

**Framework study and examination regulations for
Bachelor's and Master's degree programmes at
SRH University Hamm
dated
30/08/2019**

The senate at SRH University Hamm passed a resolution on 30/08/2019 on the following framework study and examination regulations.

The Rector approved these regulations on 30/08/2019, doing so in accordance with Section 2 (4) and Section 64 of the Higher Education Act (Hochschulgesetz) of the State of North-Rhine Westphalia dated 16/09/2014, as well as in accordance with Section 2 (4) and Section 64 of the revised Act applicable from 01/10/2020 onwards.

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A. General provisions

Section 1 Scope of application

- (1) These study and examination regulations apply to all Bachelor's and Master's degree programmes at SRH Hochschule Hamm listed in Annex 1. They govern the basic structures, content, requirements and examinations for the individual modules and lectures offered, including the module tables applicable to the degree programmes.
- (2) Annexes 1 – 5, as amended, form part of these framework study and examination regulations. In order to explain the systems in place, these framework study and examination regulations include a sample template featuring explanations as well as a Diploma Supplement template (Annex 5) as an example of the degree programme-specific regulations (Annex 2).

Section 2 Course objective, academic degree and course content

- (1) The Bachelor's degree programmes ensure the academic training of individuals in accordance with the Qualifications Framework for German Higher Education Qualifications to qualification level 1 for Bachelor's degree programmes.
- (2) The Master's degree programmes ensure the academic training of individuals in accordance with the Qualifications Framework for German Higher Education Qualifications to qualification level 2 for Master's degree programmes.
- (3) The academic degree to be awarded is described in Annex 1.

Section 3 Course set-up

- (1) Courses are divided into semesters,
- (2) and are also based on a unitary system. They are split into self-contained study units which are harmonised regarding subject matters and timetables, resulting in a partial qualification related to the course objective.
- (3) Lectures may be held in English if there are suitable arrangements in place in the module handbook.

Section 4 Admission requirements

- (1) The admission requirements for each degree programme are stipulated in Annex 3.
- (2) The University may introduce additional supplementary admission requirements, including on a semester-by-semester basis, as well as specify in individual cases the content described within the framework of the admission requirements.

Section 5 Standard period of study, scope of studies and Credit Points

- (1) The standard period of study for the various degree programmes is laid down in Annex 1.
- (2) The minimum number of Credit Points (CP) in accordance with Annex 1 must be obtained in order to successfully complete the degree programme. A single Credit Point (Leistungspunkt in German) corresponds to a single Credit Point according to the European Credit Transfer System (ECTS). Credit Points are allocated to all modules contained in the module tables in Annex 2. A single Credit Point is typically based on a minimum of 25 hours' work.
- (3) The order and type of lectures laid down in the respective module table may be amended in individual cases following a resolution passed by the respective University department and/or body.

Section 6 Transfer of examinations and practical vocational activities

- (1) Examinations taken on degree programmes offered by other state-owned or state-recognised universities, state-owned or state-recognised vocational training academies, or degree programmes offered by foreign state-owned or state-recognised universities as well as practical vocational activities shall be recognised, upon request, up to a maximum value of the Credit Points intended for the degree programme in question. This shall apply unless there is a significant difference, with regard to the skills acquired, when compared to the achievements that are replaced; there shall be no verification of equivalence undertaken here.
- (2) The applicant is responsible for providing the necessary information regarding the achievement to be recognised. The University shall bear the burden of proving that an application within the meaning of para. 1 fails to fulfil the requirements for recognition.
- (3) Decisions on applications within the meaning of para. 1 shall be taken within a period of three months.
- (4) Using the recognition according to para. 1 as the basis, the University can, and indeed must, upon request to do so by the student, issue a decision on studying at a semester level whose number is derived from the extent of the Credit Points acquired by way of the recognition in relation to the overall extent of the total Credit Points that may be acquired in the respective degree programme. If the decimal place is less than five, it will be rounded down to the whole semester, otherwise it will be rounded up.
- (5) If the recognition requested on the basis of an application within the meaning of para. 1 is rejected, and notwithstanding any procedural or process-related time limits, the applicant may request a review of the decision by the Rector's office, unless the recognition relates to a degree programme completed by way of a state-approved or ecclesiastical examination. The Rector's office shall then provide the body responsible for deciding on the recognition with its recommendation on how to deal with the application further.
- (6) If agreements and treaties between the Federal Republic of Germany and other States regarding the equivalence of degrees in higher education (Equivalency Agreements) favour students from foreign countries in a manner derogating from para. 1, the provisions in the Equivalency Agreements shall take precedence.
- (7) Upon request to do so, the University may recognise other skills and qualifications based on the documents submitted, doing so up to a maximum of half the value of the Credit

Points intended for the degree programme in question, if these skills and qualifications are equivalent in terms of content and level to the examinations they intend to replace. In the event of recognition in excess of 50 %, it is also necessary for the examination board working in accordance with the University's quality standards to consent to this recognition as well.

- (8) An application to recognise achievements must be submitted in a timely fashion to the respective degree programme director via the University Examinations Office. The various documents required for a decision to be made must also be enclosed with this application. The application deadline shall end upon enrolment.
- (9) The key requirement for such recognition is the fact that no material difference can be verified and that examinations and practical vocational activities are predominantly the same in terms of content, extent and requirements as those for the degree programme for which the transfer application is submitted. This comparison should not be done schematically, consisting instead of an overall review and assessment. A decision on such recognition shall be made based on adequate information on qualifications, the recognition of which is desired here. The applicant shall primarily be responsible for providing sufficient information.
- (10) If examinations or practical vocational activities are transferred, assessments must be performed and incorporated into the calculation of the final grade. If assessments originate from another grading system, the assessments must be made comparable where possible. In the case of achievements assessed in an undifferentiated manner or incomparable grading systems, a "Pass" assessment shall be recorded. The transfer may be identified on the grade sheet.
- (11) The Credit Points for a course module shall only be transferred once for the course in question.
- (12) Any corresponding courses taken shall become void as a result of these transfers.

Section 7 Compensation for disadvantages and protective provisions

- (1) The corresponding provisions of the Maternity Protection Act (Mutterschutzgesetz) shall apply with regard to maternity protection. The provisions on compensation for disadvantages may in particular stipulate deviations with regard to completion of the examination, length of the examination, use of aids or assistants and the number and requirements for resitting examinations; the compensation for disadvantages shall be granted upon request on a case-by-case basis. It is supposed to cover all examinations to be completed by individuals with a disability or chronic illness during the course of their studies, assuming there is no expected change to the nature of their disability or illness.
- (2) The examination board shall decide on an adequate level of compensation for disadvantages or other protective provisions, subject to receipt of a timely application to do so. A medical certificate may be requested before an application is accepted.

Section 8 Course structure

- (1) The respective course is made up of the various course modules to be taken and completed by the student as listed in the respective module table.
- (2) Course modules are either compulsory modules or elective modules in accordance with the respective module table.
- (3) Students must take each course module that they wish to participate in from the beginning of the respective study section.
- (4) Candidates may only therefore take an examination if they have met the respectively defined admission requirements, where applicable.

Section 9 Leave of absence

- (1) You can apply for a semester's leave of absence if you are temporarily unable to continue your studies, as opposed to permanently, or you have material personal reasons for doing so.
- (2) You must apply for a semester's leave of absence two months prior to the start of the semester in question. Should the reason for a semester's leave of absence arise during the course of a semester, the application must be submitted as soon as the reason arises without undue delay.
- (3) With the exception of any resits, no examinations may be taken during the course of a semester's leave of absence.

Students may submit an application to obtain an examination that does not constitute a resit; the examination board shall decide on this on a case-by-case basis.

Section 10 Compulsory attendance

- (1) There is no general compulsory attendance requirement in place.
- (2) The University relies in principle on students taking personal responsibility and working autonomously. Compulsory attendance is largely avoided in order to provide students with the greatest possible level of flexibility in structuring their studies.

Should compulsory attendance be necessary for individual lectures owing to the teaching concept or content-related requirements, this shall be notified in a timely manner at the start of the module.

Section 11 Process

- (1) The Examinations Office or the tutor giving the lecture are responsible for announcing the location and time of examinations. As a result, submission deadlines as well as deadlines for intermediate certificates and partial assessments must also be defined, if applicable.
- (2) Anyone wishing to take an examination must register with the Examinations Office at SRH University Hamm within the deadline specified in Section 19 (6), whilst also observing the requirements laid down in Section 13. Section 14 applies here.

Section 12 Examinations

- (1) The various examinations are described in detail in Annex 4.
- (2) The subject matter of the examinations and their allocation to the individual semesters can be found in the module tables for the respective degree programmes. Any deviations shall be defined by the lecturer in consultation with the responsible degree programme leader. Once examined and accepted by the examination board, these deviations shall then be notified to students.
- (3) The examinations shall typically be conducted by the tutor giving the lecture. This individual is the examiner. Unless otherwise specified, examinations shall be conducted by an examiner. Invigilators are also permitted. Further details are laid down in Annex 4.
- (4) Provided the examiner consents to this, oral examinations shall be permitted in electronic form or via electronic communication. Should this be the case, the examiner must ensure the examination is conducted properly. Recording of the examination shall be permitted, but not the provision of advice from the examiner or an explanation of the assessment.
- (5) External examination locations shall be stipulated by the University. These locations shall fulfil the University's quality standards.

Section 13 Admission for examinations

- (1) The Examinations Office shall only admit individuals to take examinations who
 - a. are registered at SRH University Hamm during the key semester period for the respective course module examination,
 - b. have submitted the respective application and/or complete application documents in a timely manner to the Examinations Office, either in writing or electronically, and in accordance with the requirements of the Examinations Office or lecturer,
 - c. has not definitely failed a most recent previous resit if one was necessary,
 - d. has not yet taken this examination,
 - e. has not been excluded from other examinations by the examination board.
- (2) In the case of final examinations, admission beyond those instances referred to in para. 1 shall not be granted either to individuals who have failed to perform the minimum requirements for the final examination if the degree programme-related standard period of study is not exceeded by 50 per cent. Once the standard period of study has been exceeded by 50 per cent, the University is no longer obliged to allow examinations to be taken in the respective degree programmes.
- (3) Students who start as lateral entrants may be admitted to examinations taken in higher study semesters, even if they do not fulfil the admission requirements in accordance with the module table.
- (4) The Examinations Office is responsible for governing the details of the procedures involved.

Section 14 Non-attendance, withdrawal, cheating, infringement of regulations, deadline

- (1) An examination shall be assessed as “nicht ausreichend”, or inadequate (5,0), if the candidate fails to turn up for a compulsory examination without good reason, or withdraws without good reason after the examination has begun. The same applies if an examination (with the exception of written tests) is not completed within the prescribed time.
- (2) The reason asserted to justify withdrawal or absence must be notified immediately in writing, and with appropriate accompanying proof. A medical certificate must be submitted in the event a candidate is ill; an official medical certificate must be obtained in cases of doubt. Where compliance with deadlines for initially registering for an examination, exam re-sits, reasons for missing examinations and observance of the times spent on examinations are applicable, the illness of a child for which the candidate is responsible shall have the same status as the candidate’s own illness. If the reason in question is recognised, a new deadline shall be scheduled. Any existing examination results must be transferred in such cases.
- (3) If a candidate attempts to influence the result of his/her examination by way of cheating or the use of unauthorised aids, the examination in question shall be given a score of zero per cent, i.e. “nicht ausreichend”, or inadequate (5,0).

Candidates who disrupt the orderly flow of an examination or fail to comply directly with the instructions issued by the examiner or invigilators may be excluded from the examination by the relevant examiner or invigilators. Should this be the case, the examination in question shall be given a score of zero per cent, i.e. “nicht ausreichend”, or inadequate (5,0).

In the event of repeated offences or serious cases, the examination board may also exclude such students from taking any other examinations.

- (4) Students have the right to request the examination result is reviewed by the examination board. They may do so within one month of being notified of the examination results by way of written or electronic publication in the respectively applicable student administration programs, or within one month of the deadline laid down in Section 24 (1), by way of a written application to the chair of the examination board.

The student in question must hand this application into the Examinations Office. The Examinations Office will then forward the application immediately to the members of the examination board. The date the application is received by the Examinations Office via post or email shall be used to calculate the deadline.

Negative decisions by the examination board must be notified to students without delay, along with the reasons why and information on legal remedies.

Section 15 Examination board and Examinations Office

- (1) The examination board is responsible for organising all examinations. The examination board also monitors compliance with these examination regulations. It also offers suggestions on reforming the degree programme scheme or examination regulations.
- (2) The examination board is made up of four members.
- (3) The senate is responsible for electing the chair and deputy chair, who are chosen from the group of Professors. Another member of the examination board comes from the group of full-time academic personnel members (Professors and academic staff), with the final member being a student. Each group of members must have at least one deputy member elected from the corresponding group of members on the examination board.

The term of office for students is one year, with a term of office of three years for the other members and deputy members. The re-election of members and deputy members of the examination board is permitted.

- (4) The examination board constitutes a quorum if at least one further member is present alongside the chair or deputy chair. However, it is generally the case that there must be two members from the group of University lecturers present. The examination board passes its resolutions by way of a simple majority. If a vote is tied, the chair shall have the deciding vote.
- (5) The examination board is responsible for ensuring the provisions of the study and examination regulations are complied with. It is responsible for taking all decisions of relevance to the organisational examination processes. It reports to the senate each year on all examination board matters, including in particular on the distribution of subject grades and cumulative grades.
- (6) All members of the examination board are entitled to be present for any examinations.
- (7) All members of the examination board are sworn to secrecy by the chair.
- (8) The University also has an Examinations Office, which provides administrative support to the examination board and helps implement the study and examination regulations from an organisational perspective. The Office plans the implementation of examinations and informs students about examinations, dates, deadlines and examination results.

Section 16 Examiners (individuals entitled to conduct examinations) and observers

- (1) Only full-time academic personnel (Professors and academic staff) are typically authorised to set and assess examinations. Associate lecturers and tutors with special responsibilities (LfbA) may be appointed as examiners. Individuals with experience in vocational practice and training may also be appointed as examiners insofar as this may be necessary or appropriate to achieve the purpose of the examination. The examinations may only be assessed by persons who themselves at least have the qualification to be determined by the examination or an equivalent qualification. If several examiners are to be appointed, at least one of them should have taught in the relevant examination subject.
- (2) Individuals may only be appointed as observers if they have the corresponding level of professional expertise. Examiners shall have in-depth language skills in the examination language.

Section 17 Examination arrangements

- (1) The various examinations are defined by the respective module tables for the degree programmes.
- (2) The examination board may decide to make changes to examination types upon request to do so.
- (3) The examination arrangements must have been notified to the participants on a course module no later than the start of the semester in question (and/or start of the module in question for the CORE structure). These also include in particular the type and extent of the study achievements and examinations.
- (4) The course module examination is a teaching unit-based examination held during the course of studies. Credit Points are awarded when passing the course module examination.
- (5) A course module examination may consist of several partial examinations. If a student fails part of the examination, only the part of the examination that is failed will need to be resat. Different regulations in accordance with Section 20 apply to the final paper for Bachelor's and Master's degree programmes (thesis and colloquium).
- (6) Students must register with the Examinations Office for the examination in question, doing so in good time before the examination date. If you fail an examination, you will be automatically registered to take the resit.
- (7) The candidate must provide his or her official identity document upon request to do so by the examiner or invigilator.

Section 18 Grading of examinations

- (1) The individuals entitled to conduct examinations shall determine the course module grade for each candidate taking a course module examination.
- (2) The following grades must be used to assess examinations:
 - 1 = sehr gut/very good
(refers to an outstanding achievement)
 - 2 = gut/good
(refers to an achievement that exceeds the average requirements considerably)
 - 3 = befriedigend/satisfactory
(refers to an achievement that fulfils average requirements)
 - 4 = ausreichend/sufficient
(refers to an achievement that fulfils the requirements despite flaws)
 - 5 = nicht ausreichend/inadequate
(refers to an achievement that does not fulfil requirements due to major flaws)
- (3) The following values are used to assess examinations in a differentiated way:

	sehr gut		gut			befriedigend			ausreichend		nicht bestanden
Note	1,0	1,3	1,7	2,0	2,3	2,7	3,0	3,3	3,7	4,0	5,0
Prozent	ab 95%	ab 90%	ab 85%	ab 80%	ab 75%	ab 70%	ab 65%	ab 60%	ab 55%	ab 50%	unter 50%

Sehr gut	very good
Gut	good

Befriedigend	satisfactory
Ausreichend	sufficient
Nicht bestanden	failed
Note	Grade
Prozent	Percentage
ab 95%	95% or more
unter 50%	Less than 50%

- (4) If, as an exception, partial examinations are held, the grade for a course module (module grade) is derived from the weighted mean percentage share of partial examinations based on the Credit Points.
If grades are saved as percentage values in the corresponding systems, then these percentages shall be used. Only the first two decimal places are taken into account for grading purposes.
- (5) The notification of grades involves rounding, whereby the nearest grade according to para. 2 is given. Only the first two digits after the comma are taken into account for this purpose. If, when notifying the grade, a numerical value arises that is precisely in the middle of two grade boundaries, then the higher grade must be given.
- (6) In cases involving partial examinations, the Credit Points for a module shall only be given if all partial examinations have been completed and the module result is a “pass” within the meaning of para. 8. It does not matter if a completed partial examination is a “fail”.
- (7) The grades “mit Erfolg” (mE, participated with success) or “ohne Erfolg” (oE, participated without success) shall be used in the case of undifferentiated performance assessments.
- (8) An examination is considered a pass if it is assessed to be at least 4,0 (ausreichend/sufficient) or “mit Erfolg” (mE, participated with success).
- (9) Written academic papers (homework, seminar tasks and research papers) and final papers in particular (Bachelor’s and Master’s thesis) shall be assessed in a standardised manner based on the uniform assessment model for academic papers, which is aligned with the Qualifications Framework for German Higher Education Qualifications.
- (10) The examination may be reviewed for potential text passages or other sources that have been incorporated without acknowledgement through the use of suitable plagiarism detection software.

Section 19 Resitting examinations

- (1) Candidates who have failed the following examinations, namely
 - Akademische Seminararbeit – ASemP (academic seminar paper),
 - Studienarbeit – StA (research paper, business project),
 - Bachelor-Thesis – BT (Bachelor’s thesis) or
 - Master-Thesis – MT (Master’s thesis),
 have the opportunity to resit them once. This resit is the first and only one they may take.
- (2) With the exception of those examinations listed in para. 1, candidates who have failed an examination may resit the examination in question once.

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- (3) Upon request by the student in question, the examination board may approve the second resit of a failed examination if the overall study achievements and examinations to date give reason to expect that the course can be completed successfully, and there is evidence of a case of particular hardship owing to exceptional pressure in conjunction with the resit (application for case of particular hardship). The application must be submitted within one month of the examination result for the resit. If this deadline is involuntarily missed, there shall be an entitlement to restitutio in integrum.
- (4) Resits shall be offered at least once a year.
- (5) Resits must be taken within a deadline of no more than 3 semesters after the course module examination.

B. Bachelor’s and Master’s examination

Section 20 Final examination (Bachelor’s and Master’s examination)

- (1) The final examination typically consists of the text-based completion of the final paper and the associated colloquium concluding the course. All partial examinations must have been passed in order to pass the final examination. The key items and results of the colloquium must be noted.
- (2) The candidates may express the special topics they want to deal with. The topic in question may only be changed once, and only within one month of issuing it.
- (3) When submitting their work, candidates must provide written assurances that they have completed their work, or their share of work in group tasks, in an independent manner and have not used any sources or aids other than those they have referred to.

Section 21 Award of degree, overall grade and Diploma Supplement

- (1) The University shall award an academic degree in accordance with Annex 1 for each degree programme on the basis of a course completed successfully according to these examination regulations.
In the case of cooperative degree programmes where at least three of the five semesters of lectures are studied in dual format, the term “Cooperative study programme” is added in brackets after the name of the degree programme.
- (2) The grade sheet will show an overall mark.
- (3) The overall grade is derived from the module grades for compulsory and elective lectures weighted using the Credit Points; it is rounded to one decimal place.

The overall mark is derived from rounding the overall grade to a whole number:

Overall grade	Overall mark
1	“sehr gut/very good”
2	“gut/good”
3	“befriedigend/satisfactory”
4	“ausreichend/sufficient”

- (4) The overall mark “sehr gut mit Auszeichnung/very good with distinction” is awarded in place of the overall mark “sehr gut/very good” if the final paper grade value is 1,0 and the overall grade is better than or equal to 1,3.
- (5) A relative grade according to the European Credit Transfer System is also shown in parallel to the overall grade. The examination results are assessed based on the following example grading table:

Grade	Cumulative percentage	Relative grade
1	0.00%	A
1.1	1.96%	
1.2	1.96%	
1.3	1.96%	
1.4	1.96%	
1.5	5.88%	
1.6	9.80%	
1.7	15.69%	B
1.8	17.65%	
1.9	19.61%	
2	29.41%	
2.1	37.25%	C
2.2	43.14%	
2.3	49.02%	
2.4	52.94%	
2.5	52.94%	
2.6	58.82%	
2.7	62.75%	
2.8	64.71%	
2.9	68.63%	D
3	68.63%	
3.1	70.59%	
3.2	70.59%	
3.3	74.51%	
3.4	74.51%	
3.5	80.39%	
3.6	80.39%	
3.7	88.24%	
3.8	88.24%	
3.9	90.20%	
4	100.00%	E

The relative grades A to E are therefore divided up according to the following cumulative percentages:

- A = the top 10% of students to have passed the performance review,
- B = the next 25%,
- C = the next 30%,
- D = the next 25%,
- E = the bottom 10%.

This illustrates how the individual students were split within the group to have participated in the performance review. The grades for examinations passed in the past two years shall be used at the very least as the reference group for determining the relative grade distribution.

- (6) A Diploma Supplement is also issued to promote international transparency regarding course content and German academic degrees.
- (7) School students shall receive a grade sheet confirming their course achievements in the corresponding degree programme. The term “School Course” (Juniorstudium) is added in brackets after the name of the degree programme.

Section 22 Grade sheet, notification of failure, certificates

- (1) If a candidate has passed the final examination, he or she shall receive a grade sheet for study achievements with details of the individual module grades and Credit Points as well as the overall grade. This shall be sent immediately, and where possible within four weeks. The grade sheet and certificate shall be signed by the University directors and examination board directors. It shall feature the date on which the final examination has been taken.
- (2) The examination board shall send written notification to the candidate confirming that the final examination has been definitively failed. This notification shall include information on legal remedies.
- (3) If the candidate has definitively failed the final examination, he or she shall, upon request, and subject to providing suitable evidence and a certificate of de-registration, be issued with a written certificate containing details of the examinations taken and their grades and Credit Points, along with details of the examinations that are still required for the Bachelor’s examination. The same applies if the entitlement to take an examination no longer exists.
- (4) Furthermore, a certificate in accordance with Section 66 (5) HG NRW (Higher Education Act of the State of North-Rhine Westphalia) where only the achievements obtained are stated may also be issued upon request to do so.

C. Final provisions

Section 23 *Invalidity of examinations, withdrawal of degree*

- (1) If a candidate cheated in an examination, and this particular fact only arises after the grade sheet has been handed out, then the grade for the examination in question may be altered. If necessary, the examination or final paper may be declared as “nicht ausreichend/inadequate”.
- (2) Provided there is no intent to cheat, if the candidate fails to comply with all of the conditions for sitting an examination, and this particular fact only arises after the grade sheet has been handed out, then this shortcoming may be overlooked if the examination is passed. Should the candidate have willingly obtained the right to take the examination without justification, the examination may be declared as “nicht ausreichend/inadequate”.
- (3) If an examination according to paras 1 and 2 is declared invalid, the degree cannot be obtained.
- (4) The candidate is to be given the opportunity to make a statement before a decision.
- (5) Any inaccurate grade sheet or certificate must be revoked, with amended versions to be issued if applicable. The certificate must also be retracted along with the inaccurate grade sheet if the final examination has been declared as “nicht ausreichend/inadequate” due to cheating. It shall not be possible for a decision according to paras 1 and 2 to be made following a period of 5 years from the date the grade sheet is issued.

Section 24 *Access to the examination file*

- (1) Students may, upon request, gain access to their examinations on dates specified by the Examinations Office. The application must be submitted within 4 weeks of the examination results being published.
- (2) Only copies or other faithful reproductions may be made whilst accessing the examination documents, provided the student in question has consented to data protection regulations beforehand and, in doing so, is not in breach of any of the University’s other interests.

Section 25 *Entry into force*

- (1) These study and examination regulations shall enter into force in accordance with the resolution of the senate dated 30/08/2019, and following signature by the Rector on 30/08/2019, and shall apply to all students embarking on a course at SRH University Hamm with effect from the 2020 winter semester.
- (2) Students who have already started their course in a degree programme offered by SRH University Hamm at the time these study and examination regulations entered into force shall take the remaining examinations in the respective degree programme. They shall do so according to the module tables applicable to them at the start of the course, and in accordance with the general regulations stated in these framework study and examination regulations, unless they incur significant disadvantages in doing so. The entitlement to be examined according to the respective applicable version of the module tables shall cease to exist 12 months after the end of the standard period of study.

- (3) Study achievements and examinations and their resits can ultimately be taken one year after completing the standard period of study according to regulations other than these framework study and examination regulations.

Hamm, 30/08/2019

Prof. Dr.-Ing. Lars Meierling
Rector

D. Legal review

These study and examination regulations for Bachelor's and Master's degree programmes at SRH University Hamm are drawn up in accordance with the provisions of the Higher Education Act of the State of North-Rhine Westphalia (HG) dated 16 September 2014, as well as the revised Act applicable from 01/10/2019 onwards.

The examination regulations were subjected to a legal review by the lawyer, Prof. Dr. iur. Lutz Mitto LL.M.. They are not in breach of the examination-specific provisions of HG NRW and are also otherwise fully compatible with the provisions of HG NRW (both the version dated 16/09/2014 as well as the revised version dated 01/10/2019).

Signed Prof. Dr.-Ing. Lars Meierling
Rector

Annex 1. Structural information on degree programmes

A1.1 Bachelor's degree programmes

Bachelor's degree programmes	Course format	Degree	Minimum number of Credit Points	Standard period of study	Hours' work		
					per CP	per sem.	total
Industrial Engineering Logistics / Supply Chain Management	CBC CSP	B.Sc.	180 CP	6 sem.	25	750	4,500
Business Administration / Business Management	CBC CSP	B.Sc.	180 CP	6 sem.	25	750	4,500
Business Analytics	CBC CSP	B.Sc.	180 CP	6 sem.	25	750	4,500
Social Work	CBC CSP EOS	B.A.	180 CP	6 sem.	25	750	4,500
Work and Organisational Psychology	CBC	B.A.	180 CP	6 sem.	25	750	4,500
Psychology	CBC	B.Sc.	180 CP	6 sem.	25	750	4,500

Abbreviations used:

- CBC: Campus-based course
- CSP: Cooperative study programme
- EOS: Extra-occupational studies
- Sem.: Semesters
- CP: Credit Points

A1.2 Master's degree programmes

Master's degree programmes	Course format	Degree	Minimum number of Credit Points	Standard period of study	Hours' work		
					per CP	per sem.	total
Logistics Management	DL	M.Sc.	60 CP	4 sem.	25	375	1,500
Supply Chain Management German / English	CBC	M.Sc.	120 CP	4 sem.	25	750	3,000
Supply Chain Management German / English	DL	M.Sc.	120 CP	FTC: 4 sem. PTC: 6 sem.	25	750 500	3,000
Business Administration	CBC	M.Sc.	120 CP	4 sem.	30	900	3,600
International Business and Engineering	CBC	M.Eng.	120 CP	4 sem.	25	750	3,000
Innovation and Organisational Development in Social Work	CBC	M.A.	120 CP	4 sem.	25	750	3,000

Abbreviations used:

- CBC: Campus-based course
- DL: Distance learning
- FTC: Full-time course
- PTC: Part-time course
- Sem.: Semesters
- CP: Credit Points

Annex 2. Module tables for Bachelor's and Master's degree programmes

A2.1 Sample table with explanations

Group / Cohort: xxx, Study Period: xxx to xxx Status: Version (V):													
Bachelor's/Master's degree programme xxx (B.xx./M.x.x.) consecutive/further educational													
No.	Module / course	Block No.	Attendance in Weeks per Semester						CP	Examination(s) per Semester		Study Achievement(s) per Semester	
			1	2	3	4	5	6		Se m	Type	Se m	Type
----- Obligatory Classes -----													
1	Business concept - Introduction to Business Administration - Advanced Business Administration - Business English - Self-management	1	5						10	1	Pres. (Engl.)		
2	The market - etc.	2	5						10	1	Written test		
----- Elective Classes -----													

The following information is shown in the individual sections of the table overview for a degree programme (Annex 2.2 of the framework study and examination regulations):

Headers

1. The first header contains the following:

- 1.1. Group / Cohort: contains the degree programme abbreviation and the starting semester
- 1.2. Study Period: corresponds to the standard period of study
- 1.3. Status: the version stated applies from this date onwards
- 1.4. Module table version (V): where changes are made to the module table, a new version with the date it becomes valid will be defined.

2. The second header contains the following:

- 2.1. Academic degree (Bachelor's/Master's)
- 2.2. Degree programme name
- 2.3. Specialisation
- 2.4. Consecutive/further educational reference for Master's
- 2.5. Information as to whether part-time course/cooperative study programme, where applicable

Columns

1. "No." column:

This contains the module/course number. Previous achievements are identified by way of the Annex "PA". The version number of the module is listed after the module number from Version 2 onwards.

Reasons for different module versions:

- Change to module structure (different courses, different number of courses).
- Module duration
- Different examinations
- Different weightings of examinations
- Different assessment methods (graded/ungraded)

2. "Module/course" column:

This contains the module/course name. The module structure is described in the column cells. A module will generally be made up of at least one course featuring the same name as the module. Only the module name is then shown in the cell.

If the module is made up of other courses, these courses are then listed in the corresponding table cell. The column is sorted into Obligatory Classes and, if applicable, Specialisation Classes and Elective Classes.

3. "Block No." column:

Block numbers of the week-long course blocks.

4. "Attendance in Weeks per Semester" column:

This shows the semester in which a block is held along with how many weeks.

5. "CP" column:

The Credit Points attained after completing the module examination are stated here.

6. “Examinations per Semester” column:

Divided into “Sem” and “Type”.

- The semester in which the examinations are held is entered in “Sem”.
- The respective examinations required to pass the module and the allocation of the examinations to the module or associated course are shown in “Type”. If several examinations need to be passed in a module, their respective weighting must be taken from the corresponding module handbook. If this information is not available, single weighting shall be performed. If an examination is ungraded, this will be noted with the word “unb./ungraded” after the examination.
-

7. “Study Achievements per Semester” column:

Divided into “Sem” and “Type”.

- The semester in which the study achievements take place is entered in “Sem”.
- The respective study achievements required to pass the module and the allocation of the study achievements to the module or associated course are shown in “Type”. Study achievements are ungraded.

A2.2 Degree programme-specific module tables

Bachelor's degree programmes in Faculty of Technology & Economy

Gruppe / Kohorte:		Studiendauer: 6 Semester		Stand: 08/2019		Version: 1.0							
Bachelorstudiengang Betriebswirtschaftslehre (B.Sc.)													
Nr.	Modul / Kurs	Block Nr.	Präsenzdauer in Wochen im Semester						CP	Prüfungsleistung(en) im Semester		Studienleistung(en) im Semester	
			1	2	3	4	5	6		Sem	Art	Sem	Art
Pflichtbereich													
MC-BWL-01	Unternehmensidee	1						10	1	Präs. (Englisch)			
	Selbstmanagement		5					2		20%			
	Business English		5					4		40%			
	Einführung in die BWL		5					2		20%			
	Vertiefung BWL		5					2		20%			
MC-BWL-02	Der Markt	2						10	1	KIs4			
	Mathematik I		5					2		20%			
	Beschreibende Statistik		5					2		20%			
	Mikroökonomie		5					4		40%			
	Makroökonomie		5					2		20%			
MC-BWL-03	Leistungserstellung	3						10	1	Fallstudie			
	Procurement		5					3		30%			
	Production Management		5					3		30%			
	Physical Distribution		5					2		20%			
	Mathematik II		5					2		20%			
MC-BWL-04	Vermarktung	4						10	2	TT			
	Marketing & Vertrieb			5				6		Präs.			
	Beurteilende Statistik			5				4			2	TT	
MC-BWL-05	Finanzwirtschaftliche Planung I	5						10	2	KIs4			
	Investition & Finanzierung			5				2		20%			
	Kosten & Leistungsrechnung I			5				2		20%			
	Externes Rechnungswesen			5				2		20%			
	Mathematik III			5				4		40%			
MC-BWL-06	Von der Theorie zur Praxis	6						10					
	Wissenschaftliches Arbeiten + Präsentationstechniken			5				2					
	Projektmanagement			5				2		Präs. (80%)			
	Projektseminar (Praxis 1)			5				4					
	Qualitätsmanagement			5				2		MP (20%)			
MC-BWL-07	Rechtlicher Rahmen	7						10	3	KIs4	3	HA	
	Öffentliches Recht				5			3		30%			
	Wirtschaftsprivat- & Handelsrecht				5			3		30%			
	Gesellschafts- & ausgewähltes Wirtschaftsrecht				5			4		40%			
MC-BWL-08	Informationstechnologie	8						10					
	Einführung in die Informatik				5			2	3	KIs1 (20%)			
	Anwendungsorientierte Datenverarbeitung				5			3	3	KIs1 (30%)			
	Programmierung und IT-Projekte				5			3	3	Präs. (30%)			
	Einführung E-Business				5			2	3	KIs1 (20%)			
MC-BWL-09	Unternehmensorganisation	9						10	3	Essay + Präs.			
	Personal und Organisation				5			4		40%			
	Controlling				5			4		40%			
	Unternehmensführung und -planung I				5			2		20%			
MC-BWL-10	Finanzwirtschaftliche Planung II	10						10	4	KIs4			
	Quan. Meth. d. Wirtschaftswissenschaften					5		2		20%			
	Einführung ERP-Systeme					5		2		20%			
	Bilanzierung					5		3		40%			
	Kosten & Leistungsrechnung II					5		3		20%			
MC-BWL-11	Finanzwirtschaftliche Planung III	11						10	4	KIs4			
	Externes Rechnungswesen II					5		4		40%			
	Unternehmensbesteuerung					5		3		30%			
	Organisation					5		3		30%			
MC-BWL-12	Best Practice	12						10					
	Personalführung							4	4	MP (40%)			
	Projektseminar 2 (Praxis 2)							6	4	SemA (60%)			
MC-BWL-13	Unternehmensführung	13						10			5	Präs.	
	Unternehmensgründung und -entwicklung						5	6	5	HA (50%)			
	Unternehmensführung und -planung II						5	4	5	MP (50%)			
MC-BWL-14	International Business und Wirtschaftspolitik	14						10					
	International Business						5	6	5	KIs2 (60%)			
	Wirtschaftspolitik						5	4	5	MP (40%)			
MC-BWL-15	Finanzmanagement und Wirtschaftspsychologie	15						10					
	Finanz- und Risikomanagement						5	6	5	KIs2 (60%)			
	Wirtschaftspsychologie						5	4	5	MP (40%)			
MC-BWL-16	Praktikum	16						5	14	6	SA		
MC-BWL-17	Bachelorarbeit	17						5	16	6	BT + Ko		

Framework study and examination regulations

Group:		Study Period: 6 Semesters						Status: 08/2019	Version: 1.0				
Bachelor Program Business Management (B.Sc.)													
No.	Module	Block No.	Attendance in Weeks per Semester						CP	Examination(s) per Semester		Study Examination(s) per Semester	
			1	2	3	4	5	6		Sem	Type	Sem	Type
Obligatory Classes													
MC-BM-B01	Business Concept	1							10	1	Pres.		
	Self-Management		5						2		20%		
	Business English		5						4		40%		
	Introduction to Business Management		5						2		20%		
	Advanced Business Management		5						2		20%		
MC-BBM-02	The Market	2							10	1	WE4		
	Mathematics I		5						2		20%		
	Statistics I		5						2		20%		
	Microeconomics		5						4		40%		
	Macroeconomics		5						2		20%		
MC-BBM-03	Goods and Services	3							10	1	Case Study		
	Procurement		5						3		30%		
	Production Management		5						3		30%		
	Physical Distribution		5						2		20%		
	Mathematics II		5						2		20%		
MC-BBM-04	Marketing	4							10	2			
	Marketing & Sales			5					6		Pres.		
	Statistics II			5					4			2	Certificate
MC-BBM-05	Operational Business Planning	5							10	2	WE4		
	Investment & Finance			5					2		20%		
	Management Accounting			5					2		20%		
	External Accounting			5					2		20%		
	Mathematics III			5					4		40%		
MC-BBM-06	From Theory into Practice	6							10				
	Academic Writing			5					2				
	Project Seminar I			5					2		Pres. (80%)		
	Project Management			5					4				
	Quality Management			5					2		OE (20%)		
MC-BBM-07	Legal Principles	7							10	3	WE4	3	HA
	Economic Law				5				3		30%		
	Private Commercial / Trading Law				5				3		30%		
	Public Law				5				4		40%		
MC-BBM-08	Information Technology	8							10				
	Introduction to Computer Science				5				2	3	WE1 (20%)		
	Application-oriented Data Processing				5				3	3	WE1 (30%)		
	Programming / IT Projects				5				3	3	Pres. (30%)		
	Introduction to E-Business				5				2	3	WE1 (20%)		
MC-BBM-09	Company Organisation	9							10	3	Essay + Pres.		
	Personnel & Organisation				5				4		40%		
	Controlling				5				4		40%		
	Company Management & Planning				5				2		20%		
MC-BBM-10	Operational Business Planning II	10							10	4	WE4		
	Management Accounting II					5			2		20%		
	Quan. Meth. of Economic Sciences					5			2		20%		
	External Accounting II					5			3		40%		
	Introduction to ERP-Systems					5			3		20%		
MC-BBM-11	Operational Business Planning III	11							10	4	WE4		
	Accounting					5			4		40%		
	Taxation					5			3		30%		
	Organisation					5			3		30%		
MC-BBM-12	Best Practice	12							10				
	Human Resources								4	4	OE (40%)		
	Project Seminar II								6	4	SemA (60%)		
MC-BBM-13	Company Management	13							10			5	Pres.
	Company Start-up & Development						5		6	5	HA (50%)		
	Company Management & Planning						5		4	5	OE (50%)		
MC-BBM-14	International Business	14							10				
	International Business						5		6	5	WE2 (60%)		
	Economic Policy						5		4	5	OE (40%)		
MC-BBM-15	Financial Management & Business Psychology	15							10				
	Financial & Risk Management						5		6	5	WE2 (60%)		
	Business Psychology						5		4	5	OE (40%)		
MC-BBM-16	Practical Experiences	16							5	14	6	SA	
MC-BBM-17	Realization	17							5	16	6	BT + Colloquium	

Framework study and examination regulations

Gruppe / Kohorte:		Studiendauer: 6 Semester		Stand: 08/2019		Version: 1.0							
Bachelorstudiengang Wirtschaftsingenieurwesen Logistik (B.Sc.) Präsenz- und Duales Studium													
Nr.	Modul /Kurs	Block Nr.	Präsenzdauer in Wochen im Semester						CP	Prüfungsleistung(en) im Semester		Studienleistung(en) im Semester	
			1	2	3	4	5	6		Sem	Art	Sem	Art
Pflichtbereich													
MC-LOG-01	Unternehmensidee	1						10	1	Präs. (Englisch)			
	Selbstmanagement		5					2		20%			
	Business English		5					4		40%			
	Einführung in die BWL		5					2		20%			
	Einführung in die Logistik		5					2		20%			
MC-LOG-02	Der Markt	2						10	1	Kis4			
	Mathematik I		5					2		20%			
	Beschreibende Statistik		5					2		20%			
	Mikroökonomie		5					4		40%			
	Makroökonomie		5					2		20%			
MC-LOG-03	Leistungserstellung	3						10	1	Fallstudie			
	Procurement		5					3		30%			
	Production Management		5					3		30%			
	Physical Distribution		5					2		20%			
	Mathematik II		5					2		20%			
MC-LOG-04	Vermarktung	4						10	2				
	Marketing & Vertrieb			5				6		Präs.			
	Beurteilende Statistik			5				4			2	TT	
MC-LOG-05	Finanzwirtschaftliche Planung I	5						10	2	Kis4			
	Investition & Finanzierung			5				2		20%			
	Kosten & Leistungsrechnung I			5				2		20%			
	Externes Rechnungswesen			5				2		20%			
	Mathematik III			5				4		40%			
MC-LOG-06	Von der Theorie zur Praxis	6						10					
	Wissenschaftliches Arbeiten +Präsentationstechniken			5				2					
	Projektmanagement			5				2		Präs. (80%)			
	Projektseminar (Praxis 1)			5				4					
	Qualitätsmanagement			5				2		MP (20%)			
MC-LOG-07	Rechtlicher Rahmen	7						10	3	Kis4	3	HA	
	Öffentliches Recht				5			3		30%			
	Wirtschaftsprivat- & Handelsrecht				5			3		30%			
	Gefahrgüter und -stoffe				5			4		40%			
MC-LOG-08	Informationstechnologie	8						10					
	Einführung in die Informatik				5			2	3	Kis1(20%)			
	Anwendungsorientierte Datenverarbeitung				5			3	3	Kis1(30%)			
	Programmierung und IT-Projekte				5			3	3	Präs. (30%)			
	Einführung in die Mechanik				5			2	3	Kis1(20%)			
MC-LOG-09	Unternehmensorganisation	9						10	3	Essay + Präs.			
	Personal und Organisation				5			4		40%			
	Controlling				5			4		40%			
	Unternehmensführung und -planung I				5			2		20%			
MC-LOG-10	Prozessgestaltung	10						10	4	Kis4			
	Quan. Meth. d. Wirtschaftswissenschaften					5		2		20%			
	Einführung ERP-Systeme					5		2		20%			
	Anwendung ERP-Systeme					5		4		40%			
	Einführung in Elektrizitätslehre, Magnetismus & Optik					5		2		20%			
MC-LOG-11	Prozessabwicklung	11						10	4	Kis3			
	Materialflussrechnung & Simulation					5		4		40%			
	Innerbetriebliche Materialflusstechnik					5		4		40%			
	Maschinenelemente					5		2		20%			
MC-LOG-12	Best Practice	12						10					
	Personalführung							4	4	MP (40%)			
	Projektseminar 2 (Praxis 2)							6	4	SemA (60%)			
MC-LOG-13	Gestaltung interne Wertschöpfung	13						10		Kis3	5	Präs.	
	Planung logistischer Systeme						5	5	5	50%			
	Produktionssteuerung						5	3	5	30%			
	Warenflussteuerung							2		20%			
MC-LOG-14	Gestaltung externe Wertschöpfung	14						10		Fallstudie			
	Verkehrs- und Umschlagsysteme						5	5	5				
	Supply Chain Strategies						5	5	5				
MC-LOG-15	Weiterentwicklung	15						10		Kis3			
	Steuerungs- und Automatisierungstechnik						5	4	5	40%			
	Kommissioniersysteme						5	6	5	60%			
MC-LOG-16	Praktikum	16						5	14	6	6	SIa	
MC-LOG-17	Bachelorarbeit	17						5	16	6	6	BT + Ko	

Framework study and examination regulations

Group:		Study Period: 6 Semesters						Status: 08/2019		Version: 1.0			
Bachelor Program Supply Chain Management (B.Sc.)													
No.	Module	Block No.	Attendance in Weeks per Semester						CP	Examination(s) per Semester		Study Examination(s) per Semester	
			1	2	3	4	5	6		Sem	Type	Sem	Type
Obligatory Classes													
MC-SCM-B01	Business Concept	1							10	1	Pres.		
	Self-Management		5						2		20%		
	Intercultural Competences		5						4		40%		
	Introduction to Business Management		5						2		20%		
	Introduction to Logistics		5						2		20%		
MC-SCM-B02	The Market	2							10	1	WE4		
	Mathematics I		5						2		20%		
	Statistics I		5						2		20%		
	Microeconomics		5						4		40%		
	Macroeconomics		5						2		20%		
MC-SCM-B03	Goods and Services	3							10	1	Case study		
	Procurement		5						3		30%		
	Production Management		5						3		30%		
	Physical Distribution		5						2		20%		
	Mathematics II		5						2		20%		
MC-SCM-B04	Marketing	4							10				
	Marketing & Sales			5					6	2	Pres.		
	Statistics II			5					4			2	Certificate
MC-SCM-B05	Operational Business Planning	5							10	2	WE4		
	Investment & Finance			5					2		20%		
	Management Accounting			5					2		20%		
	External Accounting			5					2		20%		
	Mathematics III			5					4		40%		
MC-SCM-B06	From Theory into Practice	6							10				
	Academic Writing			5					2				
	Project Seminar I			5					2		Pres. (80%)		
	Project Management			5					4				
	Quality Management			5					2		OE (20%)		
MC-SCM-B07	Legal Principles	7							10	3	WE4	3	HA
	Hazardous Goods & Substances				5				3		30%		
	Private Commercial / Trading Law				5				3		30%		
	Public Law				5				4		40%		
MC-SCM-B08	Information Technology	8							10				
	Introduction to Computer Science				5				2	3	WE1 (20%)		
	Application-oriented Data Processing				5				3	3	WE1 (30%)		
	Programming / IT Projects				5				3	3	Pres. (30%)		
	Physics I (Mechanics)				5				2	3	WE1 (20%)		
MC-SCM-B09	Company Organisation	9							10	3	Essay + Pres.		
	Personnel & Organisation				5				4		40%		
	Controlling				5				4		40%		
	Company Management & Planning				5				2		20%		
MC-SCM-B10	Process Organisation	10							10	4	WE4		
	Quan. Meth. of Economic Sciences					5			2		20%		
	Introduction to ERP-Systems					5			2		20%		
	Application of ERP-Systems					5			3		40%		
	Physics II (electricity, optics)					5			3		20%		
MC-SCM-B11	Process Engineering	11							10	4	WE3	3	Case Study
	Material Flow & Simulation					5			4		40%		
	Internal Material Flow Technology					5			4		40%		
	Machine Elements					5			2		20%		
MC-SCM-B12	Best Practice	12							10				
	Human Resources								4	4	OE (40%)		
	Project Seminar II								6	4	SemA (60%)		
MC-SCM-B13	Management of internal Value added	13							10		WE3	4	Case Study
	Planning for Log. Systems						5		5	5	50%		
	Production Control						5		3	5	30%		
	Goods Flow Control							2	5	5	20%		
MC-SCM-B14	Management of external Value added	14							10		Case Study		
	Conveyor and Handling Systems						5		5	5			
	Supply Chain Strategies						5		5	5			
MC-SCM-B15	Development	15							10		WE3		
	Automation						5		4	5	40%		
	Picking Systems						5		6	5	60%		
MC-SCM-B16	Practical Experiences	16						5	14	6	SA		
MC-SCM-B17	Realization	17						5	16	6	BT + Colloquium		

Framework study and examination regulations

Gruppe / Kohorte: Präsenz Studiendauer: Stand: 12.2019 Version:1.0													
Bachelorstudiengang Business Analytics (B.Sc.)													
Nr.	Modul / Kurs	Block Nr.	Präsenzdauer in Wochen im Semester						CP	Prüfungsleistung(en) im Semester		Studienleistung(en) im Semester	
			1	2	3	4	5	6		Sem	Art	Sem	Art
Pflichtbereich													
MC-BA-01	Unternehmensidee	1							10	1	Präs. (Englisch)		
	Selbstmanagement		5						2		20%		
	Business English		5						4		40%		
	Einführung in die BWL		5						2		20%		
	Einführung Business Analytics		5						2		20%		
MC-BA-02	Der Markt	2							10	1	KIs4		
	Mathematik I		5						2		20%		
	Beschreibende Statistik		5						2		20%		
	Mikroökonomie		5						4		40%		
	Makroökonomie		5						2		20%		
MC-BA-03	Leistungserstellung	3							10	1	Fallstudie		
	Procurement		5						3		30%		
	Production Management		5						3		30%		
	Physical Distribution		5						2		20%		
	Mathematik II		5						2		20%		
MC-BA-04	Vermarktung	4							10	2	TT		
	Marketing & Vertrieb			5					6		Präs.		
	Beurteilende Statistik			5					4			2	TT
MC-BA-05	Finanzwirtschaftliche Planung I	5							10	2	Fallstudie		
	Investition & Finanzierung			5					2		20%		
	Kosten & Leistungsrechnung I			5					2		20%		
	Externes Rechnungswesen			5					2		20%		
	Mathematik III			5					4		40%		
MC-BA-06	Von der Theorie zur Praxis	6							10				
	Wissenschaftliches Arbeiten + Präsentationstechniken			5					2				
	Projektmanagement			5					2		Präs. (80%)		
	Projektseminar (Praxis 1)			5					4				
	Qualitätsmanagement			5					2		MP (20%)		
MC-BA-07	Rechtsgrundlagen	7							10	3		3	
	Öffentliches Recht				5				3		KIs2 (60%)		
	Wirtschaftsprivat- & Handelsrecht				5				3				
	Dateneethik und Datenschutzrecht				5				4		Essay (40%)		
MC-BA-08	Informationstechnologie	8							10	3			
	Einführung in die Informatik				5				2				
	Anwendungsorientierte Datenverarbeitung				5				3		KIs2 (60%)		
	Einführung E-Business				5				2				
	Programmierung und IT-Projekte				5				3		Prakt. Arb. (40%)		
MC-BA-09	Unternehmensorganisation	9							10	3	Essay + Präs.		
	Personal und Organisation				5				4		40%		
	Controlling				5				4		40%		
	Unternehmensführung und -planung I				5				2		20%		
MC-BA-10	Business Analytics im Unternehmen	10							10	4	SemA (engl.)		
	Einführung ERP-Systeme					5			3		30%		
	Anwendung ERP-Systeme					5			3		30%		
	Business Analytics Englisch					5			4		40%		
MC-BA-11	Computer Science für Business Analytics	11							10	4			
	Java					5			4		Prakt. Arb. (40%)		
	Software Engineering & Agile Methoden					5			3		KIs2 (60%)		
	Data Engineering					5			3				
MC-BA-12	Best Practice	12							10	4			
	Personalführung								4		Präs.		
	Projektseminar 2 (Praxis 2)								6				
MC-BA-13	Technische Methoden Business Analytics	13							10	5		5	Präs.
	Business Analytics Techniken & Tools							5	4				
	Business Analytics Berufsrollen & technischen Methodenwissen							5	3		Prakt. Arb. (70%)		
	Visual Business Analytics							5	3		Wiss. Poster (30%)		
MC-BA-14	Fortschritte Methoden und Business Analytics	14							10	5			
	Quantitative Methoden in Business Analytics							5	5		KIs2 (50%)		
	Business Analytics Verwendung von Tools							5	5		Ber. (50%)		
MC-BA-15	Anwendung Business Analytics	15							10	5			
	Business Analytics Projekte I							5	5		Ber. (50%)		
	Business Analytics Projekte II							5	5		Ber. (50%)		
MC-BA-16	Praktikum	16							10	14	6	6	STA
MC-BA-17	Bachelorarbeit	17							12	16	6	6	BT + Kolloquium

Framework study and examination regulations

Gruppe / Kohorte: Dual Studiendauer: Stand: 12.2019 Version:1.0													
Bachelorstudiengang Business Analytics (B.Sc.)													
Nr.	Modul / Kurs	Block Nr.	Präsenzdauer in Wochen im Semester						CP	Prüfungsleistung(en) im Semester		Studienleistung(en) im Semester	
			1	2	3	4	5	6		Sem	Art	Sem	Art
Pflichtbereich													
MC-BA-01	Unternehmensidee	1							10	1	Präs. (Englisch)		
	Selbstmanagement		5						2		20%		
	Business English		5						4		40%		
	Einführung in die BWL		5						2		20%		
	Einführung Business Analytics		5						2		20%		
MC-BA-02	Der Markt	2							10	1	KIs4		
	Mathematik I		5						2		20%		
	Beschreibende Statistik		5						2		20%		
	Mikroökonomie		5						4		40%		
	Makroökonomie		5						2		20%		
MC-BA-03	Leistungserstellung	3							10	1	Praktikumsbericht		
MC-BA-04	Vermarktung	4							10	2	TT		
	Marketing & Vertrieb			5					6		Präs.		
	Beurteilende Statistik			5					4			2	TT
MC-BA-05	Finanzwirtschaftliche Planung I	5							10	2	Fallstudie		
	Investition & Finanzierung			5					2		20%		
	Kosten & Leistungsrechnung I			5					2		20%		
	Externes Rechnungswesen			5					2		20%		
	Mathematik III			5					4		40%		
MC-BA-06	Von der Theorie zur Praxis	6							10		Praktikumsbericht		
MC-BA-07	Rechtsgrundlagen	7							10	3		3	
	Öffentliches Recht				5				3		KIs2 (60%)		
	Wirtschaftsprivat- & Handelsrecht				5				3				
	Datenehtik und Datenschutzrecht				5				4		Essay (40%)		
MC-BA-08	Informationstechnologie	8							10	3			
	Einführung in die Informatik				5				2				
	Anwendungsorientierte Datenverarbeitung				5				3		KIs2 (60%)		
	Einführung E-Business				5				2				
	Programmierung und IT-Projekte				5				3		Prakt. Arb. (40%)		
MC-BA-09	Unternehmensorganisation	9							10	3	Praktikumsbericht		
MC-BA-10	Business Analytics im Unternehmen	10							10	4	SemA (engl.)		
	Einführung ERP-Systeme					5			3		20%		
	Anwendung ERP-Systeme					5			3		40%		
	Business Analytics Englisch					5			4		20%		
MC-BA-11	Computer Science für Business Analytics	11							10	4			
	Java					5			4		Prakt. Arb. (40%)		
	Software Engineering & Agile Methoden					5			3		KIs2 (60%)		
	Data Engineering					5			3				
MC-BA-12	Best Practice	12							10	4	Praktikumsbericht		
MC-BA-13	Technische Methoden Business Analytics	13							10	5		5	Präs.
	Business Analytics Techniken & Tools						5		4				
	Business Analytics Berufsrollen & technischen Methodenwissen						5		3		Prakt. Arb. (70%)		
	Visual Business Analytics						5		3		Wiss. Poster (30%)		
MC-BA-14	Fortschritte Mmethoden und Business Analytics	14							10	5			
	Quantitative Methoden in Business Analytics						5		5		KIs2 (50%)		
	Business Analytics Verwendung von Tools						5		5		Ber. (50%)		
MC-BA-15	Anwendung Business Analytics	15							10	5			
	Business Analytics Projekte I						5		5		Ber. (50%)		
	Business Analytics Projekte II						5		5		Ber. (50%)		
MC-BA-16	Praktikum	16						10	14	6	STA		
MC-BA-17	Bachelorarbeit	17						12	16	6	BT+ Kolloquium		

Framework study and examination regulations

Group: Presence		study program start:		end:		status quo: 12.2019		Version:1.0					
Study program Business Analytics (B.Sc.)													
No.	Module / course	Block No.	Presence in weeks per semester						CP	Module-Examination per semester		study examination per semester	
			1	2	3	4	5	6		Sem	Type	Sem	Type
MC-BA-01	Business Concept	1							10	1	Pres.		
	Self-Management		5						2		20%		
	Intercultural Competences		5						4		40%		
	Introduction to Business Administration		5						2		20%		
	Introduction to Business Analytics		5						2		20%		
MC-BA-02	The Market	2							10	1	KIs4		
	Mathematics I		5						2		20%		
	Statistics I		5						2		20%		
	Microeconomics		5						4		40%		
	Macroeconomics		5						2		20%		
MC-BA-03	Goods and services	3							10	1	case study		
	Procurement		5						3		30%		
	Production Management		5						3		30%		
	Physical Distribution		5						2		20%		
	Mathematics II		5						2		20%		
MC-BA-04	Marketing & Sales	4							10	2			
	Marketing & Sales			5					6		Pres.		
	Statistics II			5					4			2	TT
MC-BA-05	Financial Planning I	5							10	2	Case study		
	Investment & Finance			5					2		20%		
	Management Accounting			5					2		20%		
	External Accounting			5					2		20%		
	Mathematics III			5					4		40%		
MC-BA-06	From theory to practice	6							10				
	Academic Writing			5					2				
	Project Management			5					2				
	Project Work			5					4		Pres. (80%)		
	Quality Management			5					2		MP (20%)		
MC-BA-07	Legal Principles	7							10	3		3	
	Public Law				5				3				
	Business Law				5				3		KIs2 (60%)		
	Data ethics & Data Protection Law				5				4		Essay (40%)		
MC-BA-08	Informationstechnologie	8							10	3			
	Introduction to informatics				5				2				
	Application-oriented data				5				3		KIs2 (60%)		
	Introduction to E-Business				5				2				
	Programming / IT-Projects				5				3		Pract. Work (40%)		
MC-BA-09	Business Organizations	9							10	3	Essay + Pres.		
	Human Resources & Organization				5				4		40%		
	Controlling				5				4		40%		
	Corporate Governance and Planning				5				2		20%		
MC-BA-10	Business Analytics in Organizations	10							10	4	SemA (engl.)		
	Introduction to ERP-Systems					5			3		30%		
	Usage of ERP-Systems					5			3		30%		
	Business Analytics English					5			4		40%		
MC-BA-11	Computer Science for Business Analytics	11							10	4			
	Java					5			4		Pract. Work (40%)		
	Software Engineering & Agile Methoden					5			3				
	Data Engineering					5			3		KIs2 (60%)		
MC-BA-12	Best Practice	12							10	4			
	Leadership								4				
	Project Work II								6		Pres.		
MC-BA-13	Technical Methods of Business Analytics	13							10	5		5	
	Business Analytics technics & tools							5	4				
	Business Analytics professional roles & technical methods							5	3		Pract. Work (70%)		
	Visual Business Analytics							5	3		Acade. Poster (30%)		
MC-BA-14	Advanced methods of Business Analytics	14							10	5			
	Quantitative methods in Business Analytics							5	5		KIs2 (50%)		
	Business Analytics - Usage of tools							5	5		Ber. (50%)		
MC-BA-15	Usage of Business Analytics	15							10	5			
	Business Analytics Project I							5	5		Ber. (50%)		
	Business Analytics Project II							5	5		Ber. (50%)		
MC-BA-16	Practical Experience	16							10	14	6	6	StA
MC-BA-17	Realisation	17							12	16	6	6	TH + Colloquium

Master's degree programmes in Faculty of Technology & Economy

Gruppe / Kohorte:		Studiendauer: 4 Semester				Stand: 08/2019		Version: 1.0			
Masterstudiengang Supply Chain Management (M.Sc.)											
Nr.	Modul /Kurs	Block Nr.	Präsenzdauer in Wochen im Semester				CP	Prüfungsleistung(en) im Semester		Studienleistung(en) im Semester	
			1	2	3	4		Sem	Art	Sem	Art
Pflichtbereich											
05-LMP-SCM-01n	SCM 4.0 - technische Grundlagen	1	14				6	1		Kis3	
05-LMP-SCM-02	International Management	2	14				6	1		Kis3	
05-LMP-SCM-03	Kommunikation und Wissensmanagement	3	14				6	1		SemA	
	Kommunikation						3				
	Wissensmanagement						3				
05-LMP-SCM-04	Process Design und Management	4	14				6	1		SemA	
05-LMP-SCM-05	Strategic Logistics Management	5	14				6	1		Kis3	
05-LMP-SCM-06	Business Intelligence	6		14			6	2		SemA	
05-LMP-SCM-07	Operations Research	7		14			6	2		Kis3	
05-LMP-SCM-08	SCM-Systeme	8		14			6	2		MP	
05-LMP-SCM-09	Supply Chain Operation	9		14			6	2		Kis3	
05-LMP-SCM-10n	Erkenntnistheorie & Sozialwissenschaften	10		14			6	2		Kis2 + SemA	
	Erkenntnistheorie						3	2			
	Sozialwissenschaften						3	2			
05-LMP-SCM-11n	Big Data	11			14		6	3		SemA	
05-LMP-SCM-12n	Supply Chain Coordination	12			14		6	3		SemA	
05-LMP-SCM-13	SCM-Prozesse	13			14		6	3		SemA	
14-LMP-SCM-14	Intercultural Competences	14			14		6	3		Kis3	
05-LMP-SCM-15	Internationales Wirtschaftsrecht	15			14		6	3		Kis3	
05-LMP-SCM-16	Masterarbeit & Kolloquium	16				14	30	4		MT + Ko	

Group:		Study Period: 4 Semesters				Status: 08/2019		Version: 1.0			
Master Program Supply Chain Management (M.Sc.)											
No.	Module	Block No.	Attendance in Weeks per Semester				CP	Examination(s) per Semester		Study Examination(s) per Semester	
			1	2	3	4		Sem	Type	Sem	Type
Obligatory Classes											
05-LMP-SCM-01n	SCM 4.0 - technical Foundation	1	14				6	1		WE3	
05-LMP-SCM-02	International Management	2	14				6	1		WE3	
05-LMP-SCM-03	Communication and Knowledge Management	3	14				6	1		SemA	
	Communication										
	Knowledge Management										
05-LMP-SCM-04	Process Design und Management	4	14				6	1		SemA	
05-LMP-SCM-05	Strategic Logistics Management	5	14				6	1		WE3	
05-LMP-SCM-06	Business Intelligence	6		14			6	2		SemA	
05-LMP-SCM-07	Operations Research	7		14			6	2		WE3	
05-LMP-SCM-08	SCM-Systems	8		14			6	2		OE	
05-LMP-SCM-09	Supply Chain Operation	9		14			6	2		WE3	
13-LMF-SCM-10	Leadership	10		14			6	2		SemA	
05-LMP-SCM-11n	Big Data	11			14		6	3		SemA	
05-LMP-SCM-12n	Supply Chain Coordination	12			14		6	3		SemA	
05-LMP-SCM-13	SCM-Processes	13			14		6	3		SemA	
14-LMP-SCM-14	Intercultural Competences	14			14		6	3		WE3	
05-LMP-SCM-15	International Business Law	15			14		6	3		WE3	
05-LMP-SCM-16	Master Thesis	16				14	18	4		MT + Colloquium	

Gruppe / Kohorte:		Studiendauer: 4 Semester				Stand: 08/2019		Version: 1.0			
Masterstudiengang Supply Chain Management (M.Sc.) Fernstudium Vollzeit											
Nr.	Modul /Kurs	Block Nr.	Präsenzdauer in Wochen im Semester				CP	Prüfungsleistung(en) im Semester		Studienleistung(en) im Semester	
			1	2	3	4		Sem	Art	Sem	Art
Pflichtbereich											
13-LMF-SCM.1	Informationssysteme in der Logistik	1	14				6	1		Kis3	
13-LMF-SCM.2	International Management	2	14				6	1		Kis3	
13-LMF-SCM.12	Kommunikation und Wissensmanagement	3	14				6	1		SemA	
	Kommunikation						3				
	Wissensmanagement						3				
13-LMF-SCM.4	Process Design und Management	4	14				6	1		SemA	
13-LMF-SCM.5	Strategic Logistics Management	5	14				6	1		Kis3	
13-LMF-SCM.6	Business Intelligence	6		14			6	2		SemA	
13-LMF-SCM.7	Operations Research	7		14			6	2		Kis3	
13-LMF-SCM.8	SCM-Systeme	8		14			6	2		MP	
13-LMF-SCM.9	Supply Chain Operation	9		14			6	2		Kis3	
13-LMF-SCM.10	Leadership	10		14			6	2		SemA	
13-LMF-SCM.11.12	E-Business	11			14		6	3		Kis3	
13-LMF-SCM.12	Enhanced IT Applications	12			14		6	3		MP	
13-LMF-SCM.13	SCM-Prozesse	13			14		6	3		SemA	
13-LMF-SCM.14	Intercultural Competences	14			14		6	3		Kis3	
13-LMF-SCM.15	Internationales Wirtschaftsrecht	15			14		6	3		Kis3	
13-LMF-SCM.16	Masterarbeit & Kolloquium	16				14	30	4		MT + Ko	

Gruppe / Kohorte:		Studiendauer: 6 Semester		Stand: 08/2019		Version: 1.0							
Masterstudiengang Supply Chain Management (M.Sc.) Fernstudium Teilzeit													
Nr.	Modul /Kurs	Block Nr.	Präsenzdauer in Wochen im Semester						CP	Prüfungsleistung(en) im Semester		Studienleistung(en) im Semester	
			1	2	3	4	5	6		Sem	Art	Sem	Art
Pflichtbereich													
B-LMF-SCM.2	International Management	2	14						6	1		KIs3	
B-LMF-SCM.12	Kommunikation und Wissensmanagement	3	14						6	1		SemA	
	Kommunikation												
	Wissensmanagement												
B-LMF-SCM.5	Strategic Logistics Management	5	14						6	1		KIs3	
B-LMF-SCM.8	SCM-Systeme	8		14					6	2		MP	
B-LMF-SCM.9	Supply Chain Operation	9		14					6	2		KIs3	
B-LMF-SCM.10	Leadership	10		14					6	2		SemA	
B-LMF-SCM.11	Informationssysteme in der Logistik	11			14				6	1		KIs3	
B-LMF-SCM.12	Enhanced IT Applications	12			14				6	3		MP	
B-LMF-SCM.13	SCM-Prozesse	13			14				6	3		SemA	
B-LMF-SCM.11.12	E-Business	11				14			6	3		KIs3	
B-LMF-SCM.6	Business Intelligence	6				14			6	4		SemA	
B-LMF-SCM.7	Operations Research	7				14			6	4		KIs3	
B-LMF-SCM.4	Process Design und Management	4					14		6	5		SemA	
B-LMF-SCM.14	Intercultural Competences	14						14	6	5		KIs3	
B-LMF-SCM.15	Internationales Wirtschaftsrecht	15						14	6	5		KIs3	
B-LMF-SCM.16	Masterarbeit & Kolloquium	16						14	30	6		MT + Ko	

Gruppe / Kohorte:		Studiendauer: 4 Semester		Stand: 08/2019		Version: 1.0							
Masterstudiengang Logistics Management (M.Sc.) Fernstudium													
Nr.	Modul /Kurs	Block Nr.	Präsenzdauer in Wochen im Semester				CP	Prüfungsleistung(en) im Semester		Studienleistung(en) im Semester			
			1	2	3	4		Sem	Art	Sem	Art		
Pflichtbereich													
	Materialfluss	9	14					6	1			KIs2 + HA	
	Materialflusssysteme			14				3	1			KIs2	
	Terminal Handling			14				3	1			HA	
	Informationssysteme in der Logistik	8	14					6	1			KIs3	
	Supply Chain	7	14					6	1			SemA	
	Procurement, Production & Physical Distribution			14				3	1				
	Supply Chain Management			14				3	1				
	Innerbetriebliche Systemsteuerung	11			14			6	2			SemA	
	Lagersteuerung				14			3	2				
	Warehouse-Management				14			3	2				
	Rechtsgrundlagen in der Logistik	10			14			6	2			KIs4	
	Handels- und Vertragsrecht				14			3	2			KIs2	
	Change Management in der Energiewirtschaft				14			3	2			KIs2	
	Systemplanung	13				14		6	3			KIs2 + HA	
	Kommissioniersysteme					14		3	3			KIs2	
	Planung von logistischen Systemen und Fabriken					14		3	3			HA	
	Außerbetriebliche Systemsteuerung	12				14		6	3			SemA	
	Transport & Netzplanung					14		3	3				
	Optimierung logistischer Systeme					14		3	3				
	Master-Thesis	14					14	18	4			MT + Ko	

Gruppe / Kohorte:		Studiendauer: 4 Semester				Stand: 08/2019		Version: 1.0			
Masterstudiengang Betriebswirtschaftslehre (M.Sc.)											
Nr.	Modul / Kurs	Modul Nr.	Präsenzdauer in Wochen im Semester				CP	Prüfungsleistung(en) im Semester		Studienleistung(en) im Semester	
			1	2	3	4		Sem	Art	Sem	Art
Pflichtbereich											
15-MMP-BWLM.4	Governance und Recht	04	14				6	1		Kis4	
15-MMP-BWLM.7	Leistungserstellung und Vermarktung	07	14				6	1			
	Leistungserstellung									Kis2	
	Vermarktung									SemA	
15-MMP-BWLM.11	Statistische und ökonomische Verfahren	11	14				6	1		Kis4	
15-MMP-BWLM.12	Strategisches Management I	12	14				6	1		HA + Kis2	
15-MMP-BWLM.1	Controlling	01		14			6	2		Kis4	
15-MMP-BWLM.3	General Management	03		14			6	2		SemA	
15-MMP-BWLM.9	Prozessmanagement	09		14			6	2		HA	
15-MMP-BWLM.13	Strategisches Management II	13		14			6	2		Kis4	
	Führung und Verantwortung										
15-MMP-BWLM.15	Wirtschaftsforschung und Erkenntnistheorie	15		14			6	2		Kis4	
15-MMP-BWLM.5	Internationale Wirtschaft	05			14		6	3		Kis4	
15-MMP-BWLM.6	IT-Governance und -Planung	06			14		6	3		Kis3	
15-MMP-BWLM.8	Managementübungen				14		6	3			
	Leadership									Gruppenarbeit + Präs.	
	Case Studies									Gruppenarbeit + Präs.	
15-MMP-BWLM.14	Strategisches Management III				14		6	3		Kis4	
	Geschäftsentwicklung										
15-MMP-BWLM.16	Masterarbeit & Kolloquium					14	30	4		MT + Ko	
	Wahlbereich										
15-MMP-BWLM.2a	Corporate Finance	02a	14				6	1		Kis4	
15-MMP-BWLM.2b	Human Resources I	02b	14				6	3		HA	
	HRM in der Organisation										
	HRM und Veränderungsprozesse										
15-MMP-BWLM.10a	Rechnungswesen	02a			14		6	3		Kis4	
15-MMP-BWLM.10b	Human Resources II	02b			14		6	3		Kis4	
	Lernen und Personalentwicklung										
	Management des Wandels										

Framework study and examination regulations

Group:		Study Period: 4 Semesters				Status: 08/2019		Version:			
Master Program International Business and Engineering (M.Eng.)											
No.	Module	Block No.	Attendance in Weeks per Semester				CP	Examination(s) per Semester		Study Examination(s) per Semester	
			PC	1	2	3		Sem	Type	Sem	Type
Prep. Course Economics											
M-MIBE-01	Business Essentials I	1	10				15	PC			
	Business Theory & Research		10							PC	RaD
	Business Law		10				3	PC	SRP		
	Market Analysis		10							PC	Pro
	Business Startup		10							PC	PC
	Marketing & Sales		10				4	PC	SRP		
	Project I		10				8	PC	PW		
M-MIBE-02	Business Essentials II	2					15		SemA		
	Human Resources		10							PC	Ro
	Investment, Finance & Business Mathematics		10				3	PC	WE Inv. & Fin. 66% Math. 34%		
	Business Management & Controlling		10				3	PC	WE BM 66% Contr. 34%		
	Project II		10				7	PC	PW		
	Language		10				2	PC	Pr		
Obligatory Classes											
M-MIBE-03	Energy and Sustainability	3		10			16	1	SRP		
	Different Approaches to Sustainability				5						
	Environmental Engineering				5						
	Energy Policy and Energy Markets				5						
	Introduction to Energy (conventional)				5						
	Renewable Energies				5						
M-MIBE-04	Top Management	4		5			8	1	CS		
	Strategic Management				5						
	Risk Management				5						
	Project Management				5						
M-MIBE-05	International Framework	5		5			8	1	WE		
	Global Economics				5						
	International Markets				5						
	Research Methods for Business Economics				5						
M-MIBE-06	Modern Technologies and Development	6			5		8				
	Modern Materials / Modern Application				5		4	2	WE		
	Advanced Innovation Management				5						
	Applied Research & Product Development / Prototyping				5		4	2	Pr		
M-MIBE-07	Intercultural Collaboration	7			5		6				
	Intercultural Communications				5						
	International Law				5		2	2	Pr		
	Language				20		4	2	RPr		
M-MIBE-08	Middle Management	8			5		6	2	PrW		
	Organisational Behavior				5						
	Leadership and Influence Processes				5						
	Self-Management				5						
M-MIBE-09	Engineering Design Project	9			20		6	2	PW		
	Engineering Design Project				20						
M-MIBE-11	Master-Thesis	11					18	26	3	THCo	
M-MIBE-10	Elective	10			5		6			div	

Bachelor's degree programmes in Faculty of Social Sciences

Gruppe / Kohorte:		Studiendauer: 6 Semester		Stand: 08/2019		Version: 1.0							
Bachelorstudiengang Soziale Arbeit (B.A.)													
Nr.	Modul / Kurs	Block Nr.	Präsenzdauer in Wochen im Semester						CP	Prüfungsleistung(en) im Semester		Studienleistung(en) im Semester	
			1	2	3	4	5	6		Sem	Art	Sem	Art
LVP-SozA-B01_1Sem.	Berufsbild, Rolle, Funktion und Professionalisierung Sozialer Arbeit	1	10						20	1	SIA	1	Te, Präs
LVP-SozA-B02_1Sem.	Grundlagen der Psychologie	2	5						10	1	MP	1	Präs
LVP-SozA-B03_2Sem.	Arbeitsfelder u. Organisationsformen d. Sozialen Arbeit u. ihre rechtl. und ökonomischen Grundlagen	3		10					20	2	Kis	2	Präs, Te
LVP-SozA-B04_2Sem.	Sozialrechts- und Konfliktberatung	4		5					10	2	Kis	2	Ro
LVP-SozA-B05a_3Sem.	Arbeitsfelder und -formen der Soz. Arb. und ihre Methoden: Einführung in prakt. Tätigkeiten	5a			5				10	3	Kis	3	Präs
LVP-SozA-B05b_3Sem.	Schwerpunktmodule: Inklusion u. Behindertenhilfe, Armut und Migration	5b			5				10	3	MP	3	Te
LVP-SozA-B06_3Sem.	Berufsfeldpraktikum und Praxisprojekt 1	6							10	3	PB	3	LT, FA
LVP-SozA-B07a_4Sem.	Schwerpunktm modul: Betriebliche Sozialarbeit	7a			5				10	4	Te	4	Präs
LVP-SozA-B07b_4Sem.	Diversity-sensible Kommunikation und Krisenintervention	7b			5				10	4	SIA	4	Präs
LVP-SozA-B08_4Sem.	Berufsfeldpraktikum und Praxisprojekt 2	8							10	4	PB	4	LT, FA
LVP-SozA-B09_5Sem.	Systemische Beratung und Systemisches Case Management	9				10			20	5	Kis, MP	5	Präs
LVP-SozA-B10_5Sem.	Berufsfeldpraktikum und Praxisprojekt 3	10							10	5	PB	5	LT, FA
LVP-SozA-B11_6Sem.	Sozialmarketing und -controlling, Qualitätsmanagement	11					10		15	6	SIA	6	Te
LVP-SozA-B12a_6Sem.	Bachelorthesis	12a							12	6	Th	6	
LVP-SozA-B12b_6Sem.	Begleitseminar und Kolloquium	12b							3	6	Ko	6	

Gruppe / Kohorte:		Studiendauer: 6 Semester		Stand: 08/2019		Version: 1.0							
Bachelorstudiengang Soziale Arbeit (B.A.) Duales Studium													
Nr.	Modul / Kurs	Block Nr.	Präsenzdauer in Wochen im Semester						CP	Prüfungsleistung(en) im Semester		Studienleistung(en) im Semester	
			1	2	3	4	5	6		Sem	Art	Sem	Art
LVD-SozA-B01_1Sem.	Berufsbild, Rolle, Funktion und Professionalisierung Sozialer Arbeit	1	10						20	1	SIA	1	Te, Präs
LVD-SozA-B02_1Sem.	Praxis 1: Organisationsformen Sozialer Arbeit und entsprechende Rollen kennen lernen	2							10	1	PB	1	LT, FA
LVD-SozA-B03_2Sem.	Arbeitsfelder u. Organisationsformen d. Soz. Arb. u. ihre rechtl. u. ökonom. Grundlagen	3		10					20	2	Kis	2	Te, Präs
LVD-SozA-B04_2Sem.	Praxis 2: Arbeitsfelder u. Organisationsformen d. Soz. Arb. u. ihre rechtl. u. ökonom. Grundl.	4							10	2	PB	2	LT, FA
LVD-SozA-B05_3Sem.	Arbeitsfelder und -formen der Jugendhilfe und ihre Methoden	5			10				20	3	Kis, MP	3	Te, Präs
LVD-SozA-B06_3Sem.	Praxis 3: Arbeitsfelder und -formen der Jugendhilfe und ihre Methoden	6							10	3	PB	3	LT, FA
LVD-SozA-B07_4Sem.	Vertiefung Methoden der Sozialen Arbeit in der Jugendhilfe	7				10			20	4	SIA, Te	4	Präs, Präs
LVD-SozA-B08_4Sem.	Praxis 4: Vertiefung der Sozialen Arbeit in der Jugendhilfe	8							10	4	PB	4	LT, FA
LVD-SozA-B09_5Sem.	Systemische Beratung und Systemisches Case Management	9					10		20	5	Kis, MP	5	Präs
LVD-SozA-B10_5Sem.	Praxis 5: Systemische Beratung und Systemisches Case Management	10							10	5	PB	5	LT, FA
LVD-SozA-B11_6Sem.	Sozialmarketing und -controlling, Qualitätsmanagement	11						8	15	6	SIA	6	Test
LVD-SozA-B12a_6Sem.	Bachelor-Thesis und Abschlussprüfung	12a							12	6	Th	6	
LVD-SozA-B12b_6Sem.	Begleitseminar und Kolloquium	12b							3	6	Ko	6	

Gruppe / Kohorte:		Studiendauer: 6 Semester		Stand: 08/2019		Version: 1.0							
Bachelorstudiengang Soziale Arbeit (B.A.) Berufsbegleitendes Studium													
Nr.	Modul / Kurs	Block Nr.	Präsenzdauer in Wochen im Semester						CP	Prüfungsleistung(en) im Semester		Studienleistung(en) im Semester	
			1	2	3	4	5	6		Sem	Art	Sem	Art
LVB-SozA-B01_1Sem.	Berufsbild, Rolle, Funktion und Professionalisierung Sozialer Arbeit	1	10						20	1	SIA	1	Te
LVB-SozA-B02_1Sem.	Praxis 1: Organisationsformen Soz. Arbeit und entspr. Rollen kennen lernen	2							10	1	PB	1	PF
LVB-SozA-B03_2Sem.	Theorie 2: Arbeitsfelder u. Organisationsformen d. Soz. Arb. u. ihre rechtl. u. ökon. Grundl.	3		10					20	2	Kis	2	Te
LVB-SozA-B04_2Sem.	Praxis 2: Arbeitsfelder u. Organisationsformen d. Soz. Arb. u. ihre rechtl. u. ökon. Grundl.	4							10	2	PB	2	PF
LVB-SozA-B05_3Sem.	Theorie 3: Arbeitsfelder und -formen der Sozialen Arbeit und ihre Methoden	5			10				20	3	Kis	3	Te
LVB-SozA-B06_3Sem.	Praxis 3: Arbeitsfelder und -formen der Sozialen Arbeit und ihre Methoden	6							10	3	SIA	3	PF
LVB-SozA-B07_4Sem.	Theorie 4: Vertiefung Methoden der Sozialen Arbeit	7				10			20	4	SIA	4	Präs
LVB-SozA-B08_4Sem.	Praxis 4: Vertiefung der Sozialen Arbeit	8							10	4	PB	4	PF
LVB-SozA-B09_5Sem.	Theorie 5: Systemische Beratung und Systemisches Case Management	9					10		20	5	MP	5	Präs
LVB-SozA-B10_5Sem.	Praxis 5: Systemische Beratung und Systemisches Case Management	10							10	5	PB	5	PF
LVB-SozA-B11_6Sem.	Theorie 6: Sozialmarketing und -controlling, Qualitätsmanagement	11						10	15	6	Kis	6	PF
LVB-SozA-B12a_6Sem.	Bachelor-Thesis	12a							12	6	Th	6	
LVB-SozA-B12b_6Sem.	Begleitseminar und Kolloquium	12b							3	6	Ko	6	

Framework study and examination regulations

Gruppe / Kohorte:		Studiendauer: 6 Semester		Stand: 08/2019		Version: 1.0							
Bachelorstudiengang Arbeits- und Organisationspsychologie (B.A.)													
Nr.	Modul / Kurs	Block Nr.	Präsenzdauer in Wochen im Semester						CP	Prüfungsleistung(en) im Semester		Studienleistung(en) im Semester	
			1	2	3	4	5	6		Sem	Art	Sem	Art
MC-BAO-01	Statistik I	1	5						8	1	Kls		
MC-BAO-02	Statistik II	2		5					8	2	Kls		
MC-BAO-03	Empirisch wissenschaftliches Arbeiten	3	5						8	1	StA		
MC-BAO-04	Grundlagen der Diagnostik und Diagnoseverfahren	4			5				8	3	StA		
MC-BAO-05	Persönlichkeits- und Differenzielle Psychologie	5		5					8	2	Kls		
MC-BAO-06	Sozialpsychologie	6			5				8	3	Kls		
MC-BAO-07	Arbeits- und Organisationspsychologie - Einführung	7	5						8	1	MP		
MC-BAO-08	Arbeits- und Organisationspsychologie - Vertiefung	8		5					8	2	Ref		
MC-BAO-09	Personalpsychologie	9						5	8	6	MP		
MC-BAO-10	Arbeits- und Ingenieurpsychologie	10				5			8	4	Ber		
MC-BAO-11	Personal- und Organisationsentwicklung	11						5	8	6	Kls		
MC-BAO-12	Einführung in die Betriebswirtschaftslehre	12				5			8	4	Kls		
MC-BAO-13	Einführung in das Arbeitsrecht	13						5	8	5	Kls		
MC-BAO-14	Projektmanagement	14			5				8	3	Ber		
MC-BAO-15	Kommunikation und Wissensmanagement	15				5			8	4	Präs		
MC-BAO-16	Arbeitssicherheit und Arbeitsschutz	16	5						8	1	Kls		
MC-BAO-17	Belastung und Beanspruchung	17		5					8	2	StA		
MC-BAO-18	Menschengerechte Arbeitsgestaltung	18			5				8	3	Ber		
MC-BAO-19	Ergonomie, Mensch-Maschine-Systeme	19						5	8	5	Präs		
MC-BAO-20	Praktikum	20						15	15	5	Ref		
MC-BAO-21	Bachelor-Thesis	21						12	13	6	Th		

Gruppe / Kohorte:		Studiendauer: 2020 bis 2023		Stand: 11.12.2019		Version: 1								
Psychologie (B.Sc.)														
Nr.	Modul / Kurs	Block	Präsenzdauer in Wochen im Semester*						CP	Prüfungsleistung(en) im Semester		Studienleistung(en) im Semester		
			1	2	3	4	5	6		Sem	Art	Sem	Art	
Pflichtbereich														
1	Einführung in die Geschichte und Forschungsmethoden der Psychologie	1	5						2	1	Kls	-	-	
2	Statistik I	1	5						6	1	Kls	-	-	
3	Statistik II	5		5					6	2	Kls	-	-	
4	Einführung in empirisch-wissenschaftliches Arbeiten	2	5						8	1	Ber	-	-	
5	Empirisch-experimentelles Praktikum	7		5					6	2	StA	-	-	
6	Diagnostische Verfahren	7, 11, 12		5	5				6	2, 3	StA	-	-	
7	Grundlagen psychologischer Diagnostik und Testtheorie	9			5				6	3	StA	-	-	
8	Allgemeine Psychologie – Einführung	4	5						6	1	Kls	-	-	
9	Allgemeine Psychologie – Vertiefung	8		5					8	2	Kls	-	-	
10	Biologische Psychologie	11			5				6	3	Kls	-	-	
11	Entwicklungspsychologie	12			5				6	3	Kls	-	-	
12	Differentielle und Persönlichkeitspsychologie	6		5					8	2	Kls	-	-	
13	Sozialpsychologie	10			5				8	3	Kls	-	-	
14	Klinische Psychologie – Einführung	13				5			8	4	Kls	-	-	
15	Klinische Psychologie – Vertiefung I	15				5			8	4	MP	-	-	
16	Klinische Psychologie – Vertiefung II	17					5		8	5	Ro	-	-	
17	Arbeits-, Organisations- und Wirtschaftspsychologie – Einführung	3	5						8	1	MP	-	-	
18	Arbeits-, Organisations- und Wirtschaftspsychologie – Vertiefung I	14				5			8	4	Ref	-	-	
19	Arbeits-, Organisations- und Wirtschaftspsychologie – Vertiefung II	21						5	8	6	Ref	-	-	
20	Medizinische Grundlagen	19						5	4	5	Kls	-	-	
21	Neurologische Grundlagen	18						5	6	5	Ref	-	-	
22	Grundlagen der Berufsethik	9			5				2	3	Kls	-	-	
23	Grundlagen der Gesprächsführung	19						5	2	5	Ro	-	-	
24	Pädagogische Psychologie	20						5	8	6	MP	-	-	
25	Praktikum	16					6	6	15	4, 5	PB	-	-	
26	Bachelor-Thesis (12 Wochen)	22							12	12	6	Th	-	-
27	Versuchspersonenstunden								1	1 - 6				
Summe Credit Points									180					

Master's degree programme in Faculty of Social Sciences

Gruppe / Kohorte:		Studiendauer: 4 Semester				Stand: 08/2019		Version: 1.0			
Masterstudiengang Soziale Arbeit - (M.A.)											
Nr.	Modul / Kurs	Block Nr.	Präsenzdauer in Wochen im Semester				CP	Prüfungsleistung(en) im Semester		Studienleistung(en) im Semester	
			1	2	3	4		Sem	Art	Sem	Art
	Theoriemodul 1: Gesellschaftlicher Wandel und Soziale Arbeit	1	5				9	1	StA	1	
	Theoriemodul 2: Betriebswirtschaftliche Grundlagen für Soziale Organisationen	2	5				9	1	PA	1	Te
	Praxismodul 1	3					12	1	PB	1	LT, FA
	Theoriemodul 3: Diskussionen, Herausforderungen u. Entwicklungen in der Disziplin u. Profession d. Soz. Arbeit	4		5			9	2	Präs	2	Präs
	Theoriemodul 4 Planungsprozesse in der Sozialen Arbeit	5		5			9	2	MP, Kis	2	Präs
	Praxismodul 2	6					12	2	PB	2	LT, FA
	Theoriemodul 5: Organisationsentwicklung und -veränderung in der Sozialen Arbeit	7			5		9	3	StA, Kis	3	Präs
	Theoriemodul 6: Wissenschaftliche Evaluation in der Sozialen Arbeit	8			5		9	3	MP, Kis	3	Präs
	Praxismodul 3	9					12	3	PB	3	LT, FA
	Theoriemodul 7: Führungskompetenz und Personalmanagement	10				5	9	4	Kis, Präs	3	Ro
	Masterthesis, Begleitseminar und Kolloquium	11				5	21	4	Th, Ko	4	

Annex 3. Admission requirements

A3.1 Bachelor's degree programmes

- (1) The admission requirements here are the “allgemeine Hochschulreife” (general higher education entrance qualification), “fachgebundene Hochschulreife” (subject-related higher education entrance qualification), “Fachhochschulreife” (advanced technical college certificate) or university entrance qualification recognised by way of statutory provisions or the relevant state authority to be the equivalent. The latest provisions of the State of North-Rhine Westphalia (NRW) shall apply here.
- (2) If the desired course you wish to study does not match the vocational qualification, programme applicants who are particularly suitable may prove their suitability by taking a special examination drawn up by the University for individual cases. This examination is used to check whether the candidate is likely to be able to follow the lesson given in the 1st study semester.
- (3) If they are particularly suitable, as evidenced by a committee typically made up of supervising school teachers, pupils who do not yet fulfil the admission requirements according to paras 1 to 2 may be accepted to complete selected course modules on a school course according to Section 48 (6) and (7) HG NRW, doing so as a school student. Particular suitability shall exist in particular with regard to participants in the Mathematical Olympiad, Physics Olympiad, best pupils at school and in class and participants in “Jugend forscht” junior researcher events, etc.. The course modules are chosen subject to consultation between the supervising school teachers, the University and the school student. School students are given equivalent status as students with regard to the selected course modules.
- (4) Programme applicants who have foreign citizenship and obtained their university entrance qualification abroad, meaning therefore they are authorised to study there (so-called foreign students), may be admitted to the course by completing an entrance examination at SRH University Hamm. The provisions of the State of North-Rhine Westphalia (NRW), such as Section 49 (9-12) of the Higher Education Act (Hochschulgesetz) as well as Sections 2 and 3 of the Foreign Student Access Regulation (Bildungsausländerzugangsverordnung) and the results of the aforementioned entrance examination shall form the basis for admission.
- (5) The University's entrance examination reviews whether programme applicants have suitable technical and methodical skills. In addition to the entrance examination, applicants will typically have to undergo an academic qualification phase according to the University's requirements. This qualification phase involves, for example, language courses, technical or economic courses or courses to assist with studying according to the CORE concept (orientation of skills).

Conditional admission may typically be granted prior to successfully completing the entrance examination, with this condition based on successful completion of the entrance examination at a later date.

- (6) The entrance examination is structured in a modular format;

the first module involves a written or oral examination by one of the University's full-time Professors. Specialist topics on the desired Bachelor's programme are examined here, for example, with the necessary methodical, social or personal skills also reviewed here.

The second examination module involves reviewing skills in phrasing, logic and drawing conclusions as well as general aspects of numerical and figurative intelligence as part of a test.

In order to review a sufficient level of language skills, both examination modules are held in the language in which the desired Bachelor's programme is also performed.

- (7) Special admission requirements for extra-occupational Bachelor's degree in Social Work:
Extra-occupational courses are offered to programme applicants who already have a vocational qualification, but who wish to up-skill or embark on a new challenge. They will typically have at least three years' professional experience.

Acceptance onto the Social Work extra-occupational course also assumes evidence that the individual in question works at least 12.5 hours per week on a professional activity in a relevant field of social work.

A3.2 Master's degree programmes

- (1) The admission requirements for the Master's degree programmes are evidence of a minimum of 180 Credit Points (ECTS) by way of a completed degree (Bachelor's) or minimum equivalent diploma in the respective subject shown in the table below (see Clause (3)) and/or evidence of a comparable degree in corresponding degree programmes and subjects at a domestic or foreign university.
- (2) Programme applicants who are not native speakers of the language used in the taught degree programmes must provide evidence of corresponding language skills of at least B2 level according to the Common European Framework of Reference for Languages.

(3) The other requirements are illustrated in the table below.

Degree programme	Other professional requirements
<p>Supply Chain Management (M.Sc.) Campus-based course Distance learning</p>	<p>Completed undergraduate course, preferably in Industrial Engineering, Business Studies, Business Administration, Management or Economics.</p>
<p>Logistics Management (M.Sc.) Distance learning</p>	<p>a) Completed undergraduate course with at least 240 Credit Points, preferably in Logistics, Business Studies, Engineering or Information Technology. b) A minimum of one year's professional experience in a logistics field of work is also requested. c) If the applicant has only managed to attain 210 Credit Points at the start of the course, this professional experience in logistics will form the basis for academic reflection as part of an academic seminar paper worth 30 CP.</p>
<p>Business Administration (M.Sc.) Campus-based course</p>	<p>Completed undergraduate course, preferably in Industrial Engineering, Business Studies, Business Administration, Management or Economics.</p>
<p>International Business and Engineering (M.Eng.) Campus-based course</p>	<p>a) Final grade of at least 2,7 in Industrial Engineering, Engineering and Management. b) Evidence of English language skills, e.g. IELTS 6.5, TOEFL score of at least 80 or other evidence, such as evidence provided in an interview, is also requested. c) If the applicant has only managed to attain 180 Credit Points at the start of the course, and depending on the individual's prior knowledge, either a technical preparatory course or a management preparatory course must be taken during a semester before the course can be started.</p>
<p>Innovation and Organisational Development in Social Work (M.A.) Campus-based course</p>	<p>a) Completed undergraduate course in Social Work / Social Education or comparable degree programme. b) Applicants who have completed a related Bachelor's degree programme may also be admitted onto this course if they can provide evidence of sufficient professional and methodical skills in key subject areas of social work. c) A cover letter and corresponding documents according to para. b) must be enclosed with the application for a place on the course.</p>

(4) Any exceptions to this shall require a decision to be taken by the examination board.

The criteria for exceptional cases include equivalence in terms of content and volume.

Annex 4. Examinations

Definition of examination formats in accordance with Section 12 of these regulations

General preliminary remarks:

The examination format and examination content together with the *learning outcomes* and the corresponding teaching and educational formats make up the so-called *constructive alignment*. According to this, all of the examination formats stated below are used to define the extent to which students have obtained the skills to be achieved in the module to be examined. Examinations are tests that are relevant beyond the purpose of learning success controls for the assessment and, thus, the successful completion of a module or degree programme. An examination is assessed and graded in a differentiated way.

The following definitions contain the general requirements with regard to the type and process involved in the examination to be taken. If the definitions contain framework specifications on the length and/or extent of an examination, different arrangements in the sense of *constructive alignment* may be put in place in the module tables belonging to Annex 1 (Bachelor's and Master's degree programmes), which precede this Annex in this regard. A module examination typically consists of a single examination. However, depending on which skill objectives the lectures pursue, it may be useful to combine together different examination formats in the sense of *constructive alignment* within a time and content-related combination test (Komp). This then requires the student to be informed in a timely manner about the breakdown of the examination into different examination formats. The respective skills stated under "Examination objective" are to be understood as reference to the skills that can potentially be tested.

A study achievement is an ungraded piece of evidence of active participation accompanying a module. It constitutes a qualified confirmed individual examination and allows students to actively get to grips with the content of the lectures in a verifiable manner. A study achievement must be proven as part of the module in addition to the examination in order to be able to obtain credit points for the module. A study achievement may therefore be any examination format as described in Annex 4.

Predominantly written examinations

Examination format (abbreviation):	Written test (WT)
Examination objective (skills):	Review of technical and methodical skills
Definition and examination process:	A written test is a written paper that is supervised. The student should be able to demonstrate in a written test that he/she is able to express knowledge in a limited period of time, and with limited aids, and can also recognise a problem using common methods combined with the knowledge acquired and find ways to come to a solution.
Working time/examination length:	45 - 180 minutes
Number of examiners:	At least 1

Examination format (abbreviation):	Homework (HW)
Examination objective (skills):	Review of the ability to independently draft an academic text (technical, methodical and personal skills)
Definition and examination process:	Homework is a written academic text that combines and assesses the relevant literature, which is handed out to students for a typical period of four weeks in order to be worked on. By completing homework, students can demonstrate that they are able to work through a particular problem using academic methods. Homework is typically 15 to 20 pages long.
Number of examiners:	At least 1

Examination format (abbreviation):	Seminar paper (SemP)
Examination objective (skills):	Review of the ability to independently draft an academic paper (technical, methodical and personal skills)
Definition and examination process:	A seminar paper is a written academic paper that combines and assesses the relevant literature, which is handed out to students for a typical period of four weeks in order to be worked on. By completing a seminar paper, students can demonstrate that they are able to work through a particular problem using academic methods and present their results in front of a plenary session, if applicable. A seminar paper is typically 20 to 25 pages long.
Number of examiners:	At least 1

Examination format (abbreviation):	Research paper (StA)
Examination objective (skills):	Review of the ability to independently draft an analytical academic paper (technical, methodical and personal skills)
Definition and examination process:	A research paper is a written academic paper that combines and assesses the relevant literature, which is handed out to students for a typical period of ten weeks in order to be worked on. By completing a research paper, students can demonstrate that they are able to comprehend a problem in a larger technical context and come up with a solution as well as present their results in front of a plenary session, if applicable. A research paper is typically 30 to 40 pages long.
Number of examiners:	At least 1

Examination format (abbreviation):	Research and documentation (RaD)
Examination objective (skills):	Control of the basic principles of academic work (technical and methodical skills)
Definition and examination process:	The research and documentation of information are fundamental skills in academic work. The term "research" refers to a systematic search, acquisition and selection of information on a particular subject. The term "documentation" refers to the organisation, archiving and administration of this information. Both are necessary preparations in order to work on an academic problem. The techniques and methods used in research and documentation are taught at the beginning of the course by way of practical exercises.
Number of examiners:	At least 1

Examination format (abbreviation):	Essay (Es)
Examination objective (skills):	Review of the ability to independently draft a critical academic text (technical, methodical and personal skills)
Definition and examination process:	An essay (or “essai” in French) is a narrow, challenging and purposely subjective text on a particular topic from the field of academia, politics, philosophy or similar. An essay is suitable for topics that offer food for thought and, as a result, space to come up with individual ideas. The starting point here may be a problem, theory or controversial topic that is the subject of discussion. It offers a great deal of room for manoeuvre to express individuality and come up with individual structures. An essay differs from a research paper in that it is shorter in most cases and primarily contains your own ideas and assessments.
Number of examiners:	At least 1

Examination format (abbreviation):	Exposé (Ex)
Examination objective (skills):	Review of the ability to illustrate in a forward-looking manner an overall plan to draft an academic paper (technical and methodical skills)
Definition and examination process:	A written exposé is created by presenting an academic research-related question when compiling an academic paper. This represents a summarised description of the project where the question behind the paper, the theoretical background, the methodical approach, structure and relevant literature and timetable are all presented. An exposé aims to provide the supervisor with information about the likely structure of the paper. This allows the supervisor to assess whether the project in its intended format is realistic or still needs serious modifications to be made.
Number of examiners:	At least 1

Examination format (abbreviation):	Report (Rep)
Examination objective (skills):	Review of ability to summarise and assess a situation (technical and methodical skills)
Definition and examination process:	A report is a written paper where a situation or course of events is documented and assessed as well. The student in question should be able to show in this report that he/she is able to capture and assess the situation. There should in particular be a clear separation of reproduction and assessment tasks evident here.
Number of examiners:	At least 1

Examination format (abbreviation):	Learning diary (LD)
Examination objective (skills):	Critical reflection and classification of learning experiences (technical and personal skills)
Definition and examination process:	A learning diary is a student’s record of his/her own learning process to be kept up-to-date at all times. This involves writing down the key elements of the subject matter in his or her own words, although this takes place outside of any notes taken in lectures. The learning diary is a proven tool to document learning practices, systematically reflect on them and, if applicable, alter them too. It also helps to structure the learning process in a more binding and sustainable manner.
Number of examiners:	At least 1

examiners:

Examination format (abbreviation):	Practical experience report (PER)
Examination objective (skills):	Self-critical analysis, reflection and classification of the practical phase (technical, methodical and personal skills)
Definition and examination process:	A practical experience report is a written draft as part of the practical phases to be completed. It is used to provide clear documentation and reflect on an individual's personal learning process and the acquisition of skills during the practical activity. Furthermore, it should also provide systematic examples of how the technical and methodical skills acquired in the course could be applied in the respective area of activity.
Number of examiners:	At least 1

Examination format (abbreviation):	Report (R)
Examination objective (skills):	Review of the ability to compress a particular subject from a technical and linguistic perspective (technical, methodical and personal skills)
Definition and examination process:	A report is a compressed rendition of a course of events in text format. The student in question should be able to use a report to show that he/she is able to record a course of events and reproduce them in a compressed format.
Number of examiners:	At least 1

Examination format (abbreviation):	Test (Te)
Examination objective (skills):	Review of learning progress and ability to reproduce the knowledge acquired (technical skills)
Definition and examination process:	A test is typically a short written paper to review learning progress. Incisive questions on subject areas that have already been dealt with must be answered as quickly as possible. The test as an examination format is used as a self-monitoring tool for students, and as a simple method for lecturers to test out the level of knowledge within the framework of a study achievement (prerequisite for admission to any examination).
Number of examiners:	At least 1

Examination format (abbreviation):	Thesis (Th)
Examination objective (skills):	Examination of ability to illustrate technical and methodical skills and provide your own professional opinion on a selected topic at the end of the course (technical, methodical and personal skills)
Definition and examination process:	Bachelor's and Master's theses are professionally supervised academic final papers at the end of the course in question. Students should be able to use a thesis to show that they understand how to apply the knowledge they have obtained in the course and are able to independently work through a topic of their own choice, doing so on an academic basis and in an appropriate amount of time.
Number of examiners:	Typically 2 (first and second assessor), at least 1 for Bachelor's thesis

Predominantly oral examinations

Examination format (abbreviation):	Oral examination (OE)
Examination objective (skills):	Ability to have a technical discussion with the examiner (technical and personal skills)
Definition and examination process:	The candidate should be able to use an oral examination to show that he/she recognises the relationships in the examined area, is able to put forward arguments in a justified manner and can classify and discuss specific issues within these relationships. The oral examination aims to determine further as to whether the student in question has a broad knowledge base.
Number of examiners:	At least 1
Examination format (abbreviation):	Project (P)
Examination objective (skills):	Working through and conveying an academic topic by focusing on a presentation that is easy to understand and memorable, and classification in a technical context (technical, methodical, social and personal skills)
Definition and examination process:	<p>A project includes</p> <ol style="list-style-type: none"> 1. an independent and in-depth effort to tackle a problem arising from a working context in the lecture, illustrated in writing if applicable, that combines and assesses the relevant literature, and 2. an illustration of the work undertaken and conveying of results in the presentation as well as in the subsequent discussion. The discussion may also extend to other aspects from the module in terms of content. <p>The project may be undertaken individually or in a group, with clear dividing lines drawn in groups as part of the (written) preparation.</p>
Number of examiners:	At least 1
Examination format (abbreviation):	Presentation (Pres)
Examination objective (skills):	Ability to illustrate a complex academic topic in a clear and focused manner and classification in a technical context (technical, methodical, social and personal skills)
Definition and examination process:	Students should be able to use a presentation to show that they are able to work through a specific topic area within a specified time so that they can demonstrate this to an audience in a clear, open and appealing way and classify in a technical context. They should also demonstrate their ability, with regard to the respective topic area, to deal with questions, suggestions and discussion points made by the audience in an informed way. The entire module may be relevant here in terms of content. Group examinations are possible, but there should be a clear topic-related assignment for each student that the examiner arranges with the group in a binding manner. A written draft is not the subject of the examination (see "Project").
Number of examiners:	At least 1

examiners:

Examination format (abbreviation):	Colloquium (Co)
Examination objective (skills):	Validation of the overall technical and personal skills acquired during the course (technical, methodical, personal and social skills)
Definition and examination process:	A colloquium is a form of oral examination held in conjunction with a final paper or other examinations taken. The student should therefore be able to explain his/her paper and/or draft and demonstrate that he/she has comprehensively tackled the topic in question and is able to work through problem-based issues arising from his/her subject on an academic basis.
Number of examiners:	At least 2

Predominantly practical examinations

<p>Examination format (abbreviation):</p>	<p>Project work (PW)</p>
<p>Examination objective (skills):</p>	<p>Review of the ability to jointly develop a project task in a target-focused manner in a dynamic group environment (technical, methodical, social and personal skills)</p>
<p>Definition and examination process:</p>	<p>During the course of project work, the aim is to complete a subject-specific project, typically application-oriented in nature, within a defined time frame and with an objective defined by the examiner. The central element of project work is the analysis and critical examination of complex problems and their solutions. Students should make use, among others, of their diverse methodical and technical skills. The tasks can therefore be set by the individuals themselves or stipulated by the examiner. Given that projects are typically implemented in teams (groups), project work always involves encouragement of communication skills and teamwork as well.</p> <p>A successful project includes an in-depth academic analysis of the problem, development of specific implementation strategies, implementation of said strategies and an evaluation to finish with. This process is typically documented by way of a presentation on the project development and its implementation, as well as a written draft, if applicable, of the required product documents, and is taken as an examination.</p>
<p>Number of examiners:</p>	<p>At least 1</p>
<p>Examination format (abbreviation):</p>	<p>Role play (Ro)</p>
<p>Examination objective (skills):</p>	<p>Review of perceptive, communication and problem-solving skills and teamwork (technical, methodical, social and personal skills)</p>
<p>Definition and examination process:</p>	<p>A review of the competency to act is paramount to the role play. This is done by way of reflective actions, personal experiences, reflection in a self-critical manner and feedback provided by the observer. A comparison of self-reflection and the perception of others therefore provides useful learning space. Role plays are used to illustrate the content, processes or methods learned in a playful manner, albeit according to rules that have been laid down beforehand. These rules must be observed in all phases of the role play. A role play will typically consist of three phases, namely the preparation phase, the playing phase and the assessment phase.</p>
<p>Number of examiners:</p>	<p>At least 1, preferably 2</p>
<p>Examination format (abbreviation):</p>	<p>Case study (CS)</p>
<p>Examination objective (skills):</p>	<p>Review of perceptive, communication and problem-solving skills and teamwork (technical, methodical, social and personal skills)</p>
<p>Definition and examination process:</p>	<p>The starting point here is the illustration of a practical situation that requires a decision about the problem handling strategy to be followed. In doing so, students assume the roles of individuals taking real actions and/or decision-makers. The students interpret the case, analyse contexts, research additional information and draw up solutions on this basis. These solutions shall then be discussed and, if applicable, compared to the solutions found and/or decisions taken in the real-life situation.</p> <p>The case study is predominantly aligned with the development of the ability to act. Students should be able to demonstrate that they are able to review complex relationships, independently access sources of information and make good decisions.</p>
<p>Number of examiners:</p>	<p>At least 1</p>

Examination format (abbreviation):	Portfolio (PF)
Examination objective (skills):	Control and documentation of learning progress made by students both with regard to knowledge as well as skills during a class (technical, methodical and personal skills)
Definition and examination process:	A portfolio consists of a collection of carefully selected work documenting an individual's own performance, learning progress and performance level at a given point in time, and based on a clearly defined area in terms of content. The selection and descriptive meaning of the work and reference to their own learning progress must be addressed and justified by the student in question.
Number of examiners:	1

Examination format (abbreviation):	Moderation (Mod)
Examination objective (skills):	Ability to provide stimulating instructions and accompany learning processes as well as host discussion in a targeted and condensed manner whilst promoting dialogue (technical, methodical, social and personal skills)
Definition and examination process:	The moderation may take place within separate group work or during the course of a seminar-like event. Students should be able to demonstrate in a moderation that they are able to structure the learning arrangements for their fellow students in a targeted and methodically diverse manner in terms of teaching and/or be able to successfully accompany the group's processes and deliverables regarding a specific topic and summarise them in key statements.
Number of examiners:	At least 1

Examination format (abbreviation):	Station examination (SE)
	OSCE=Objective structured clinical examination / OSPE=Organised structured practical examination
Examination objective (skills):	Review of action processes and behaviour patterns with regard to the proper resolution of topic and case-related tasks (technical, methodical, social and personal skills)
Definition and examination process:	In the case of the OSCE/OSPE, the examination candidates rotate by way of completing a parcours of examination stations. Students must demonstrate all kinds of theoretical and, above all, (clinical) practical skills at these stations. An OSCE/OSPE should consist of at least four stations. The length of the examination at each examination station must be the same for all stations and must be defined specifically prior to the examination. Upon visiting the individual stations, the task shall either be read out to students or they will find written details of the task at the stations instead. Each station is manned by a trained examiner, who will assess the student's examination by way of a checklist.
Number of examiners:	At least 1

<p>Examination format (abbreviation):</p>	<p>Scientific poster (SP)</p>
<p>Examination objective (skills):</p>	<p>Review of ability to illustrate the results of an academic paper in clear and condensed graphical manner (technical, methodical, social and personal skills)</p>
<p>Definition and examination process:</p>	<p>A scientific poster is a visual presentation in the form of a placard in which a specific case is documented in words, images and graphs and presented to an expert academic audience. The “scientific poster” examination format consists of the actual poster as well as a presentation of the poster.</p> <p>The poster should generally reflect the core elements of the academic paper, using just a few sentences or keywords, and written in large-scale format along with the formal information (author, title, University logo, etc.); these core elements are the starting point, objective or question, methods and results. It should be clear, vivid and easy to understand without having any equivalent level of prior expertise.</p> <p>Accordingly, the focal point of the examination is to set out the essence of the actual work in a brief, precise and comprehensible manner and reflect on the value of academic performance and results obtained.</p>
<p>Number of examiners:</p>	<p>At least 1</p>
<p>Examination format (abbreviation):</p>	<p>Practical work (PrW)</p>
<p>Examination objective (skills):</p>	<p>Review of practical technical skills under realistic working conditions (technical, methodical, personal and social skills)</p>
<p>Definition and examination process:</p>	<p>With their practical work, students are able to show that they are objectively able to master a subject-related task and/or issue in close coordination with professional practices, doing so either individually or in a team. The specific requirements, the specific examination and assessment criteria and assessment period may vary depending on the subject and topic in question and shall be defined in this regard by the respective examiner.</p>
<p>Number of examiners:</p>	<p>At least 1</p>
<p>Examination format (abbreviation):</p>	<p>Technical problem-solving (TPL)</p>
<p>Examination objective (skills):</p>	<p>Review of the ability to independently solve technical problems in a professional manner under realistic working conditions (technical, methodical, personal and, if applicable, social skills)</p>
<p>Definition and examination process:</p>	<p>The “technical problem-solving” involves resolving a particular task from the respective subject that may also arise during the course of regular everyday duties at work, such as part of a larger project, for example.</p> <p>It typically involves analysing the problem, coming up with different solutions, if applicable, and is principally derived from the development of a customised solution by using subject-specific methods, relevant literature and rules.</p> <p>The technical problem-solving may be effected in writing, using computers, using graphs and/or in the form of programming. A final presentation of the results is possible, as is work in teams.</p>
<p>Number of examiners:</p>	<p>At least 1</p>

Examination format (abbreviation):	Certificate (Cer)
Examination objective (skills):	Review of practical technical skills under realistic working conditions (depending on the extent of technical, methodical, personal and social skills)
Definition and examination process:	Certificates (used here in an IT and engineering context) are practical tasks completed by the student directly in the lecture, including on a computer. All aids and tools that are typically used under realistic working conditions are permitted for this purpose. The student is able to show that he/she is able to come up with good quality professional solutions for minor problems and can justify them under the specified conditions. The quality and adequacy of the solution as well as the arguments put forward for the individual's solution are assessed here.
Number of examiners:	At least 1
Examination format (abbreviation):	Draft (Dr)
Examination objective (skills):	Review of practical technical skills under realistic working conditions (depending on the extent of technical, methodical, personal and social skills)
Definition and examination process:	A draft (in an architectural context) is a spatial planning proposal that has been drawn up independently, taking into account any framework conditions already in place or that have been developed individually. Whether in individual or group work, the student is able to use a draft to show that he/she is able to come to a task-related overall view, looking at urban planning, functional, structural, building and energy-related and/or structural aspects, for example, in their entirety as well as their interactions, and that he/she is able to summarise these aspects in an individual draft statement. The draft is typically documented in drawings, models, animations and/or written explanations.
Number of examiners:	At least 1
Examination format (abbreviation):	Music (Mu)
Examination objective (skills):	Review of practical technical skills under realistic working conditions (depending on the extent of technical, methodical, personal and social skills)
Definition and examination process:	The "music" examination format describes the presentation of an artistic task undertaken using the respective instrument relevant to the lesson (Compulsory, Elective, or Individual instrument). Depending on the task in question, this examination may be conducted as a solo performance, in a duo or as a group event. The presentation may also be associated with an illustration of the musical notes (repertoire, roadmap).
Number of examiners:	At least 1

<p>Examination format (abbreviation):</p> <p>Examination objective (skills):</p> <p>Definition and examination process:</p> <p>Number of examiners:</p>	<p>Practical situation (PS)</p> <p>Review of practical technical skills under realistic working conditions (depending on the extent of technical, methodical, personal and social skills)</p> <p>Students will be presented with a case study in a practical situation. Students will not typically have any time to prepare beforehand, ensuring this is in line with a real-life practical situation. The student will introduce himself/herself briefly to the client and demonstrate he/she has the technical skills to illustrate the theoretical background to this case study (e.g. anatomy, pathology) by way of questions.</p> <p>Using this case study as the basis, the student will demonstrate that he/she is able to choose the right client-oriented and targeted diagnostics and therapy format/technique and justify his/her choice.</p> <p>The student will demonstrate to a fellow student how selected diagnostic options and therapy formats/techniques are implemented from a practical perspective. This also involves assessing social and personal skills, such as communication, instructions and dealing with the "client" within a specified time frame.</p> <p>At least 1</p>
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<p>Examination format (abbreviation):</p> <p>Examination objective (skills):</p> <p>Definition and examination process:</p> <p>Number of examiners:</p>	<p>Multimedia and/or multimodal presentation (MM)</p> <p>Review of practical technical skills under realistic working conditions (depending on the extent of technical, methodical, personal and social skills)</p> <p>Preparation of content for a multimedia and/or multimodal presentation that appeals to several sensory channels, includes elements of embodiment and represents a creative combination of different media, materials or artistic and aesthetic forms of expression. The multimedia and/or multimodal presentation can be drafted in individual or group work.</p> <p>At least 1</p>
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<p>Examination format (abbreviation):</p> <p>Examination objective (skills):</p> <p>Definition and examination process:</p> <p>Number of examiners:</p>	<p>Laboratory work (Lab)</p> <p>Review of ability to be able to transfer theoretical knowledge into laboratory and/or mechanical processes and assess this (depending on the extent of technical, methodical, personal and social skills)</p> <p>Laboratory work includes the setup, implementation and documentation as well as analysis results from laboratory experiments or test facilities, all based on an academic research question. In an experiment whose subject matter is specified by the lecturer, students should be able to demonstrate in an experiment that they are able to use the information and knowledge available to carry out the laboratory work in a targeted manner. This includes, among others, metrological evidence of process-related variables as well as the written assessment, interpretation and evaluation of experiment results.</p> <p>At least 1</p>
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Anlage 5. Diploma Supplement

Page 1 of 6

Diploma Supplement

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. INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

1.1 Family name(s) / 1.2 First name(s)

1.3 Date of birth (dd/mm/yyyy)

1.4 Student identification number or code (if applicable)

2. INFORMATION IDENTIFYING THE QUALIFICATION

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

2.2 Main field(s) of study for the qualification

2.3 Name and status of awarding institution (in original language)

2.4 Name and status of institution (if different from 2.3) administering studies (in original language)

2.5 Language(s) of instruction/examination

Certification Date:

Chairwoman/Chairman Examination Committee

3. INFORMATION ON THE LEVEL AND DURATION OF THE QUALIFICATION

3.1 Level of the qualification

3.2 Official duration of programme in credits and/or years

3.3 Access requirement(s)

4. INFORMATION ON THE PROGRAMME COMPLETED AND THE RESULTS OBTAINED

4.1 Mode of study

4.2 Programme learning outcomes

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

4.4 Grading system and, if available, grade distribution table

4.5 Overall classification of the qualification (in original language)

Certification Date:

Chairwoman/Chairman Examination Committee

5. INFORMATION ON THE FUNCTION OF THE QUALIFICATION

5.1 Access to further study

5.2 Access to a regulated profession (if applicable)

6. ADDITIONAL INFORMATION

6.1 Additional information

6.2 Further information sources

7. CERTIFICATION

This Diploma Supplement refers to the following original documents:

Document on the award of the academic degree (Urkunde über die Verleihung des Akademischen Grades) [date]

Certificate (Zeugnis) [date]

Transcript of Records [date]

Certification Date:

Chairwoman/Chairman Examination Committee

(Official Stamp/Seal)

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 institution that awarded it.

8. INFORMATION ON THE GERMAN HIGHER EDUCATION SYSTEM¹

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.

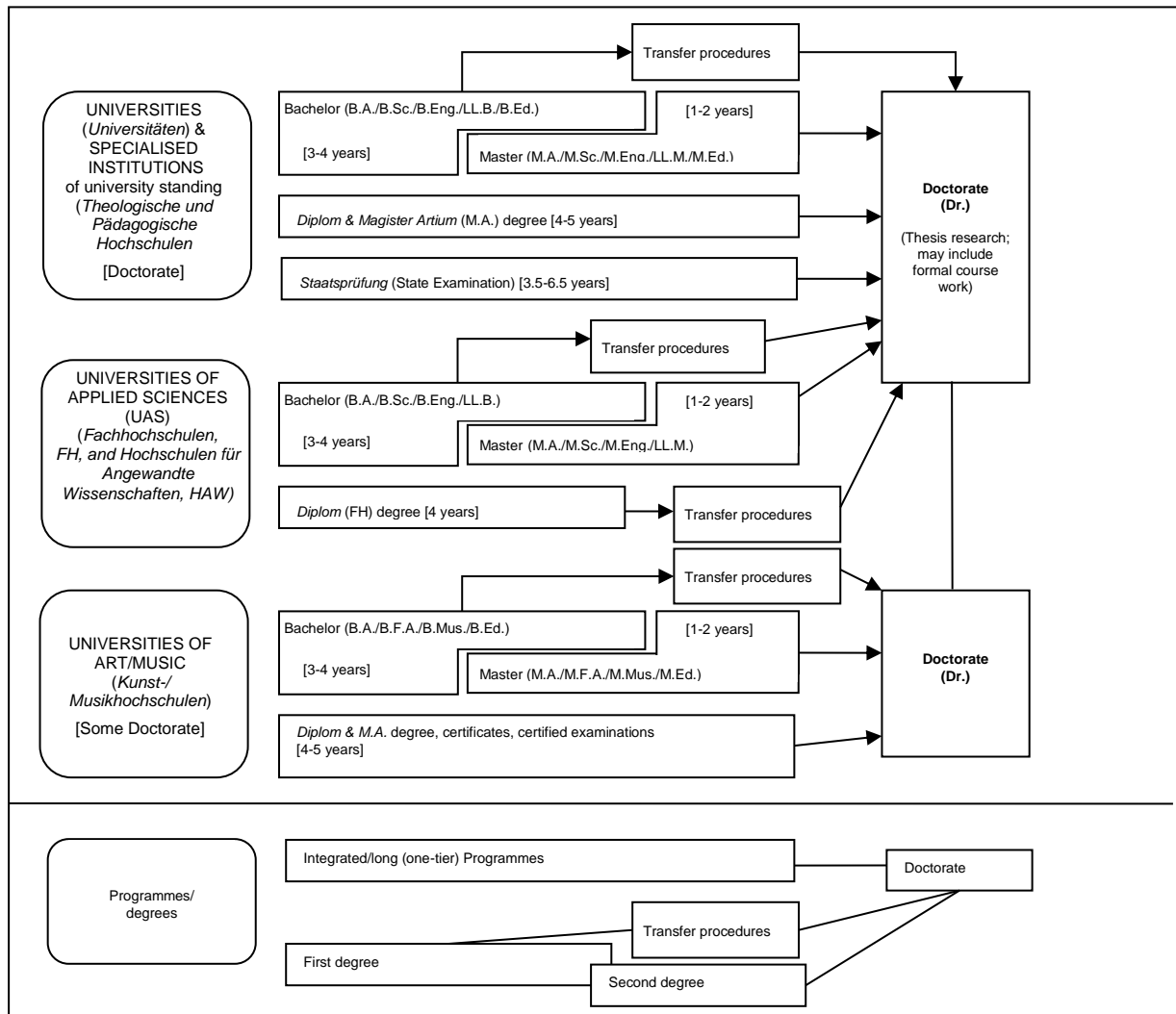
The German Qualifications Framework for Higher Education Qualifications (HQR)³ describes the qualification levels as well as the resulting qualifications and competences of the graduates. The three levels of the HQR correspond to the levels 6, 7 and 8 of the German Qualifications Framework for Lifelong Learning⁴ and the European Qualifications Framework for Lifelong Learning⁵.

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.⁶

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



8.4 Organisation 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.

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.^{vii}

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.^{ix}

Second degree programmes (Master) lead to Master of Arts (M.A.), Master of Science (M.Sc.), Master of Engineering (M.Eng.), Master of Laws (LL.M.), Master of Fine Arts (M.F.A.), Master of Music (M.Mus.) or Master of Education (M.Ed.). Master'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.

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

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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.^x

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: hochschule@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)

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.dgr.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).