

## Hans Mustermann

This Diploma Supplement model was developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient independent data to improve the international 'transparency' and fair academic and professional recognition of qualifications (diplomas, degrees, certificates etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. It should be free from any value judgements, equivalence statements or suggestions about recognition. Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.

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### 1. HOLDER OF THE QUALIFICATION

#### 1.1 Family Name / 1.2 First Name

Mustermann, Hans

#### 1.3 Date, Place of Birth

1990-01-01, Wernigerode

#### 1.4 Student ID Number - Enrolment Code

21800

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### 2. QUALIFICATION

#### 2.1 Name of qualification and title conferred (in original language)

Bachelor of Arts (B.A.)

#### Title Conferred (full, abbreviated; in original language)

Does not apply

#### 2.2 Main Field(s) of Study

International Tourism Studies with the specializations:

- International Tourism Management
- Mobility and Transport Carrier Management
- Online Management
- Business Travel Management
- Destination Management
- Hospitality Management
- Tour Operator and Travel Agency Management
- Strategic HR-Management in Tourism
- Tourism Marketing
- Regional Management and Thematic Tourism
- B2B Management
- Management Accounting
- Event Management Planning

#### 2.3 Institution Awarding the Qualification (in original language)

Hochschule Harz - Hochschule für angewandte Wissenschaften

#### Status (Type and Control)

University of Applied Sciences / State University

#### 2.4 Institution Administering Studies (in original language)

Hochschule Harz - Hochschule für angewandte Wissenschaften

#### Status (Type and Control)

University of Applied Sciences / State University

#### 2.5 Language(s) of Instruction and Examination

In German and English or French or Spanish depending on the partner university

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### 3. LEVEL OF THE QUALIFICATION

#### 3.1 Level

EQF level 6; graduate/first professional qualifying degree with degree thesis

#### 3.2 Official duration of programme in credits and years

3.5 years with 7 semesters, 210 ECTS

#### 3.3 Access Requirements

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

- General Higher Education Entrance Qualification
- Specialised Higher Education Entrance Qualification
- General Higher Education Entrance Qualification for Universities of Applied Sciences
- University Administered Entrance Exam
- A qualification for entrance to higher education deemed equivalent by the Land Saxony-Anhalt.
- Specific HS Harz aptitude test for admission in international study programmes

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### 4. CONTENTS AND RESULTS GAINED

#### 4.1 Mode of Study

Full-time, on-campus programme

#### 4.2 Programme learning outcomes

This accredited study programme imparts the specific knowledge and competence aimed at supporting the management of internationally operating companies and organisations in the tourism sector in a pro-active, autonomous, deliberate and solution-oriented manner. Graduates have studied tourism markets, operations and services from an international perspective. They have a critical understanding of the most important theories, principles and methods of this area of expertise. Graduates act confidently and take sound professional decisions in multilingual and multicultural business settings.

The graduates have been awarded a second bachelor degree upon completion of two integrated study semesters abroad at a partner university. Together with knowledge specific to the diverse tourism branches and solid management skills, social and digital competences, foreign language proficiency as well as intercultural competence are integrated parts of the curriculum. The graduates have the knowledge, skills and ability to assume management tasks in the tourism sector after a short period of practical professional experience.

In particular, the graduate has acquired the following competences:

Instrumental Competence:

- to apply the knowledge to issues of internationally operating companies of the tourism industry and the travel service sector
- to develop sound situation analysis and provide solutions to problems in multilingual and multicultural settings

Systemic tourism management competence:

- to identify and shape decision overlaps of managerial and intercultural issues
- to gather, evaluate and interpret relevant information relating to tourism industry
- to derive scientifically sound judgements from that information, which take into account intercultural, social, scientific and ethical considerations
- to continue learning processes independently

Communicative Competence:

- to formulate, argue, and defend positions and solutions to problems related to tourism in a professional manner and with a high language proficiency in German and English, and another foreign language
- to exchange information, ideas, problems, and solutions with specialists

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- to assume responsibility in a team.

### International Tourism Management:

The graduates are familiar with the key features, players and processes of international tourism management. They observe global and local site trends, provide differentiated scenarios for future opportunities and risks, and appraise international tourism policy decisions. Within the international sustainability management core graduates compare and assess how tourism activities affect resources, society and environment. They analyze carefully the advantages and disadvantages of assessed outcomes. Graduates collaborate with ease in multilingual teams and in an international business setting. They plan, assess and defend independently long term analysis and short term action plans.

### Mobility and Transport Carrier Management:

The graduates have a broad overview of the particularities of this market segment and the legal framework conditions for the operation of airlines, railway transportation, road traffic and cruising companies as well as special-purpose vehicles such as cable cars. They draft transportation concepts for tourism destinations considering integrated multi transport solutions and gently mobility concepts.

### Online Management:

The graduates design websites and social media profiles. They analyse web dynamics, optimize search engine marketing and handle GPS applications with ease. They assess the usefulness and feasibility of online and offline business models and combine them where appropriate. They compile digital business models all along the touristic value added chain and embed online techniques such as netnography, selfie analysis and mobile ethnographics. They check applicability and limits of using gamification, crowdfunding, crowdsourcing and co-creation.

### Business Travel Management:

Graduates have a broad overview of the particularities, expectations and structures in the business travel market and of the service provider-consumer relationship. They (re)configure business travel processes and procedures accordingly while easily managing Internet Booking Machines. They support in many ways the preparation, organisation and realisation of trade fairs and exhibitions, congresses and conventions. They are prepared to assume travel management tasks in companies and service providers as well as marketing management task in event agencies and venues.

### Destination Management:

Graduates view and promote a destination as a public-private partnership of tourism service providers, administration and policy spanning from local to regional and federal level. The creation of city marketing measures and regional planning and development actions take into consideration site characteristics, multiple-use conflicts, nature protection and landscape conservation. They carefully analyse economic, socio-cultural and ecological side effects and suggest optional choices for action.

### Hospitality Management:

The graduates are familiar with the process of strategic planning in the hotel sector. They can identify key factors of success such as sound market positions for individual hotels as well as hotel chains. They use specific performance and cost indicators to analyse hotel performance and draw conclusions for wider management and marketing decisions. They handle usual reservation systems, with ease.

### Tour Operator and Travel Agency Management:

In the centre of this professional field orientation stands the examination of tourism business processes (tour operators and travel intermediaries) under the specific conditions of a dynamically changing market. On the basis of the knowledge of strategic challenges as well as operative activities in the tourism industry, the graduate can assume responsibilities and duties inside the management of a tour operator or travel intermediary but can also in addition develop alternatives of action as the basis for strategic decisions.

The graduate has an overview of the interplay of operational activities inside and outside of the value-added chain and can judge the opportunities and risks of various business models in the tourism industry (including among others, traditional tour operators vs. Integrated tourism companies; franchising systems/cooperation models vs. Independent

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travel agents). The significance of the technical environment of the tourism industry (including among others, computer reservation and back office systems, internet portals, dynamic packaging, social media) can be assessed for the networking of internal business processes as well as within the interplay of the tourism value-added chain.

### Strategic HR Management in Tourism:

Graduates are prepared to assume HR management tasks in the tourism sector. They analyse challenging HR situation and are able to suggest operative and strategic options for action. Hence, they assess usefulness and limits of HR measures, bearing in mind their compliance with legislation and company's HR strategy.

### Tourism Marketing:

Graduates conceive marketing plans and communication policies based on robust data analysis and on solid exploration of market situation, company's position, target groups and their travel decision behaviour. They develop marketable tourism products which meet consumers' expectations and while taking into consideration megatrends. They compare and evaluate the applicability and effectiveness of various communication measures.

### Regional Management and Thematic Tourism:

Graduates use regional support measures for the implementation of regional tourism plans taking into account synergetic and spill-over effects. They base their proposals of new tourism product development on a solid analysis of existing site factors such as health and wellness resorts, cultural offers as well as indoor and outdoor sport activities.

### B2B Management:

The graduates apply a strategic and operational tool-kit to draft purchase and procurement concepts in the B2B field. They work with SAP/R3 enterprise resource planning software for analytic purposes and use the outcomes to explore B2B consumer behaviour and to support marketing operations.

### Management Accounting:

The graduates assess, recommend and use operational and strategic tools of management control in a sound and holistic manner for forecasting and accounting purposes. They know how to analyse discrepancies against company's priorities properly and they recommend follow-up actions independently. They handle with ease MS Excel and expert accounting software like SAP to address several types of cases. They (re)configure planning processes according to the company's strategy. They monitor milestones and objectives, suggest and take corporate management decisions.

### Event Management Planning:

The graduates apply the usual management and marketing tools to the diverse types of events. They plan and organise events focussed on specific target groups, monitor and evaluate their success systematically. As part of a strategic sponsorship management they raise external funding and ensure the appropriate use of the funds.

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

<b>Courses taken</b>	<b>Grade</b>	<b>Performance Appraisal</b>	<b>ECTS credits</b>
Business Administration for Students of Tourism Management	2,0	good	7
Fundamentals of Tourism	2,3	good	7
Financial Accounting	1,7	good	5
Business Law	2,0	good	5
Statistics and Computer Applications	1,7	good	7,5
Business Mathematics	2,3	good	5
Principles of Economics	1,7	good	6
Cost Accounting	1,7	good	5
Expertise in Tourism Management	1,7	good	5
Principles of Marketing Communication	2,0	good	5
Foreign Language Module I	1,7	good	5
Business Finance	2,0	good	5
Foreign Language Module II	2,0	good	5
General Conditions for Corporate Management in Tourism	1,7	good	7,5
Project Work	2,0	good	5
Foreign Language III	2,3	good	5
Professional Field Orientation: Mobility and Transport Carrier Management	2,3	good	
Professional Field Orientation: International Tourism Management	1,7	good	
Professional Field Orientation: Business Travel Management	2,0	good	

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

<b>Courses taken</b>	<b>Grade</b>	<b>Performance Appraisal</b>	<b>ECTS credits</b>
Professional Field Orientation: Online Management	1,7	good	
Professional Field Orientation: Destination Management	2,0	good	
Professional Field Orientation: Hospitality Management	2,3	good	
Professional Field Orientation: Tour Operator and Travel Agency Management	2,3	good	
Professional Field Orientation: Strategic HR-Management in Tourism	2,0	good	
Professional Field Orientation: Tourism Marketing	2,3	good	
Professional Field Orientation: Regional Management/Thematic Tourism	2,0	good	
Professional Field Orientation: B2B	1,7	good	
Professional Field Orientation: Management Accounting	2,3	good	
Professional Field Orientation: Event Management Planning	2,0	good	
Course Credits from Abroad	2,3	good	60
Work Placement	1,7	good	17
Colloquium	1,7	good	1
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Bachelor Thesis	2,0	good	12
Theme: Hier steht dann der Titel der Bachelor- bzw. Masterarbeit			
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Total ECTS credit points			210

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### 4.4 Grading Scheme and Grade Distribution of Overall Performances

The distribution of grades for overall performances has been calculated based on the overall performance results in this programme of study since its opening (2004).

Number of Graduates: 123

<b>HS Harz grade</b>	<b>Performance</b>	<b>Performance appraisal</b>	<b>Performance appreciation</b>	<b>Grade Distribution</b>	<b>Cumulation</b>
1,0	95 - 100 %	Very good	An excellent performance	10 %	10 %
to 1,3	90 - 94 %			5 %	15 %
to 1,7	85 - 89 %	Good	A performance significantly above average standard	7 %	22 %
to 2,0	80 - 84 %			10 %	32 %
to 2,3	76 - 79 %			18 %	50 %
to 2,7	72 - 75 %	Satisfactory	An average performance	15 %	65 %
to 3,0	68 - 71 %			13 %	78 %
to 3,3	63 - 67 %			12 %	90 %
to 3,7	58 - 62 %	Sufficient	A performance which meets minimum requirements despite of shortcomings	8 %	98 %
to 4,0	50 - 57 %			2 %	100 %

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### 4.5 Overall Classification of the qualification (in original language)

gut (2,0)

At degree awarding date, this overall performance was among the best 50 % referring to 123 graduates of this study programme since its opening (2004).

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## 5. INFORMATION ON THE FUNCTION OF THE QUALIFICATION

### 5.1 Access to Further Study

### 5.2 Access to regulated professions

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## 6. ADDITIONAL INFORMATION

### 6.1 Additional Information

### 6.2 Further Information Sources

www.hs-harz.de  
+49 3943 659 200

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## 7. CERTIFICATION

### This Diploma Supplement refers to the following original documents:

Urkunde über die Verleihung des Grades issued on 05.05.2021

Prüfungszeugnis issued on 05.05.2021

Transcript of Records issued on 05.05.2021

Certification Date: 2021-05-05

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## Chairperson Examination Committee

## 8. NATIONAL HIGHER EDUCATION SYSTEM

The information on the national higher education system on the following pages provides a context for the qualification and the type of higher education that awarded it.



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

#### 8.1 Types of Institutions and Institutional Status

Higher education (HE) studies in Germany are offered at three types of Higher Education Institutions (HEI).[2]

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

- Fachhochschulen (FH)/Hochschulen für Angewandte Wissenschaften (HAW) (Universities of Applied Sciences, UAS) concentrate their study programmes in engineering and other technical disciplines, business-related studies, social work, and design areas. The common mission of applied research and development implies an application-oriented focus of studies, which includes integrated and supervised work assignments in industry, enterprises or other relevant institutions.

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

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

#### 8.2 Types of Programmes and Degrees Awarded

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

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

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

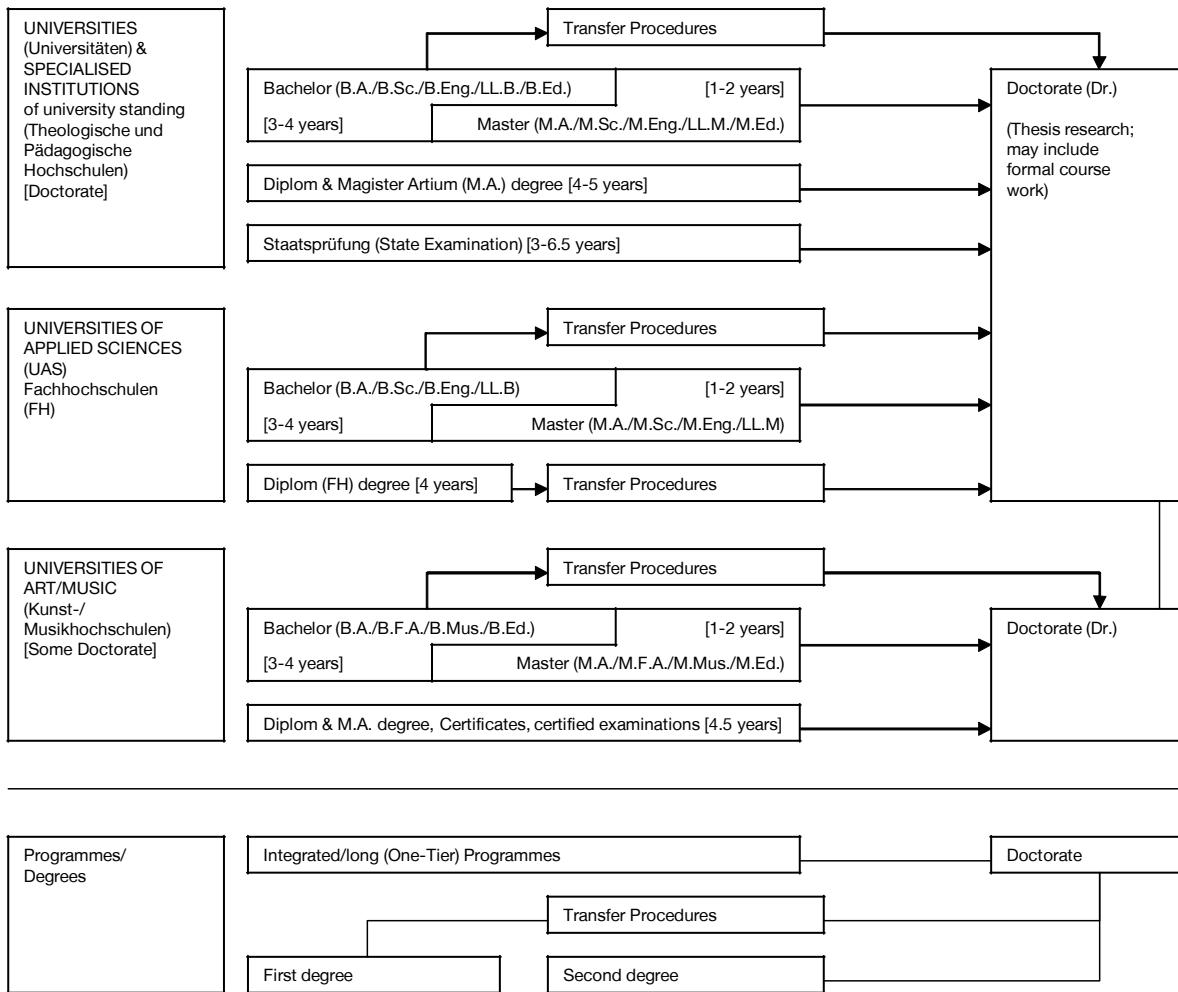
For details cf. Sec. 8.4.1, 8.4.2, and 8.4.3 respectively. Table 1 provides a synoptic summary.

#### 8.3 Approval/Accreditation of Programmes and Degrees

To ensure quality and comparability of qualifications, the organisation of studies and general degree requirements have to conform to principles and regulations established by the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany (KMK).[6] In 1999, a system of accreditation for Bachelor's and Master's programmes has become operational. All new programmes have to be accredited under this scheme; after a successful accreditation they receive the seal of the Accreditation Council.[7]

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



**8.4 Organization and Structure of Studies**

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

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### 8.4.1 Bachelor

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

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

First degree programmes (Bachelor) lead to Bachelor of Arts (B.A.), Bachelor of Science (B.Sc.), Bachelor of Engineering (B.Eng.), Bachelor of Laws (LL.B.), Bachelor of Fine Arts (B.F.A.), Bachelor of Music (B.Mus.) or Bachelor of Education (B.Ed.).

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

### 8.4.2 Master

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

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

Second degree programmes (Master) lead to Master of Arts (M.A.), Master of Science (M.Sc.), Master of Engineering (M.Eng.), Master of Laws (L.L.M.), Master of Fine Arts (M.F.A.), Master of Music (M.Mus.) or Master of Education (M.Ed.). Master's programmes which are designed for continuing education may carry other designations (e.g. MBA).

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

### 8.4.3 Integrated "Long" Programmes (One-Tier): Diplom degrees, Magister Artium, Staatsprüfung

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

- Integrated studies at Universitäten (U) last 4 to 5 years (Diplom degree, Magister Artium) or 3.5 to 6.5 years (Staatsprüfung). The Diplom degree is awarded in engineering disciplines, the natural sciences as well as economics and business. In the humanities, the corresponding degree is usually the Magister Artium (M.A.). In the social sciences, the practice varies as a matter of institutional traditions. Studies preparing for the legal, medical and pharmaceutical professions are completed by a Staatsprüfung. This applies also to studies preparing for teaching professions of some Länder.

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

They qualify to apply for admission to doctoral studies. Further prerequisites for admission may be defined by the Higher Education Institution, cf. Sec. 8.5.

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

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

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

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### 8.5 Doctorate

Universities as well as specialised institutions of university standing, some of the FH/HAW/UAS and some Universities of Art/Music are doctorate-granting institutions. Formal prerequisite for admission to doctoral work is a qualified Master's degree (UAS and U), a Magister degree, a Diplom, a Staatsprüfung, or a foreign equivalent. Comparable degrees from universities of art and music can in exceptional cases (study programmes such as music theory, musicology, pedagogy of arts and music, media studies) also formally qualify for doctoral work. Particularly qualified holders of a Bachelor's degree or a Diplom (FH) degree may also be admitted to doctoral studies without acquisition of a further degree by means of a procedure to determine their aptitude. The universities respectively the doctorate-granting institutions regulate entry to a doctorate as well as the structure of the procedure to determine aptitude. Admission further requires the acceptance of the Dissertation research project by a professor as a supervisor.

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

### 8.6 Grading Scheme

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

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

### 8.7 Access to Higher Education

The General Higher Education Entrance Qualification (Allgemeine Hochschulreife, Abitur) after 12 to 13 years of schooling allows for admission to all higher educational studies. Specialised variants (Fachgebundene Hochschulreife) allow for admission at Fachhochschulen (FH)/Hochschulen für Angewandte Wissenschaften (HAW) (UAS), universities and equivalent higher education institutions, but only in particular disciplines. Access to study programmes at Fachhochschulen (FH)/Hochschulen für Angewandte Wissenschaften (HAW) (UAS) is also possible with a Fachhochschulreife, which can usually be acquired after 12 years of schooling. Admission to study programmes at Universities of Art/Music and comparable study programmes at other higher education institutions as well as admission to a study programme in sports may be based on other or additional evidence demonstrating individual aptitude.

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

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

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

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### 8.8 National Sources of Information

- Kultusministerkonferenz (KMK) [Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany]; Graurheindorfer Str. 157, D-53117 Bonn; Phone: +49[0]228/501-0; www.kmk.org; E-Mail: hochschulen@kmk.org
- Central Office for Foreign Education (ZAB) as German NARIC; www.kmk.org; E-Mail: zab@kmk.org
- German information office of the Länder in the EURYDICE Network, providing the national dossier on the education system; www.kmk.org; E-Mail: Eurydice@kmk.org
- Hochschulrektorenkonferenz (HRK) [German Rectors' Conference]; Leipziger Platz 11, D-10117 Berlin, Phone: +49 30 206292-11; www.hrk.de; E-Mail: post@hrk.de
- "Higher Education Compass" of the German Rectors' Conference features comprehensive information on institutions, programmes of study, etc. (www.higher-education-compass.de)

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[1] The information covers only aspects directly relevant to purposes of the Diploma Supplement.

[2] Berufsakademien are not considered as Higher Education Institutions, they only exist in some of the Länder. They offer educational programmes in close cooperation with private companies. Students receive a formal degree and carry out an apprenticeship at the company. Some Berufsakademien offer Bachelor courses which are recognised as an academic degree if they are accredited by the Accreditation Council.

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

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

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

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

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

[8] See note No. 7.

[9] See note No. 7.

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