

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)

Bachelor of Science (B.Sc.)

Title Conferred (Full, Abbreviated; in Original Language)

Does not apply

2.2 Main Field(s) of Study

Business Psychology (B.Sc.) with the specialisations:

- Market Research for Business Psychologists
- Advertising and Consumer Psychology
- Behavioural Marketing
- Personnel Selection
- Personnel Development
- Organisational Development

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

Max Mustermann

3. LEVEL OF THE QUALIFICATION

3.1 Level

EQF/GQF Level 6 (Bachelor)

3.2 Official Duration of Programme in Credits and Years

3,5 years, 7 semesters, 210 ECTS credits

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

4. CONTENTS AND RESULTS GAINED

4.1 Mode of Study

Full-time, on-campus programme

4.2 Programme Learning Outcomes

The programme qualifies specialists and junior managers who independently process and carry out business psychology issues and tasks and prepare their results in a target-oriented manner as a basis for decision-making.

Graduates effectively apply the variety of psychological methods and subject-specific tools to act professionally at the interfaces of the company organisation and to have a formative influence. They have practical experience in dealing with a range of methods and instruments from their work in internship and project groups.

In detail, the following competences have been acquired:

Business Psychology Basic Competence:

Graduates have equal knowledge of business administration subjects as well as specific psychological methods and procedures. They specifically apply psychological theories and research results from the fields of social psychology, personality psychology, methodology and general psychology in their fields of work. The application focus is on core competencies in market and consumer psychology as well as work and organisational psychology.

Business Psychology Application Competence:

Graduates are specialised in applying their knowledge of psychology according to psychological-empirical research standards to the areas of responsibility in companies. Concrete questions of the companies are dealt with based on research findings in organisational psychology, general psychology, educational psychology, health psychology and personnel psychology. This includes structuring problems with the preparation of information according to empirical-psychological aspects and preparing these for decision-makers in complex management issues.

Systemic and Business Psychology Problem-Solving Competence:

Graduates primarily design at the interfaces of business management and psychological concerns. They develop own specific solution proposals based on systemic-psychological perspectives of entrepreneurial action. This includes collecting, evaluating and interpreting company-specific information against the background of psychological findings. From this, scientifically sound solutions are derived that take into account social, scientific and ethical findings as well as sustainability, diversity and gender issues.

Methodological Competence:

Graduates use project planning tools, creative techniques, qualitative and quantitative research methods as well as didactic methods in line with current trends and psychological findings. With regard to technical standards, data processing programmes, protocol systems, recording tools as well as digital media are used.

Max Mustermann

Communicative and Team Competence:

Graduates interact successfully in interdisciplinary teams. Technical positions and problem solutions are presented in an appropriate as well as structured and results-oriented form with business fluency in German and English. Communication about information, ideas, problems and solutions takes place in a goal-oriented and effective manner.

Market Research for Business Psychologists:

The professional field orientation "Market Research" has the goal to place graduate in the position where he/she can independently realize a market research process with the phases of "data collection" and "data analysis" with the aid of a computer. Thereby, he/she becomes familiar with the common commercial software products in these areas. A special point is made to emphasise the dangers that can be caused by an unconsidered use of statistics programmes, which could compromise an otherwise acceptable approach. The graduate gains his/her own practical experience in conducting market research projects during his/her academic studies.

Advertising and Consumer Psychology:

The professional field orientation "Advertising and Consumer Psychology" includes various aspects of consumer behaviour and advertising design. One of the primary areas of concentration addresses the unconscious processes of consumer psychology (automatic associations, unconscious motives and attitudes). Current methods for studying unconscious motives and cognitions are learned and actively practiced. Other areas of concentration include the following topics: Interaction between seller and customer, which essentially treats the interpersonal aspects of influence and negotiation, and Advertising Design, especially Print Advertisement Design. A special emphasis is placed on elaborating upon the psychological aspects of the treated topics with the use of current research findings. Thereby, the basic knowledge learned in the previous courses is extended and consolidated.

Behavioural Marketing:

Graduates are enabled to affect the market outcome by using their expertise with regard to product and promotion policy. They manage brands (brand identity, brand positioning, branding, brand strategies, (neuro) psychological brand impact, buyers' motives and reward system) and product innovations within the framework of brand architectures (flop risks, innovation process from identifying target markets to the market launch). They know how psychological applications can affect advertising, perception and consumers' behaviour and use their knowledge to design and evaluate advertising, (electronic) word of mouth and to assess promotion effectiveness.

Personnel Selection:

Graduates can independently design, implement and evaluate personnel selection measures. They identify the most important personnel selection procedures and the psychological assumptions and prerequisites underlying each procedure. They critically examine these procedures and select the appropriate procedure for the situation in a result-oriented manner. They implement the process of personnel selection in a company "state of the art" on the basis of a requirements analysis. They ensure quality standards through a result-oriented, holistic evaluation of the implemented procedure.

Personnel Development:

The professional field orientation "Personnel Development" has the goal to qualify the graduate so that he/she is able to develop, implement and evaluate personnel development measures on his/her own. The graduate knows the theoretical fundamentals, practical concepts and procedures as well as more recent approaches (e.g. e-learning, self-organized learning) and solutions for actual problems (e.g. for the consequences of demographic developments). He/she can develop measures like trainings based on objective needs assessments, is able to conduct and evaluate them and ensure transfer and quality standards. The graduate gains practical experience in this regard during his/her academic studies.

Organisational Development:

Graduates are qualified to act as consultants in all steps of organisational change processes. Graduates are able to structure organisational change processes, including large scale changes, and support them by means of suitable communication methods. Their professional change consultancy approach is based on stakeholder participation formats. Graduates are also able to support stakeholders through situation-specific coaching.

Max Mustermann

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

Courses taken	Grade	Performance Appraisal	ECTS credits
Scientific Approaches of Business Psychology		passed	5
Corporate Management and Organization	2,0	good	5
Business Mathematics	2,0	good	5
Psychology of Personality and Diagnosis	2,0	good	8
General Psychology	2,0	good	5
Introduction to Economic Sciences	2,0	good	7
Business Law	2,0	good	5
Methods of Business Psychology - Basics	2,0	good	7
Methods of Business Psychology - Implementation	2,0	good	5
Social Psychology	2,0	good	5
English for Psychology I (B2)	2,0	good	5
Human Resource Management	2,0	good	5
Methods of Business Psychology - Application	2,0	good	5
Business Psychology Research	2,0	good	5
Work and Organisational Psychology	2,0	good	5
Marketing	2,0	good	5
Market and Consumer Psychology	2,0	good	5
Study Abroad		passed	30
English for Psychology II (B2)	2,0	good	5
Applied Human Resource Management	2,0	good	5
Business Psychology Project Studies	2,0	good	8
Management Accounting and Control	2,0	good	5
Elective Course (Business Psychology)		passed	5

Max Mustermann

Courses taken	Grade	Performance Appraisal	ECTS credits
Professional Field Orientation: Market Research for Business Psychologists	2,0	good	10
Professional Field Orientation: Advertising and Consumer Psychology	2,0	good	10
Professional Field Orientation: Behavioural Marketing	2,0	good	10
Bachelor Work Placement		passed	17
Colloquium	2,0	good	1
Bachelor Thesis	2,0	good	12
Theme: "The topic of the thesis is shown here."			
		Total ECTS credit points	210

Max Mustermann

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 (2004).

Number of Graduates: 420

Final grade levels	Performance appraisal	Share of graduates with this performance	Cumulative percentage
1,0 - 1,5	very good	38,81 %	38,81 %
1,6 - 2,5	good	59,05 %	97,86 %
2,6 - 3,5	satisfactory	2,14 %	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		

Max Mustermann

4.5 Overall Classification of the Qualification (in Original Language)

gut (2,0)

At degree awarding date, this overall performance was among the best 78,57 % referring to 420 graduates of this study programme since its opening (2004).

5. INFORMATION ON THE FUNCTION OF THE QUALIFICATION

5.1 Access to Further Study

Qualification for admission to study programmes at Master level

5.2 Access to Regulated Professions

Does not apply

6. ADDITIONAL INFORMATION

6.1 Additional Information

-

6.2 Further Information Sources

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

<https://www.hs-harz.de/en/study/faculty-of-business-studies/business-psychology-bsc>

7. CERTIFICATION

This Diploma Supplement refers to the following original documents:

Urkunde über die Verleihung des Grades issued on 12.12.2022

Prüfungszeugnis issued on 12.12.2022

Transcript of Records issued on 12.12.2022

Certification Date: 12.12.2022

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.

Max Mustermann

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].

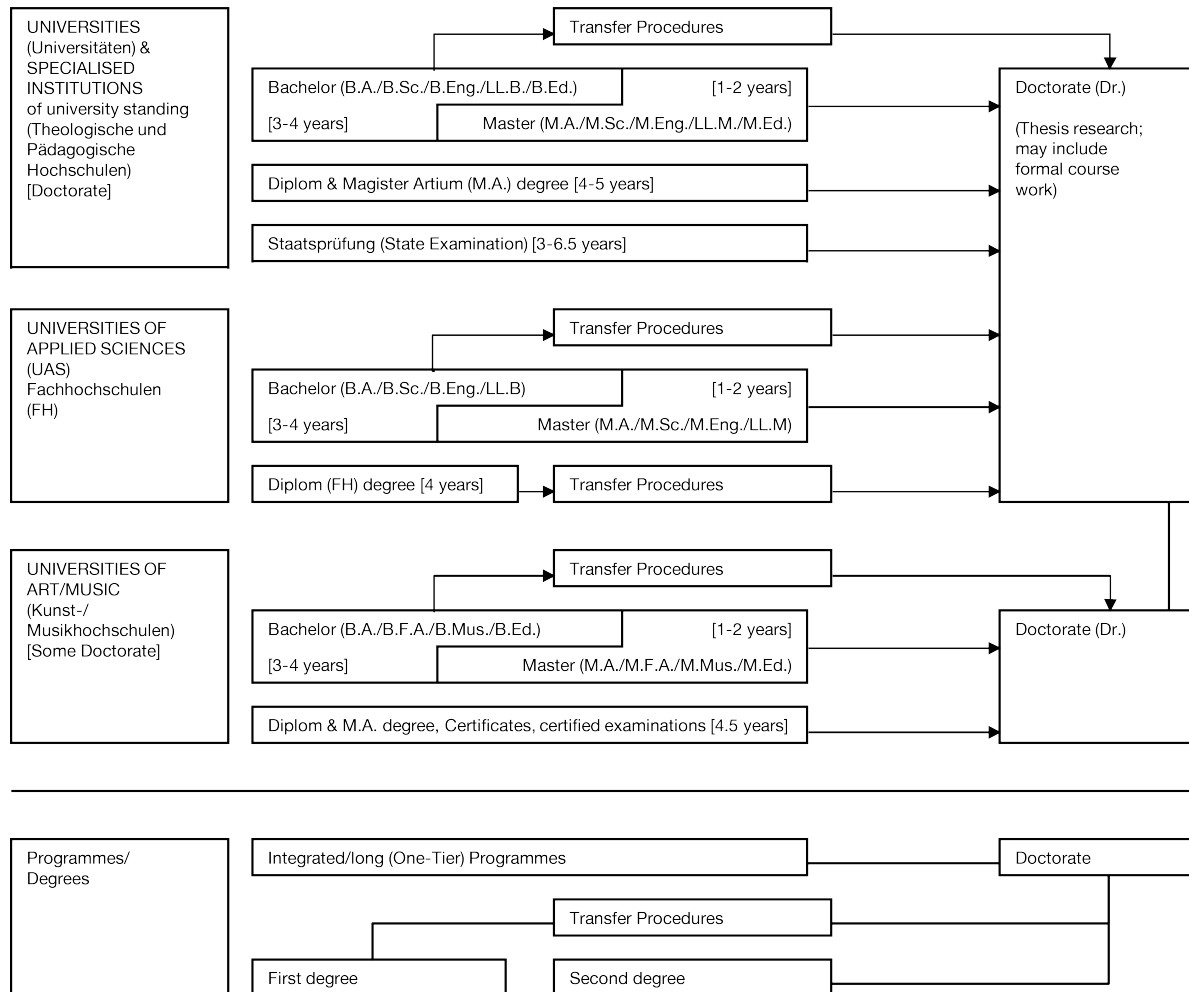
For details cf. Sec. 8.4.1, 8.4.2, and 8.4.3 respectively. Table 1 provides a synoptic summary.

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]

Max Mustermann

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.

Max Mustermann

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.

Max Mustermann

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.

Max Mustermann

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).