW	International Business	Bachelor/Bakkalaureus
Dresden TU	Elektrotechnik	Diplom
Dresden TU	Technomathematik	Diplom
Dresden TU	Maschinenbau	Diplom

Dresden TU	Soziologie	Diplom
Dresden TU	Bauingenieurwesen	Diplom
Dresden TU	Informatik	Diplom
Dresden TU	Mechatronik	Diplom
Erlangen-Nürnberg U	Deutsch-Französisches Recht	Staatsexamen
Flensburg U	Kultur- und Sprachmittler/in	Diplom
Frankfurt (Oder) U	Betriebswirtschaftslehre, internationale	Bachelor/Bakkalaureus
Frankfurt (Oder) U	International Business Administration	Bachelor/Bakkalaureus
Frankfurt (Oder) U	Betriebswirtschaftslehre	Bachelor/Bakkalaureus
Frankfurt am Main FH	International Finance	Bachelor/Bakkalaureus
Frankfurt am Main FH	Betriebswirtschaft (Doppelabschluss)	Bachelor/Bakkalaureus
Freiberg TU BergAk	Maschinenbau	Bachelor/Bakkalaureus
Freiberg TU BergAk	Keramik, Glas- und Baustofftechnik	Diplom
Freiberg TU BergAk	Werkstoffwissenschaft und Werkstofftechnologie	Diplom
Freiberg TU BergAk	Geotechnik und Bergbau	Diplom
Freiberg TU BergAk	Betriebswirtschaftslehre	Diplom
Freiberg TU BergAk	Verfahrenstechnik	Bachelor/Bakkalaureus
Furtwangen H	Wirtschaftsinformatik	Bachelor/Bakkalaureus
Furtwangen H	Information Communication Systems	Bachelor/Bakkalaureus
Gießen-Friedberg FH	Automatisierungstechnik	Diplom (FH)
Hamburg HAW	European Computer Science	Bachelor/Bakkalaureus
Hamburg HAW	Flugzeugbau	Bachelor/Bakkalaureus
Hamburg U	Internationaler Bachelorstudiengang Ostasien/Japanologie	Bachelor/Bakkalaureus
Hamburg U	Internationaler Bachelorstudiengang Ostasien/Koreanistik	Bachelor/Bakkalaureus
Hannover FH	Wirtschaftsinformatik	Bachelor/Bakkalaureus
Harz H	International Tourism Studies	Bachelor/Bakkalaureus

Harz H	International Business Studies	Bachelor/Bakkalaureus
Hildesh./Holzm./Göttingen FH	Architektur (Hildesheim)	Bachelor/Bakkalaureus
Hildesheim U	Erziehungs- und Sozialwissenschaften	Bachelor/Bakkalaureus
Hof H	Wirtschaftsinformatik	Bachelor/Bakkalaureus
Hof H	Management, internationales	Bachelor/Bakkalaureus
Kaiserslautern TU	Physik	Diplom
Kaiserslautern TU	Maschinenbau und Verfahrenstechnik	Diplom
Karlsruhe H	Fahrzeugtechnologie (deutsch-franz.Stg.)	Bachelor/Bakkalaureus
Karlsruhe H	Bauingenieurwesen (Trinational)	Bachelor/Bakkalaureus
Karlsruhe H	Wirtschaftsinformatik	Bachelor/Bakkalaureus
Karlsruhe U	Maschinenbau	Diplom
Kassel U	Elektrotechnik	Diplom
Kassel U	Berufsbezogene Mehrsprachigkeit	Bachelor/Bakkalaureus
Kempten H	Tourismus-Management	Bachelor/Bakkalaureus
Köln FH	Sprachen und Wirtschaft	Bachelor/Bakkalaureus
Köln U	Rechtswissenschaft, deutsch - englisch	Bachelor/Bakkalaureus
Landshut FH	Internationale Betriebswirtschaft	Bachelor/Bakkalaureus
Lausitz FH	Soziale Arbeit	Bachelor/Bakkalaureus
Lausitz FH	Architektur und Städtebau	Bachelor/Bakkalaureus
Leipzig HTelekom	Nachrichtentechnik	Bachelor/Bakkalaureus
Leipzig HTWK	Maschinenbau	Bachelor/Bakkalaureus
Leipzig HTWK	Informatik	Bachelor/Bakkalaureus
Leipzig HTWK	Betriebswirtschaft	Bachelor/Bakkalaureus
Leipzig HTWK	Bauingenieurwesen	Bachelor/Bakkalaureus
Leipzig HTWK	Wirtschaftsingenieurwesen (Elektrotechnik)	Bachelor/Bakkalaureus
Lübeck FH	Kommunikations-, Informations- und Mikrotechnik	Bachelor/Bakkalaureus

Mainz FH	Bauingenieurwesen, internationales	Bachelor/Bakkalaureus
Mainz U	Spanisch	Bachelor/Bakkalaureus
Mainz U	Französisch	Bachelor/Bakkalaureus
Mainz U	Wirtschaftswissenschaften	Bachelor/Bakkalaureus
Mainz U	Rechtswissenschaft	Staatsexamen
Mainz U	Italienisch	Bachelor/Bakkalaureus
Mannheim H	Maschinenbau/Produktion	Bachelor/Bakkalaureus
Mannheim H	Maschinenbau/Konstruktion	Bachelor/Bakkalaureus
München H	Wirtschaftsingenieurwesen	Bachelor/Bakkalaureus
München TU	Mechatronik und Informationstechnik	Bachelor/Bakkalaureus
München TU	Produktion und Logistik	Bachelor/Bakkalaureus
München TU	Luft- und Raumfahrt	Bachelor/Bakkalaureus
München TU	Entwicklung und Konstruktion	Bachelor/Bakkalaureus
München TU	Fahrzeug- und Motorentechnik	Bachelor/Bakkalaureus
München TU	Energie- und Prozesstechnik	Bachelor/Bakkalaureus
Münster FH	European Business Programme (EBP)	Bachelor/Bakkalaureus
Münster FH	Deutsch-Lateinamerikanischer Studiengang Betriebswirtschaft CALA	Bachelor/Bakkalaureus
Münster U	Public Administration	Bachelor/Bakkalaureus
Offenburg H	Elektrotechnik/Informationstechnik-DF	Bachelor/Bakkalaureus
Offenburg H	Systemtechnik-Génie des Systèmes, bilingualer deutsch-französischer Studiengang	Bachelor/Bakkalaureus
Osnabrück FH	International Event Management Shanghai (IEMS)	Bachelor/Bakkalaureus
Osnabrück FH	Aircraft & Flight Engineering	Bachelor/Bakkalaureus
Paderborn U	Europäische Studien	Bachelor/Bakkalaureus
Pforzheim H	Betriebswirtschaft/International Marketing	Bachelor/Bakkalaureus
Regensburg U	Deutsch-Tschechische Studien	Bachelor/Bakkalaureus
Regensburg U	Deutsch - Französische Studien	Bachelor/Bakkalaureus

Regensburg U	Deutsch-Spanische Studien	Bachelor/Bakkalaureus
Regensburg U	Deutsch-Italienische Studien	Bachelor/Bakkalaureus
Reutlingen HTW	ESB/Betriebswirtschaftslehre dt.-amerikanisch	Bachelor/Bakkalaureus
Reutlingen HTW	ESB/Betriebswirtschaftslehre dt-spanisch	Bachelor/Bakkalaureus
Reutlingen HTW	International Business	Bachelor/Bakkalaureus
Reutlingen HTW	ESB/ Betriebswirtschaftslehre dt.-irisch	Bachelor/Bakkalaureus
Reutlingen HTW	Außenwirtschaft	Bachelor/Bakkalaureus
Reutlingen HTW	ESB/ Betriebswirtschaftslehre dt.-französisch	Bachelor/Bakkalaureus
Reutlingen HTW	Angewandte Chemie	Bachelor/Bakkalaureus
Reutlingen HTW	ESB/Betriebswirtschaftslehre dt.-englisch	Bachelor/Bakkalaureus
Reutlingen HTW	ESB/Betriebswirtschaftslehre dt.-Italienisch	Bachelor/Bakkalaureus
Rottenburg H	Forstwirtschaft	Bachelor/Bakkalaureus
Saarbrücken HTW	Logistik/Logistique (dt.-frz. Studiengang)	Bachelor/Bakkalaureus
Saarbrücken HTW	Maschinenbau/Génie Mécanique (dt.-frz. Studiengang)	Bachelor/Bakkalaureus
Saarbrücken HTW	Bauingenieurwesen/Génie Civil et Management en Europe (dt.-frz.-lux. Studiengang)	Bachelor/Bakkalaureus
Saarbrücken HTW	Betriebswirtschaft/Sciences de Gestion (dt.-frz. Studiengang)	Bachelor/Bakkalaureus
Saarbrücken HTW	Informatik/Informatique (dt.-frz. Studiengang)	Bachelor/Bakkalaureus
Saarbrücken HTW	Elektrotechnik/Génie Électrique (dt.-frz. Studiengang)	Bachelor/Bakkalaureus
Saarbrücken U	Betriebswirtschaftslehre	Bachelor/Bakkalaureus
Saarbrücken U	Deutsch-französische Studien: Grenzüberschreitende	Bachelor/Bakkalaureus
Siegen U	Mechanical Engineering/Maschinenbau (binationaler Studiengang)	Bachelor/Bakkalaureus
Stralsund FH	Baltic Management Studies	Bachelor/Bakkalaureus
Stuttgart HdM	Deutsch-chinesischer Studiengang Druck- und Medientechnologie	Bachelor/Bakkalaureus

Stuttgart U	Sozialwissenschaften (dt.-frz.)	Bachelor/Bakkalaureus
Stuttgart U	Chemie	Bachelor/Bakkalaureus
Stuttgart U	Luft- und Raumfahrttechnik	Diplom
Stuttgart U	Technische Kybernetik	Bachelor/Bakkalaureus
Südwestfalen FH	Angewandte Informatik	Bachelor/Bakkalaureus
Südwestfalen FH	Mechatronik	Bachelor/Bakkalaureus
Südwestfalen FH	Fertigungstechnik	Bachelor/Bakkalaureus
Südwestfalen FH	Produktentwicklung / Konstruktion	Bachelor/Bakkalaureus
Südwestfalen FH	Business Administration with Informatics	Bachelor/Bakkalaureus
Südwestfalen FH	Maschinenbau (Soest)	Bachelor/Bakkalaureus
Trier FH	International Business (Englisch)	Bachelor/Bakkalaureus
Trier FH	International Business (Spanisch)	Bachelor/Bakkalaureus
Trier FH	International Business (Französisch)	Bachelor/Bakkalaureus
Ulm H	Fahrzeugtechnik	Bachelor/Bakkalaureus
Ulm H	Maschinenbau	Bachelor/Bakkalaureus
Ulm H	Industrieelektronik	Bachelor/Bakkalaureus
Weihenstephan FH	Landschaftsarchitektur	Bachelor/Bakkalaureus
Weihenstephan FH	Gartenbau	Diplom (FH)
Weimar U	Medienkultur	Bachelor/Bakkalaureus
Wildau TFH	Logistik	Diplom (FH)
Wismar H	Wirtschaftsinformatik (dt.-poln. Studiengang)	Bachelor/Bakkalaureus
Worms FH	Betriebswirtschaft, internationale und Außenwirtschaft	Bachelor/Bakkalaureus
Worms FH	International Management	Bachelor/Bakkalaureus
Zwickau H	Betriebswirtschaft	Bachelor/Bakkalaureus

Joint and double degree study programmes of German Higher Education Institutions with foreign partners (graduate programmes) Source: HRK-Higher Education Compass (as of 18/09/2008)

<b>Higher Education Institution</b>	<b>Subject</b>	<b>Degree</b>
Albstadt-Sigmaringen H	Wirtschaftsingenieurwesen - Produktionsmanagement insbesondere Fahrzeugwirtschaft	Master
Augsburg U	Advanced Functional Materials (FAME)	Master
Augsburg U	Deutsch-Französisches Management	Master
Berlin ESCP-EAP	Central European MBA (CeMBA)	Master
Berlin ESCP-EAP	Master in European Business (MEB)	Master
Berlin ESCP-EAP	Master in Management (MIM)	Master
Berlin FHW	Labour Policies and Globalisation	Master
Berlin FHW	MBA European Management	Master
Berlin FHW	MBA General Management - Dual Award	Master
Berlin FU	Veterinary Public Health	Master
Berlin HfM	Gesang, Ergänzungsstudium Musiklehrer	Diplom
Berlin HfM	Komposition/Tonsatz, Ergänzungsstudium Musikpädagogik	Diplom
Berlin HfM	Orchesterdirigieren, Chordirigieren und Korrepetition	Diplom
Berlin HU	Biodiversity Management and Research	Master
Berlin HU	Internationale Beziehungen	Master
Berlin HU	Sozialwissenschaften / Social Sciences	Master
Berlin TFH	Clinical Optometry	Master
Berlin TU	Ingenieurwissenschaft, physikalische	Master
Berlin TU	Luft- und Raumfahrttechnik	Master
Bonn U	Deutsch-Französische Studien	Master
Bonn U	Deutsch-Italienische Studien	Master
Bonn U	Food and Resource Economics (FRECO)	Master
Bonn U	Renaissance-Studien	Master
Braunschweig/Wolfenbüttel FH	Computer Science	Master
Bremen H	Business Administration, International MBA	Master

Bremen H	Health and Social Care Management	Master
Chemnitz TU	Produktionssysteme	Master
Darmstadt H	Media Direction	Master
Darmstadt TU	Maschinenbau-Mechanical and Process Engineering	Master
Dresden HTW	International Business	Master
Dresden TU	Computational Logic	Master
Eberswalde FH	Forest Information Technology	Master
Frankfurt (Oder) U	Intercultural Communication Studies	Master
Frankfurt am Main FH	Urban Agglomerations	Master
Frankfurt am Main FSFM	MBA in Finance	Master
Frankfurt am Main U	The Duke Goethe Executive MBA-Program	Master
Göttingen U	Interkulturelle Germanistik Deutschland-China	Master
Göttingen U	International Nature Conservation	Master
Göttingen U	Sustainable Forest and Nature Management	Master
Greifswald U	Baltische Regionalstudien	Master
Hamburg U	Europäisches Wirtschaftsrecht und Management	Master
Hannover FH	Informatik, angewandte	Master
Heidelberg HJS	M.A. Jüdische Studien / Geschichte jüdischer Kulturen	Master
Heilbronn FH hbs	The Leeds MSc in Business Management (MSc)	Master
Hildesheim U	Erziehungswissenschaft	Master
Hohenheim U	Environmental Science - Soil, Water and Biodiversity (EnvEuro)	Master
Jena FH	Medizintechnik	Master
Karlsruhe H	Bauingenieurwesen (Trinational )	Master
Kassel U	Elektrotechnik	Diplom
Koblenz-Landau U	Informatik	Master
Köln FH	Integrated Water Resources Management	Master
Köln FH	Internationales Management und Interkulturelle	Master

	Kommunikation	
Köln U	Business Administration	Master
Köln U	Business Administration Double Master Program	Master
Leipzig HandelsH	Betriebswirtschaftslehre	Diplom
Leipzig HandelsH	Betriebswirtschaftslehre	Master
Leipzig HandelsH	Business Administration	Master
Leipzig HTWK	Maschinenbau	Master
Magdeburg U	International Business Studies	Master
Magdeburg U	International Vocational Education	Master
Marburg U	Economic Change in the Arab Region	Master
München MBS	Master Internationale Betriebswirtschaft	Master
München TU	Industrial Chemistry	Master
München U	European Master of Science in Management	Master
Münster FH	Materialwissenschaft, angewandte	Master
Oestrich-Winkel EBS	DBS & EBS Executive MBA General Management	Master
Oestrich-Winkel EBS	Master in Business & Law	Master
Oestrich-Winkel EBS	Master in Finance	Master
Oestrich-Winkel EBS	Master in Management	Master
Oestrich-Winkel EBS	Master in Real Estate	Master
Offenburg H	Systemtechnik-Génie des Systèmes, bilingualler deutsch-französischer Studiengang	Master
Osnabrück U	Cognitive Science	Master
Regensburg U	Comparative Local Development	Master
Regensburg U	Complex Condensed Materials and Soft Matter	Master
Regensburg U	Interkulturelle Europastudien	Master
Reutlingen HTW	Angewandte Chemie	Master
Reutlingen HTW	International Management	Master
Reutlingen HTW	Maschinenbau	Master

Reutlingen HTW	Production Management	Master
Saarbrücken HTW	Elektrotechnik/Génie Électrique (dt.-frz. Studiengang)	Master
Saarbrücken HTW	Informatik/Informatique (dt.-frz. Studiengang)	Master
Saarbrücken HTW	Management Sciences	Master
Saarbrücken HTW	Maschinenbau/Génie Mécanique (dt.-frz. Studiengang)	Master
Saarbrücken U	Werkstoffwissenschaften	Master
Schmalkalden FH	International Business and Economics	Master
Trier FH	Aviation Management	Master
Trier FH	International Material Flow Management	Master
Tübingen U	Integrierter Deutsch-Französischer Masterstudiengang Geschichte	Master
Weingarten PH	Schulentwicklung	Master
Wismar H	Wirtschaftsinformatik, binationaler deutsch-polnischer Studiengang	Master
Worms FH	International Management	Master
Worms FH	Touristik / Tourismus / Verkehr - Tourism and Travel Mangement	Master
Zittau/Görlitz H	Environmental Health and Safety Risk Management	Master

## Annex 5

Accreditation Council: [www.akkreditierungsrat.de](http://www.akkreditierungsrat.de)

### Accreditation Agencies:

- ACQUIN: Akkreditierungs-, Zertifizierungs- und Qualitätssicherungs-Institut, [www.acquin.org](http://www.acquin.org)
- AHPGS Akkreditierungsagentur für Studiengänge im Bereich Gesundheit und Soziales, [www.ahpgs.de](http://www.ahpgs.de)
- AQAS Agentur für Qualitätssicherung durch Akkreditierung von Studiengängen, [www.aqas.de](http://www.aqas.de)
- ASIIN Akkreditierungsagentur für Studiengänge der Ingenieurwissenschaften, der Informatik, der Naturwissenschaften und der Mathematik, [www.asiin.de](http://www.asiin.de)
- FIBAA Foundation for International Business Administration Accreditation, [www.fibaa.de](http://www.fibaa.de)
- ZEVA Zentrale Evaluations- und Akkreditierungsagentur Hannover, [www.zeva.org](http://www.zeva.org)

## Annex 6

### Links

Anabin	<a href="http://87.106.9.54/">http://87.106.9.54/</a>
Accreditation Council	<a href="http://www.akkreditierungsrat.de">www.akkreditierungsrat.de</a>
BMBF (Federal Ministry of Education and Research)	<a href="http://www.bmbf.de">www.bmbf.de</a>
DAAD (German Academic Exchange Service)	<a href="http://www.daad.de">www.daad.de</a>
Hochschulkompass (Higher Education Compass)	<a href="http://www.hochschulkompass.de/">www.hochschulkompass.de/</a>
HRK (German Rectors' Conference)	<a href="http://www.hrk.de">www.hrk.de</a>
KMK (Standing Conference of the Ministers of Culture and Cultural Affairs of the Länder in the Federal Republic of Germany)	<a href="http://www.kmk.org">www.kmk.org</a>
Qualifications Framework for the European Higher Education Area	<a href="http://www.ond.vlaanderen.be/hogeronderwijs/bologna/documents/050218_QF_EHE_A.pdf">http://www.ond.vlaanderen.be/hogeronderwijs/bologna/documents/050218_QF_EHE_A.pdf</a>
Qualifications Framework for German Higher Education Degrees	<a href="http://www.akkreditierungsrat.de/fileadmin/Seiteninhalte/Dokumente/kmk/KMK_05042_1_Qualifikationsrahmen.pdf">http://www.akkreditierungsrat.de/fileadmin/Seiteninhalte/Dokumente/kmk/KMK_05042_1_Qualifikationsrahmen.pdf</a>

## Annex 7

### List of abbreviations

AR	Foundation for the Accrediation of Study Programmes in Germany (Accreditation Council)
BMBF	Federal Ministry for Education and Research
DD	Dublin Descriptors
ESG	Standards and Guidelines for Quality Assurance in the European Higher Education Area
fzs	free association of student unions
HRK	German Rectors' Conference
KMK	Standing Conference of the Ministers of Culture and Cultural Affairs of the Länder in the Federal Republic of Germany (Kultusministerkonferenz)
QF EHEA	A Framework for Qualifications in the European Higher Education Area
QF LLL	European Qualifications Framwork for Lifelong learning
QR	Qualifications framework
QR DH	Qualification framework for German Higher Education Degrees
ZAB	Central Office for Foreign Education

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