

Max 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.

1. HOLDER OF THE QUALIFICATION

1.1 Family Name / 1.2 First Name

Mustermann, Max

1.3 Date, Place of Birth

01.01.2000, Musterstadt

1.4 Student ID Number - Enrolment Code

12345

2. QUALIFICATION

2.1 Name of Qualification and Title Conferred (in Original Language)

Master of Arts (M.A.)

Title Conferred (Full, Abbreviated; in Original Language)

Does not apply

2.2 Main Field(s) of Study

Tourism and Destination Management (M.A.)

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

German and English

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3. LEVEL OF THE QUALIFICATION

3.1 Level

EQF/GQF Level 7 (Master). The Master's degree gives access to German higher-level civil service careers.

3.2 Official Duration of Programme in Credits and Years

2 years, 4 semesters, 120 ECTS credits

3.3 Access Requirements

According to the Saxony-Anhalt's Law on higher education, the successful completion of a first academic degree of a university or university of applied sciences ideally with a focus on tourism or economics with a minimum "good" overall performance and which amounts to at least 180 ECTS credit points.

Equivalence of other achievements will be evaluated by the admission board.

In case German is not the native tongue, German language proficiency has to be proved. Strong English language skills are expected.

4. CONTENTS AND RESULTS GAINED

4.1 Mode of Study

Full-time, on-campus programme

4.2 Programme Learning Outcomes

The application-oriented Master's programme qualifies specialists and executives who lead the management of destinations and other tourism players on a scientifically sound and practice-oriented basis. They assume demanding responsibilities in the areas of offer development, lobbying, marketing, planning and consulting in destination management organisations, marketing companies, service providers, professional associations and other tourism organisations.

In detail, the following competences have been acquired:

Tourism Management Competence:

Graduates apply the approaches of the St. Gallen Model for Destination Management (SGDM) in a structured way: In the fields of offer development and destination marketing (operational) as well as lobbying and destination planning (strategic), they develop and optimise touristic products for both private and professional purposes. They focus on a long-term and strategic orientation and weigh up alternative time horizons.

In line with a holistic approach to tourism marketing, they place and commercialise destinations, tourism companies and tourism products in a competitive and sustainable manner. For the development and assessment of tourism master plans and mission statements with regard to location-related conditions, they take into account tourism and consumer psychological aspects as well as global trends such as digitisation, demographic change and experience orientation.

They work together with experts from the fields of IT, politics, business development and marketing to develop high-quality products and implement marketing concepts in an attractive and customer-oriented manner.

Business Management Competence:

Graduates make skilled use of the instruments of controlling and cost management to contribute to the economic success of tourism companies and destinations. Thereby, they are able to identify and analyse business management interrelationships in a cross-divisional and process-oriented manner and to shape and monitor them in a target-oriented manner. They use current methods and tools to comprehensively understand, structure and design organisational change projects. They customise their proposed solutions according to management styles, organisational cultures and the needs of stakeholders.

Complementary Professional Competence:

Graduates combine business and tourism core competences with sociological, psychological, spatial science, intercultural and geoinformatics knowledge. On this basis, they include new trends in digitisation, applications of geodata management

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and developments in health policy in their solutions. Taking into account consumer behaviour, social structures and traditions, they identify potentials for the communication and enhanced attractiveness of tourism offers. They use and evaluate their findings for the optimisation of internal company and destination processes.

Systemic Competence:

Graduates comply with the ethical and social requirements of various stakeholder groups. They assess the effects of tourism policy decisions on the circumstances and quality of life of the local and regional population as well as on the environment. They have an overview of the interdisciplinary connections of the subject area and independently apply scientific findings in related subject areas such as natural geography and economic development.

Methodological Competence:

Graduates use quantitative and qualitative empirical survey and evaluation methods for analysing the environmental, supply-demand and competition situation. They use standard and internet-based research methods effectively for the result-oriented planning and implementation of projects. They define, interpret, analyse and evaluate assignments and contracts appropriately. They proactively and independently implement measures derived from these procedures. The developed project concepts include competent resource and process planning.

Communication Competence:

Graduates communicate and cooperate with experts, non-experts and decision-makers, always taking into account the different perspectives and interests of the target groups. They assume leadership positions in interdisciplinary and international working groups and steer working groups. They select suitable measures for team building and conflict resolution in order to contribute to effective cooperation between the different participant types in groups and to actively organise group processes.

International Competence / Research Competence / Practical Competence:

Depending on the individual design of the third semester, graduates gain additional subject knowledge and expand their competences through a semester abroad, a research semester or a work placement.

Graduates further develop their language skills and intercultural abilities during a study semester at a foreign university. In the case of a research semester, they professionalise the independent processing of scientific projects and produce their own scientific publication. Alternatively, they acquire various professional competences through everyday work in a company by linking the knowledge acquired during their studies with the tasks and requirements in practice in a context-specific and results-oriented manner.

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4.3 Programme Details, Individual Credits Gained and Grades/Marks Obtained

Courses taken	Grade	Performance Appraisal	ECTS credits
Product Development	2,0	good	5
Destination Marketing I	2,0	good	7,5
Tourism Politics and Planning	2,0	good	5
Management Competence I	2,0	good	5
Methodological Competence I	2,0	good	5
Destination Marketing II	2,0	good	7,5
International Tourism Politics and Planning	2,0	good	5
Management Competence II	2,0	good	5
Methodological Competence II	2,0	good	5
Foreign Language	2,0	good	5
Destination Project	2,0	good	5
Work Placement, Study Abroad or Research Semester	2,0	good	30
Master Seminar	2,0	good	5
Colloquium	2,0	good	5
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Master Thesis	2,0	good	20
Theme: "The topic of the thesis is shown here."			
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Total ECTS credit points			120

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4.4 Grading Scheme and Grade Distribution of Overall Performances

The final grade is given with one decimal place. All other digits are deleted without rounding. A performance appraisal is assigned to each final grade level.

The distribution of grades for overall performances has been calculated based on the overall performance results in this programme of study since its opening (2020).

Number of Graduates: 1

Final grade levels	Performance appraisal	Share of graduates with this performance	Cumulative percentage
1,0 - 1,5	very good	100 %	100 %
1,6 - 2,5	good	0 %	100 %
2,6 - 3,5	satisfactory	0 %	100 %
3,6 - 4,0	sufficient	0 %	100 %

The following grading scale is used for single assessment of written examinations:

Fulfilment scale of examination requirements	HS Harz grade	Performance appraisal	Performance appreciation
100 - 95 %	1,0	very good	An excellent performance
94 - 90 %	1,3		
89 - 85 %	1,7	good	A performance significantly above average standard
84 - 80 %	2,0		
79 - 76 %	2,3		
75 - 72 %	2,7	satisfactory	An average performance
71 - 68 %	3,0		
67 - 63 %	3,3		
62 - 58 %	3,7	sufficient	A performance which meets minimum requirements despite of shortcomings
57 - 50 %	4,0		

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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 100,00 % referring to 1 graduates of this study programme since its opening (2020).

5. INFORMATION ON THE FUNCTION OF THE QUALIFICATION

5.1 Access to Further Study

The master's programme qualifies to apply for admission to doctoral studies.

5.2 Access to Regulated Professions

Does not apply

6. ADDITIONAL INFORMATION

6.1 Additional Information

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6.2 Further Information Sources

<https://www.hs-harz.de/en>

<https://www.hs-harz.de/en/study/dpt-business-studies/tourism-and-destination-management-ma>

7. CERTIFICATION

This Diploma Supplement refers to the following original documents:

Urkunde über die Verleihung des Grades issued on 12.07.2021

Prüfungszeugnis issued on 12.07.2021

Transcript of Records issued on 12.07.2021

Certification Date: 12.07.2021

Prof. Dr. Martin Gründl,

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].

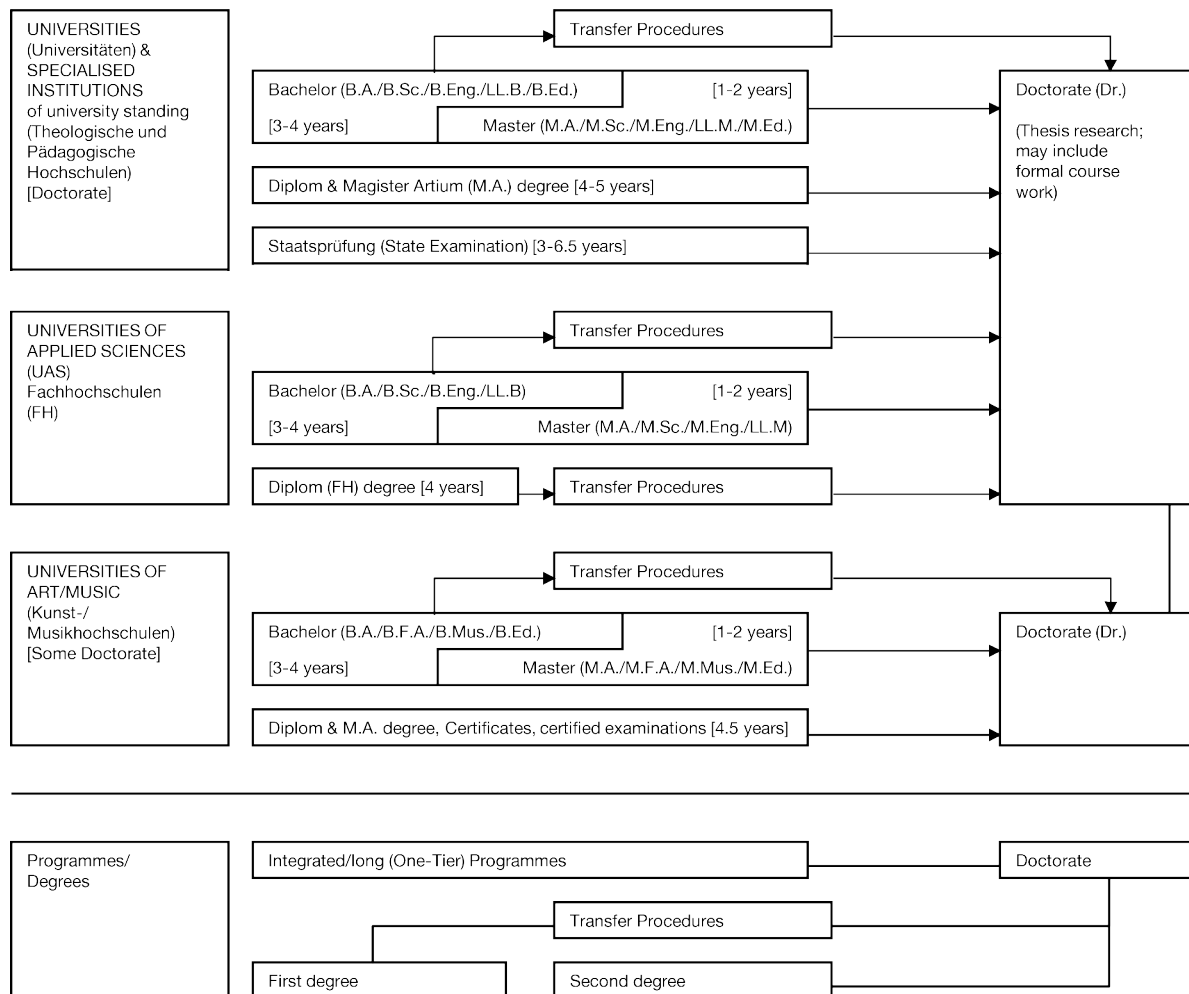
For details cf. Sec. 8.4.1, 8.4.2, and 8.4.3 respectively. Table 1 provides a synoptic summary.

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)

[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).