

**Evangelische Hochschule  
Darmstadt**

University of Applied Sciences  
eh-darmstadt.de

Vorläufige  
Fassung!  
Studiengang befindet sich  
aktuell in der  
Re-Akkreditierung!

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# **Prüfungsordnung der Evangelischen Hochschule Darmstadt**

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**für den Bachelorstudiengang**

**Kindheitspädagogik**

**vom 29.06.2020**

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## **1. Abschnitt: Allgemeines**

### **§ 1 Allgemeines**

(1) Die Prüfungsordnung des Bachelorstudiengangs Kindheitspädagogik der Evangelischen Hochschule Darmstadt in der Fassung vom 20.11.2019 bildet zusammen mit der Rahmenprüfungsordnung der Evangelischen Hochschule Darmstadt in der Fassung vom 29.04.2019 die gültige Prüfungsordnung des Bachelorstudienganges.

(2) Der Bachelorstudiengang Kindheitspädagogik ist dem Fachbereich Sozialarbeit/Sozialpädagogik zugeordnet.

(3) Der Bachelorstudiengang Kindheitspädagogik ist ein grundständiger Vollzeit-Bachelorstudiengang.

### **§ 2 Studienziele und Studieninhalte**

(1) Der grundständige Vollzeit-Bachelorstudiengang Kindheitspädagogik bezieht sich auf die umfassende Komplexität von heterogenen Kindheiten in Deutschland und weltweit, die jeweiligen „Kulturen des Aufwachsens“ und die „Kulturen der Fürsorglichkeit“.

(2) Das Studium umfasst die Ausbildung von Expert\*innen für Kindheit und die erste Phase der Jugend. Zu dieser Expert\*innenschaft gehören:

- die Kompetenz für pädagogisches Handeln
- die Fähigkeit zur Analyse von Konstrukten von Kindheit(en)
- die Reflexion ihrer Bedeutung für Theorie, Forschung und Institutionalisierung sowie
- die Kenntnis von Lern-, Bildungs- und Entwicklungsprozessen und -kontexten von Kindern und Jugendlichen zwischen 0 und 14 Jahren, wie sie in unterschiedlichen Disziplinen erarbeitet werden.

In Bezug zu dieser Expert\*innenschaft werden Kenntnisse und Kompetenzen zur Wirkung als Multiplikator\*innen sowie zur Gestaltung der Rahmenbedingungen von (institutionalisierten) Kindheit(en) erworben.

(3) Die Bedeutung von Kindheit und früher Jugend als eigene Lebensphasen wird in Bezug zur generationalen Ordnung und zur Angewiesenheit von Kindern und Jugendlichen auf Erwachsene verstanden. Als grundlegende, in den jeweiligen Kontexten der Intergenerationalität noch zu begreifende und zu entdeckende Beziehungskonstellation werden handlungspraktische, theoretische, strukturelle und forschungspraktische Diskurse erarbeitet.

(4) In einem Dialog unterschiedlicher Disziplinen wird die Bedeutung der Lebensphase Kindheit und frühe Jugend im persönlich-biografischen wie auch im gesellschaftlichen Kontext verstanden. Im interreligiösen und intersektionellen Diskurs wird Kind-Sein als ein Zustand von Sein und Werden aufgefasst. Bildung, Erziehung und Fürsorge von Kindern werden als soziale Praktiken verstanden.

(5) Der Schwerpunkt der berufsqualifizierenden Ausbildung orientiert sich an einem Bildungsbegriff, der intergenerational dialogisch verfasst ist. Bildung ermöglicht eine offene Zukunft für alle Kinder und Jugendliche. Bildung orientiert sich am Wunsch eines

jeden Menschen nach Lernen, Selbstbestimmung, Mitbestimmung und Solidarität. Bildung wird in dieser Hinsicht als Recht für alle Kinder und Jugendliche und als gesellschaftliche Aufgabe angesehen, die die Bildungsorte (Familie, Kindertagesstätte, Familienzentrum, Gemeinwesen, Gemeinde und Schule, u.a.) über professionelles Handeln und interdisziplinären Austausch verbindet. Zugänge zu Bildung für Alle auf unterschiedlichen institutionellen, gesellschaftlichen und politischen Ebenen zu schaffen, ist in diesem Bildungsverständnis impliziert.

- (6) Kinder und Jugendliche in Bezug zu ihrer besonderen Existenzweise – vor dem Hintergrund des Diskurses der *Childhood Studies* – zu verstehen, ist grundlegend für den Bachelorstudiengang. Und damit verbunden ist, dass Kinder und Jugendliche (Rechts-)Subjekte sind, so wie es in der *UN-Convention on the Rights of the Child* / UN-Kinderrechtskonvention (1989) zugrunde gelegt ist.
- (7) Die Prozesse einer professionsgeleiteten Annäherung an die je spezifischen Lebenswelten von Kindern und Jugendlichen werden als Sozialforschung methodologisch und methodisch im Rahmen der vertieften Analyse und Diskussion von historischen und gegenwärtigen Wissensbeständen, Forschungsparadigmata und impliziten Theorien angelegt.
- (8) Der dem Bachelorstudiengang Kindheitspädagogik zugrunde liegende wissenschaftstheoretische und Praxis reflektierende Zugang zu Bildung, Erziehung und Fürsorge in der Kindheit und Jugend ist multidisziplinär und kompetenzorientiert angelegt. Er bezieht sich auf Kontexte, in denen die Frage nach dem Wunsch nach Bildung und Teilhabe der Einzelnen und nach dem Bekenntnis der Gemeinschaft zu Allen entsteht. Vor diesem Hintergrund werden die pädagogischen, methodischen und didaktischen Grundlagen vermittelt.
- (9) Im Sinne eines transdisziplinären Diskurssystems und eines interdisziplinären Handlungssystems werden Analyse, aktive Gestaltung, Transformation und Vernetzung von Bildungsorten durch und somit in die Kindheitswissenschaften als angewandte Kindheitswissenschaften eingeführt. Beziehungskonstellationen und Prozesse des Miteinanders werden reflektierbar. Sie können im Rahmen eines normativ begründeten, professionsgeleiteten Handelns eingeordnet und selbstverantwortlich von den zukünftigen Kindheitspädagog\*innen partizipativ gestaltet und begleitet werden.

Hierzu befassen sich die Studierenden mit folgenden Studienbereichen:

- Kindheitswissenschaften als angewandte Wissenschaften
- Kritisch-ethische Reflexionen in der Kindheitspädagogik
- Kontexte professionsgeleiteten Handelns
- Pädagogische Grundlagen
- Forschung

### **§ 3 Akademischer Grad**

Der Bachelorstudiengang Kindheitspädagogik verleiht nach erfolgreichem Abschluss den akademischen Grad

- Bachelor of Arts (B.A.).

### **§ 4 Zulassungsvoraussetzungen und Zulassungsverfahren**

(1) Die Zulassungsvoraussetzungen ergeben sich aus §§ 27 - 30 der Verfassung der Evangelischen Hochschule Darmstadt in der Fassung vom 16. Oktober 2014 in Verbindung mit 2 der Immatrikulationsordnung der Evangelischen Hochschule Darmstadt in der Fassung vom 29.04.2019.

(2) Für das Zulassungsverfahren gilt der vom Fachbereichsrat Sozialarbeit/Sozialpädagogik beschlossene Kriterienkatalog in der jeweils gültigen Fassung.

## **2. Abschnitt: Dauer und Aufbau des Studiums**

### **§ 5 Regelstudienzeit**

(1) Der Bachelorstudiengang Kindheitspädagogik umfasst sieben Semester.

(2) In der Regelstudienzeit enthalten ist das verpflichtende praktische Studiensemester (Modul 13). Das praktische Studiensemester kann im Ausland durchgeführt werden.

### **§ 6 Teilzeitstudium**

- Entfällt!

### **§ 7 Credit-Punkte**

(1) Der Bachelorstudiengang Kindheitspädagogik ist modular aufgebaut. Das Studium gliedert sich in 16 Pflichtmodule.

(2) Der Arbeitsaufwand umfasst insgesamt 210 Credit-Punkte.

(3) Ein Credit-Punkt entspricht 30 Zeitstunden. Hierin enthalten sind: Die Anwesenheit in Veranstaltungen, die wöchentliche Vor- und Nachbereitungszeit des Lehrveranstaltungsstoffs, die Recherche und das Studium vertiefender Literatur, die Bearbeitung von (wöchentlich) gestellten Übungsaufgaben, die Vorbereitung der Prüfungsleistungen, die Modulprüfungen sowie die Praxiszeiten.

(4) Im Übrigen gilt § 6 RaPO.

### **§ 8 Studienprogramm**

(1) Der Bachelorstudiengang Kindheitspädagogik umfasst die in der Tabelle aufgeführten Module mit den entsprechenden Zuordnungen der Credit-Punkte und Praxisstunden:

<b>Modul- Nummer</b>	<b>Modultitel</b>	<b>CP insgesamt</b>	<b>Praxis- stunden</b>
1	Einführung in das Studium	10	60
2	Ethische Kartografien	5	Keine
3	Grundlagen der Allgemeinen und Kindheitspädagogik	10	Keine
4	Kinderrechte mit Schwerpunkt Kinderschutz	10	Keine
5	Entwicklung, Lernen und Bildung aus transdisziplinärer Perspektive – Entwicklungsbegleitung	20	120
6	Ökonomik und Sozialpolitik	5	Keine
7	Einführung in die Kindheitsforschung	7	Keine
8	Allgemeine inklusive Didaktik und Fachdidaktik	20	160
9	Professionelles Handeln	10	Keine
10	Religionspädagogik und Kindheit(en)	5	60
11	Rechtsgrundlagen	8	Keine
12	Theorien und Handlungsansätze in der Kindheitspädagogik	15	Keine
13	Praktisches Studiensemester	32	720
14	Professionsreflexion	15	Keine
15	Individuelles Schwerpunktstudium	23	200
16	Bachelor-Thesis und Kolloquium	15	Keine
<b>Summe</b>		<b>210</b>	<b>1320</b>

(2) Für die Module sind folgende Prüfungsleistungen vorgesehen:

<b>Modul-Nummer</b>	<b>Modultitel</b>	<b>Leistungsnachweis</b>
1	Einführung in das Studium	Kommentierte Literaturliste und Präsentation, benotet
2	Ethische Kartografien	Referat (15 Minuten), benotet
3	Grundlagen der Allgemeinen und Kindheitspädagogik	Hausarbeit (10-15 Seiten), unbenotet
4	Kinderrechte mit Schwerpunkt Kinderschutz	Kolloquium als Gruppenprüfung (15 Minuten pro Person) / unbenotet
5	Entwicklung, Lernen und Bildung aus transdisziplinärer Perspektive – Entwicklungsbegleitung	Portfolio, benotet
6	Ökonomik und Sozialpolitik	Klausur (90 Minuten), benotet
7	Einführung in die Kindheitsforschung	Präsentation zu einer ausgewählten Studie (15 min pro Person), unbenotet
8	Allgemeine inklusive Didaktik und Fachdidaktik	Portfolio, benotet
9	Professionelles Handeln	Portfolio, benotet
10	Religionspädagogik und Kindheit(en)	Bericht (10-15 Seiten), benotet
11	Rechtsgrundlagen	Klausur (120 Min), benotet
12	Theorien und Handlungsansätze in der Kindheitspädagogik	Hausarbeit (10-15 Seiten), benotet
13	Praktisches Studiensemester	Kolloquiumsbericht (20-25 Textseiten) und Kolloquiumsprüfung als Einzel- oder Gruppenprüfung (30 Minuten pro Person) / unbenotet; Seminarteilnahmen
14	Professionsreflexion	Präsentation (15 min pro Person), benotet
15	Individuelles Schwerpunktstudium	Präsentation (15 min pro Person), benotet
16	Bachelor-Thesis und Kolloquium	Bachelor-Arbeit, benotet (50-55 Textseiten)

(3) Für den Studienverlauf ist folgende Semesterstruktur vorgesehen:

1. Semester (30 CP)	<b>Modul 1</b> Einführung in das Studium (10 CP)	<b>Modul 2</b> Ethische Kartografien (5 CP)	<b>Modul 3</b> Grundlagen der Allgemeinen und Kindheits- pädagogik (10 CP)	<b>Modul 4</b> Kinderrechte mit Schwer- punkt Kinder- schutz (5 CP)
2. Semester (32 CP)	<b>Modul 5</b> Entwicklung, Lernen und Bil- dung aus transdisziplinä- rer Perspektive – Entwick- lungsbeglei- tung (15 CP)	<b>Modul 6</b> Ökonomik und Sozialpolitik (5 CP)	<b>Modul 7</b> Einführung in die Kindheitsfor- schung (7 CP)	<b>Modul 4</b> Kinderrechte mit Schwer- punkt Kinder- schutz (5 CP)
3. Semester (30 CP)	<b>Modul 5</b> Entwicklung, Lernen und Bil- dung aus transdisziplinä- rer Perspektive – Entwick- lungsbeglei- tung (5 CP)	<b>Modul 8</b> Allgemeine in- klusive Didaktik und Fachdidak- tik (10 CP)	<b>Modul 9</b> Professionelles Handeln (10 CP)	<b>Modul 10</b> Religionspäda- gogik und Kindheit(en) (5 CP)
4. Semester (30 CP)	<b>Modul 11</b> Rechtsgrundla- gen (8 CP)	<b>Modul 8</b> Allgemeine in- klusive Didaktik und Fachdidak- tik (10 CP)	<b>Modul 12</b> Theorien und Handlungsan- sätze in der Kindheitspäda- gogik (10 CP)	<b>Modul 13</b> Praktisches Studiensemester (2 CP)
5. Semester (30 CP)	<b>Modul 13</b> Praktisches Studiensemester (30 CP)			
6. Semester (30 CP)	<b>Modul 14</b> Professionsreflexion (15 CP)	<b>Modul 12</b> Theorien und Hand- lungsansätze in der Kindheitspädagogik (5 CP)	<b>Modul 15</b> Individuelles Schwerpunktstu- dium (10 CP)	
7. Semester (28 CP)	<b>Modul 15</b> Individuelles Schwerpunktstudium (13 CP)		<b>Modul 16</b> Bachelor-Thesis (12 CP) und Kolloquium (3 CP)	

(4) Für die Teilnahme an Modul 16 (Bachelor-Thesis und Kolloquium) ist die erfolgreiche Absolvierung der Module 1 bis 8, 11 und 13 erforderlich.

## **§ 9 Praxisphasen**

(1) Die Praxisphasen sind in das Studium integrierte, inhaltlich bestimmte, und durch die Hochschule begleitete Studienabschnitte, die in der Regel in einer Institution der Bildung, Erziehung bzw. Betreuung von Kindern im Alter von 0 – 14 Jahren abgeleistet werden. Eine kontinuierliche Begleitung der Studierenden durch

- a) regelmäßige Kontakte der Begleitdozentin / des Begleitdozenten zur Praxisstelle
- b) Bearbeitung von Erfahrungen in der Gruppe
- c) ergänzende Theorievermittlung
- d) Auswertung und Praxisbericht

wird sichergestellt, um den Transfer von Erkenntnissen und Erfahrungen zwischen Praxisfeld und Lehrgebieten zu gewährleisten.

(2) Die Praxisphasen im Bachelorstudiengang Kindheitspädagogik werden in den Modulen 1, 5, 8, 10 und 15 und im Modul 13, dem praktischen Studiensemester, absolviert. Die Praxisphasen sind, außer in Modul 1, nach § 3 der Praktikumsordnung in der Fassung vom 20.11.2019 im Praxisreferat nachzuweisen.

(3) Die in die Module integrierten Praxisphasen haben insgesamt einen Umfang von 1320 Stunden. Dies entspricht 44 Credit-Punkten im grundständigen Vollzeitstudium. Die Aufschlüsselung der Praxisphasen und der darin enthaltenen Ziele und Stundenumfänge sind § 3 und § 4 der Praktikumsordnung in der Fassung vom 20.11.2019 zu entnehmen.

(4) Näheres regelt die Praktikumsordnung i.d.F. vom 20.11.2019.

(5) Die staatliche Anerkennung als Kindheitspädagog\*in wird auf Antrag im Anschluss an das Bachelor-Studium durch Anrechnung der im Studium zu erbringenden Leistungen erteilt

## **3. Abschnitt: Prüfungsleistungen und ihre Bewertung**

### **§ 10 Arten von Leistungsnachweisen**

(1) Die Leistungsnachweise ergeben sich aus § 8 Abs. 2 in Verbindung mit dem Modulhandbuch für den Bachelorstudiengang Kindheitspädagogik.

(2) Im Übrigen gelten für Arten und Formen der Leistungsnachweise die §§ 8 - 12 RaPO.

### **§ 11 Bewertung von Leistungsnachweisen**

Es gilt § 15 der RaPO.



## **§ 12 Wiederholung von Prüfungsleistungen**

(1) Bei Nicht-Bestehen von Modulprüfungen, die in einer laufenden Lehrveranstaltung zu erbringen sind (z.B. Referat, Präsentation), kann die Wiederholungsprüfung aus einer schriftlichen Arbeit bestehen, deren Umfang entsprechend den Credit-Punkten des Moduls festgelegt wird.

(2) Im Übrigen gilt § 18 RaPO.

## **§ 13 Anerkennung und Anrechnung von Modulen und Leistungsnachweisen**

(1) Die Anerkennung und Anrechnung von Modulen und Leistungsnachweisen aus anderen Studiengängen und/oder von anderen Hochschulen erfolgt auf Antrag der oder des Studierenden. 2) Im Übrigen § 20 RaPO in Verbindung mit der Anerkennungsatzung der EHD in der jeweils gültigen Fassung.

(2) Die Anrechnung von Modulen und Leistungsnachweisen erfolgt auf Antrag der oder des Studierenden. Studierenden können aufgrund nachweisbarer Vorerfahrungen maximal 60 CP anerkannt werden.

## **4. Abschnitt: Abschluss des Studiums**

### **§ 14 Bachelor-Thesis**

(1) Die Thesis ist in einem Zeitraum von 12 Wochen anzufertigen.

(2) Wenn gleichzeitig noch Pflichtlehrveranstaltungen besucht werden, kann durch die Leitung des Prüfungsamtes die Bearbeitungszeit um bis zu 6 Wochen verlängert werden.

(3) Der Arbeitsaufwand beträgt 12 Credit-Punkte.

(4) Der Seitenumfang der Bachelor-Thesis beträgt mindestens 50 und höchstens 55 Seiten (ohne Anhang).

(5) Im Übrigen gelten hinsichtlich der Anmeldung, Zulassung, Betreuung und Bewertung der Thesis § 22 und § 23 RaPO.

### **§ 15 Zeugnis, Urkunde, Diploma Supplement**

(1) Es gilt § 24 RaPO in Verbindung mit den Anlagen 1, 2 und 3 der RaPO.

(2) In das Zeugnis sind die im Ausland absolvierten Prüfungsleistungen auszuweisen.

## **5. Abschnitt: Organisation des Prüfungswesens**

### **§ 16 Prüfungsausschuss**

(1) Für den Bachelorstudiengang Kindheitspädagogik ist gem. § 25 RaPO ein Prüfungsausschuss zu bilden.

(2) Dem Prüfungsausschuss gehören an:

a) Zwei Professor\*innen

b) Ein\*e Student\*in

- (3) Die Zuständigkeit und Aufgaben des Prüfungsausschusses nach Abs.1 ergeben sich aus § 25 Abs. 2 – 9 RaPO.
- (4) Darüber hinaus ist gem. § 25 Abs. 10 RaPO ein erweiterter Prüfungsausschuss zu bilden, dem die Aufgaben im Zusammenhang mit Entscheidungen zu Praxisphasen oder praxis- bezogenen Modulprüfungen obliegen.
- (5) Die Zusammensetzung, Zuständigkeit und Aufgaben des erweiterten Prüfungsausschusses ergeben sich im Übrigen aus § ??? der Praktikumsordnung für den Bachelorstudiengang Kindheitspädagogik vom ... .

### **§ 17 Prüfer\*innen**

- (1) Es gilt § 27 RaPO.
- (2) für die Kolloquiumsprüfungen im Modul 13 können gem. § 27 Abs.1 Satz 2 RaPO Personen aus der Berufspraxis (Praxisprüferinnen und Praxisprüfer) zu Prüferinnen und Prüfern bestellt werden.

### **§ 18 Regelungen für kooperative Studiengänge**

– entfällt –

## **6. Abschnitt: Schlussbestimmungen**

### **§ 19 In-Kraft-Treten**

Diese Prüfungsordnung tritt nach Genehmigung durch das Präsidium gem. § 6 Abs. 6 der Verfassung und Unterrichtung des Hessischen Ministeriums für Wissenschaft und Kunst am - Datum - in Kraft.

Darmstadt, den

**Prof. Dr. Willehad Lanwer**  
**Präsident**

Die vorstehende Prüfungsordnung wurde vom Kuratorium gemäß § 11 Abs. 3 Nr. 3 der Verfassung für die Evangelische Hochschule Darmstadt genehmigt.

Darmstadt, den

Der Vorsitzende des Kuratoriums  
Prof. Dr. Ernst-Ulrich Huster

Darmstadt, den

Die Vorsitzende des Rates

Die vorstehende Prüfungsordnung wurde vom Kuratorium gemäß § 11 Abs. 3 der Verfassung für die Evangelische Hochschule Darmstadt genehmigt.

Darmstadt, den xx.xx.xxxx

Der Vorsitzende des Kuratoriums

Die Veröffentlichung erfolgte am xx.xx.xxxx.

Das Hessische Ministerium für Wissenschaft und Kunst hat mit Schreiben vom xx.xx.xxxx der vorstehenden Prüfungsordnung das Einvernehmen erteilt.

**EVANGELISCHE HOCHSCHULE DARMSTADT**  
Protestant University of Applied Sciences Darmstadt  
(staatlich anerkannt)  
Kirchliche Körperschaft des öffentlichen Rechts

**BACHELOR OF ARTS IN DER FACHRICHTUNG KINDHEITSPÄDAGOGIK**

**Zeugnis**

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**Bachelor of Arts**

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«Anrede» «Vorname» «Nachname»

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geboren am XX.XX.XXXX  
in Musterstadt

hat im Fachbereich Sozialarbeit / Sozialpädagogik  
alle Prüfungen für den

**Bachelor of Arts**  
im Studiengang Kindheitspädagogik

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nach der Prüfungsordnung der Evangelischen Hochschule  
Darmstadt vom **XX.XX.XXXX** mit Erfolg abgelegt.

Darmstadt, den XX.XX.XXXX

Prof. Dr. Maria Meyer-Höger, Leiterin des Prüfungsamtes

## Prüfungsleistungen Bachelor

<b>Modul</b>	<b>Inhalte</b>	<b>Note</b>	<b>Definition</b>	<b>CP-Umrechnung</b>	<b>Modul Credit-Points</b>
1	Einführung in das Studium				10
2	Ethische Kartografien				5
3	Grundlagen der Allgemeinen und Kindheitspädagogik				10
4	Kinderrechte mit Schwerpunkt Kinderschutz				10
5	Entwicklung, Lernen und Bildung aus transdisziplinärer Perspektive – Entwicklungsbegleitung				20
6	Ökonomik und Sozialpolitik				5
7	Einführung in die Kindheitsforschung				7
8	Allgemeine inklusive Didaktik und Fachdidaktik				20
9	Professionelles Handeln				10
10	Religionspädagogik und Kindheit(en)				5
11	Rechtsgrundlagen				8
12	Theorien und Handlungsansätze in der Kindheitspädagogik				15
13	Praktisches Studiensemester				32
14	Professionsreflexion				15

15	Individuelles Schwerpunktstudium				23
16	Bachelor-Thesis und Kolloquium				15

**Gesamtnote**

<Note> (Dezimalzahl)

**EVANGELISCHE HOCHSCHULE DARMSTADT**  
**University of Applied Sciences Darmstadt**  
(staatlich anerkannt)  
Kirchliche Körperschaft des öffentlichen Rechts

**BACHELOR OF ARTS**

Die Evangelische Hochschule Darmstadt  
verleiht  
Herrn/Frau  
geboren am     in  
auf Grund der am  
im Fachbereich Sozialarbeit/Sozialpädagogik  
bestandenen Bachelor of Arts-Prüfung  
den akademischen Grad

**BACHELOR OF ARTS**

**staatlich anerkannt**

Darmstadt, den

Präsident/in

Dekan/in



# — 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 attached. 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)**

Bachelor of Arts (B.A.)

Title Conferred

(Bachelor of Arts –Childhood Education, B.A. Early Childhood Education)

**2.2 Main field(s) of study for the qualification**

- childhood education
- Critical and ethical reflections in childhood education
- Contexts of professional pedagogical activities
- Theoretical and practical foundations of pedagogy
- Developmental and socialization theory in childhood and adolescence
- Research

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

Protestant University of Applied Sciences Darmstadt

Department of Social Work/ Social Education

Childhood Studies

Status (Type / Control)

University of Applied Sciences / State Institution

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

(as above)

**2.5 Language(s) of instruction/examination**

German and selected modules/modular components of English; thesis in German or English

### 3. INFORMATION ON THE LEVEL AND DURATION OF THE QUALIFICATION

#### 3.1 Level of the qualification

Undergraduate/First Degree

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

Full-time: Three and a half years (seven semesters)

#### 3.3 Access requirement(s)

Provided that sufficient vacancies are available, the following requirements must be met for admittance to the B.A. programme. Students must

- meet the requirements for admission according to the Hessian University Law.
- prove sufficient command of the German Language (for non-German candidates).

### 4. INFORMATION ON THE PROGRAMME COMPLETED AND THE RESULTS OBTAINED

#### 4.1 Mode of study

Full-time; 210 ECTS Credit Points (CPs)

#### 4.2 Programme learning outcomes

Nr.	Module	Learning outcomes
1	<b>Intro- duction in the field of studies</b>	Introduction to the orientation of the childhood education course of study, access to science as a discourse, to practice and its reflection, as well as a basis for scientific work and thinking. For example: <ul style="list-style-type: none"><li>• understand and describe phenomenologically the everyday reality of children, young people, families and professionals</li><li>• Understand scientific speaking in various disciplines about children and adolescents as "discourses"</li><li>• Understand exemplary acts in practices in relation to the institutionalization of childhood and understand the terms "corporeality" and "being instructed" in this context</li><li>• Understand adults existence against the background of their own autobiographical experiences and relate them to issues of childhood education and childhood sciences</li><li>• Present thoughts in relation to the reflection of practice and the comprehension of scientific theses and develop them further in a collegial exchange</li><li>• Can work with literature and gain access to well-founded sources of scientific discourse</li></ul>
2	<b>Ethical carto- gra- phies</b>	Students can determine the ethical dimensions of education, upbringing and care in childhood and can justify, reflect on and discuss them against the background of childhood education and childhood sciences.

		<ul style="list-style-type: none"> <li>• Know general ethical and ethical-theological justifications and apply them to your own actions</li> <li>• Perceive and reflect on the ethical dimensions of pedagogical, socio-pedagogical and religious pedagogical action</li> <li>• Recognize ethical assumptions that are based on one's own environment</li> <li>• Reconstruct justification narratives</li> <li>• Reflect the change in ethical and religious ideas related to childhood and education</li> <li>• Develop their own ethical ability to criticize with regard to the social handling of education, upbringing and care</li> <li>• Develop a reflexive and ethical-critical understanding of the importance of the generational order</li> </ul>
3	<b>Basics of general and childhood education</b>	<p>The students acquire basic knowledge of the history, development and current status of general education and childhood education.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Can reflect and analyze practice and speaking about practice in relation to theoretical, pedagogical knowledge</li> <li>• Understand basic terms and attitudes of educational science and describe them in scientifically and professionally appropriate language</li> <li>• Get an overview of the history, systematics and theoretical directions of the discipline</li> <li>• Understand and classify theories</li> <li>• Know the socio-political importance of discourses in educational science and childhood education</li> <li>• can justify establish norms, ideals and goals of education and related patterns of generationality and diversity</li> <li>• can justify establish norms, ideals and goals against the background of pedagogical action as action orientations</li> <li>• purchase pedagogical analysis and reflection skills as well as an independent repertoire of terms and explanations</li> </ul>
4	<b>Children's rights with a focus on child protection</b>	<p>Being able to assume the responsibility of the educational specialist in the context of children's rights and child protection.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Know the UN Convention on the Rights of the Child and understand about the movement of the rights of the child in a political and historical context</li> <li>• Knowledge of child policy as (implicit) social policy in the areas of family, women, municipal, housing market and education policy as well as other policy areas.</li> <li>• classify the UN Convention on the Rights of the Child and the Convention on the Rights of Persons with Disabilities in relation to the historical development of childhood as well as questions and moments of tension in its implementation</li> <li>• deepen the tension between child rights and child protection as well as parental rights and duties and sovereign tasks (triangular relationship child-parent-state)</li> </ul>

		<ul style="list-style-type: none"> <li>• be able to formulate an ethical justification for the relevance of the UN Convention on the Rights of the Child and the UN Convention on the Rights of Persons with Disabilities</li> <li>• Understand an interdisciplinary approach to the area of tension between child protection in educational practice</li> <li>• Specific expertise on approaches to child participation.</li> <li>• have a basic understanding of the historical and international development of child protection and prevention</li> <li>• have a basic knowledge of the interdisciplinary actors, work areas, offers and target groups in the field of child protection, especially in the municipal child protection system but also beyond</li> </ul>
5	<b>Development, learning and education from a transdisciplinary perspective - development support</b>	<p>Students acquire in-depth knowledge of theories and concepts related to education, development and learning for young people aged 0 to 14, as well as skills and competencies to attentively perceive, understand and understand development, learning and education as well as structural and theoretical aspects accompany. For example: Know selected theories, concepts and research results from the social and human sciences as well as their disciplinary and paradigmatic locations</p> <ul style="list-style-type: none"> <li>• acquire a basic knowledge of educational, development and learning processes of young people</li> <li>• can analyze structural dynamics in relation to legal situations and socio-political constellations in the institutions</li> <li>• recognize development, learning and education under difficult conditions and in relation to special starting points as an educational and structural challenge</li> <li>• recognize the structural contexts of different relationship constellations and communities and can understand and discuss the meaning of self-determination and inclusion</li> <li>• can accompany and reflect pedagogical situations with young people regarding their reliance on adults</li> <li>• can describe development, education and learning scenarios in discussions with parents and specialists and in a collegial exchange</li> </ul>
6	<b>Economics and social policy</b>	<p>The qualification goals are to enable a social and educational economic classification of the pedagogical action, to develop own analytical considerations on the role of the framework conditions for the profession and the individual action in general.</p> <p>For this purpose, students acquire basic knowledge of economics and social policy as well as political and economic structures as points of reference for identifying systematic causes of unequal social situations in children, adolescents and families, answering educational policy questions and being able to analyze and take them into account with regard to professional guidance by.</p> <p>For example:</p>

		<ul style="list-style-type: none"> <li>• understand government control processes in terms of their importance for the quantity and quality of educational offers</li> <li>• understand the role of institutional variants in the education system</li> <li>• can participate in political and economic discourses to deal with social issues, including: for example child poverty</li> <li>• Understand the importance of politics, institutionalization and state control in the area of education, upbringing and teaching of all children and young people</li> <li>• Acquire knowledge for dealing with the effects of the complex economic and social conditions and with reasons for disadvantage, exclusion and for the social conditions of growing up in a market society</li> <li>• Get to know the tasks of the state / society in the context of education against the background of systematic difficulties in market management, as well as being able to analyze the control logic and possibilities of the state in the field of education and their consequences for institutions and providers.</li> </ul>
7	<b>Introduction to childhood research</b>	<p>Insights into the field of childhood research. For example acquire the ability to understand quantitative and qualitative research against the background of applied childhood sciences</p> <ul style="list-style-type: none"> <li>• Can distinguish and describe the difference between qualitative and quantitative research methods and their specific questions and methodologies</li> <li>• develop an understanding of the dynamics of research and practice in relation to selected, current issues</li> <li>• understand the interplay of empirical research and theory building</li> <li>• recognize ethical principles of research and research</li> <li>• can discuss ethical research issues with young people</li> <li>• receive introductory knowledge on the current discourse on childhood research</li> <li>• can understand social science research and critically assess its informative value</li> <li>• Know current and relevant studies from the childhood sciences and can classify them in the discourse of applied childhood sciences</li> <li>• Acquire initial experience with qualitative and quantitative research methods: data collection and analysis</li> </ul>
8	<b>General inclusive didactics and subject didactics</b>	<p>The students acquire theoretical knowledge of didactics and the ability to work didactically with children and adolescents in educational and socio-educational contexts. They can use didactics well and reflect on their decisions. They understand didactics as the core of designing inclusive learning and educational processes as well as processes of discovery learning.</p> <p>You develop didactic skills in the area of aesthetic experience / education as well as other selected area-specific areas of</p>

		<p>education such as: Science / mathematics, language (DaZ and literacy), movement, media socialization, etc. and can use them for their pedagogical action in an inclusive practice. For example:</p> <ul style="list-style-type: none"> <li>• Can discuss didactic theories and models with regard to their importance for participatory, democratic teaching and learning practice (with children and adolescents) and apply them in a context-specific manner</li> <li>• can analyze the relationships between specific framework conditions of pedagogical work, structural dimensions of education and the learning of children and adolescents (especially against the background of the questions of childhood studies and inclusive education)</li> <li>• develop their own didactic perspectives based on the theoretical and practice-oriented focus of the educational discussion, which they can justify and reflect on in the area of tension between subject orientation on the one hand and skills acquisition and normalization practices on the other</li> <li>• can plan, carry out and reflect on learning and educational processes with regard to the unrestricted participation of all</li> <li>• can understand the importance of aesthetic /sensorial perception experiences for early childhood education processes and design aesthetic and other educational processes in such a way that the interests, needs and competences of the children are the starting point for their didactic considerations have "critical-constructive"</li> <li>• developing reflection skills to analyze their biographical self-location and the structural dimensions of their learning and qualification processes in the course of their lives and in relation to their studies</li> </ul>
9	<b>Professional action</b>	<p>Being able to reflect and analyze professional roles and professionalism against the background of the structures and history of corresponding fields in childhood education and applied childhood sciences. For example:</p> <ul style="list-style-type: none"> <li>• Acquire methodical foundations of professional action, a professional attitude and an understanding of professionalism acquire in-depth knowledge of the changes in childhood and the change in the profession</li> <li>• Get to know the orientation in the professional field and corresponding fields of work and their structures</li> <li>• in the interaction with other professions they acquire a pedagogical orientated understanding for qualifications</li> <li>• be able to analyze the importance of professional action for personal development and the participation of all participants on the basis of knowledge and skills already acquired</li> </ul>

10	<b>Religious education and childhood(s)</b>	<p>Acquisition of a reflection and analysis background in order to classify religious education activities in the context of theoretical discourses and to be able to justify practice acts.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• get an overview-oriented knowledge of basic terms and concepts of religious education</li> <li>• get knowledge of religious psychological and religious sociological foundations of religious education concepts</li> <li>• understand religious learning and moral development against the background of patterns of interpretation that are conscious of and critical of diversity</li> <li>• they reflect the dimensions of the adult-child relationship or the generational order in relation to theological discourses as well as ethical-Christian justification for practical action</li> <li>• get know perspectives of religious education support for children and educational partnerships with parents in the context of multi-religious groups</li> <li>• students can identify religious topics (also in relation to interreligiousness and other perspectives) of children and adolescents and their caregivers, perceive them in their interweaving with questions of meaning and appropriation of the world, and stage religious education processes that are relevant to everyday life and life cycle in a way that is sensitive to the aspects of intergenerationality</li> </ul>
11	<b>Legal basis</b>	<p>The students acquire a basic understanding of law and jurisprudence as well as basic principles of the legal and welfare state. You will learn the basics of child and youth welfare law and family law. They understand the most important structures, instruments and legal relationships for the promotion, education, upbringing and care as well as the protection of children. You acquire skills in the fields of applied childhood sciences:</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Acquire the ability to argue and discuss on the basis of the law</li> <li>• Know the sources and content of the law and the structure of the legal system</li> <li>• gain an understanding of the interplay between basic and human rights and simple rights</li> <li>• Know the principle of the welfare state and the overall system of social law</li> <li>• Know the legal framework in which work with children and young people takes place</li> <li>• Know the legally relevant structures and norms in child and youth welfare</li> <li>• acquire basic knowledge of the analysis categories generationality, gender, ethnicity and religion and reflect this in relation to legal content</li> </ul>

		<ul style="list-style-type: none"> <li>• are familiar with basic knowledge of labor and liability law</li> </ul>
12	<b>Theories and approaches in childhood education</b>	<p>The creation of a theory-practice transfer for pedagogical case processing against the background of perspectives, questions and the analysis attitude of childhood studies. For example:</p> <ul style="list-style-type: none"> <li>• purchase theoretical foundations for casework and case analysis in the (social) education sector</li> <li>• can explain and classify theoretical terms, areas of application and methods (eg socio-educational hermeneutical diagnoses, multi-perspective casework or ethnographic casework)</li> <li>• able to work on examples from practice and combine theory and practice in an interdisciplinary manner;</li> <li>• can reflect and classify forms of interpretation and approaches of different disciplines through case-related interpretation and reconstruction</li> <li>• Applying basic knowledge of theories, concepts and methods of selected action concepts such as "Diversity Studies" / "Empowerment" and theories such as "living environment and social space" as well as others that correspond to the orientation towards children as actors</li> </ul>
13	<b>Professional practical training</b>	<p>Become increasingly independent at interdisciplinary interfaces and in multi-professional teams, including a participative and child rights-based stance;</p> <ul style="list-style-type: none"> <li>• design cooperative working relationships of all professional and non-professional actors involved in the practical phase;</li> <li>• Acquire and deepen the theoretical and methodological skills of childhood education specific to the field of work</li> <li>• reflect on the practice in relation to already acquired specialist knowledge and this knowledge in relation to the practice;</li> <li>• perceive and assign pedagogical action in the respective structural, financial and legal framework conditions, taking into account the knowledge of the relevant German legal areas</li> <li>• Act and reflect on your professional role and adopt and develop structures of reflection</li> <li>• Develop an idea of a professional identity as a childhood educator</li> </ul>
14	<b>Reflection on profession</b>	<p>The students acquire the ability to independently analyze and reflect on professional actions and the related tasks, questions and problems in practical fields of childhood education. For example:</p> <ul style="list-style-type: none"> <li>• Critically reflect on (own) professional action and socio-pedagogical decisions in complex key situations from different perspectives, discuss if necessary and present their own solution approaches in a well-founded manner</li> </ul>



		<ul style="list-style-type: none"> <li>• Reflect on roles and actions in the context of social conditions</li> <li>• systematically plan, design and develop cooperation with children, adolescents, their families and other specialists on the basis of their knowledge and understanding</li> <li>• stabilize a differentiated professional identity based on child rights thinking</li> <li>• can plan, design and develop cooperation with children, young people, their families and other specialists on the basis of their knowledge and understanding</li> <li>• have systematic theoretical and methodological knowledge in order to be able to design participative processes in counseling situations and in cooperation with parents</li> </ul>
15	<b>Individual focus study</b>	<p>The students choose one of the three priorities.</p> <p><b>Leadership and management</b></p> <p>The students have in-depth methodological and theoretical knowledge in key areas of management and a .: design teamwork; Quality management; Concept development; Family orientation; Public relation; Conflict management; Personnel management; Networking and cooperation in the social area, organizational and personnel development; Management, training and further education. They have in-depth knowledge of models and methods of adult education, organizational development and project management and they develop a systematic knowledge of process design in organizations and teams and working with systems: For example:</p> <ul style="list-style-type: none"> <li>• reflect on and analyze the role and professionalism of leadership in fields of childhood education, they acquire methodical foundations of professional action, a professional attitude and an understanding of professionalism as well as the ability to independently work on tasks, questions and problems in leadership structures and their areas of work</li> <li>• reflect on the professional role of management and thereby further develop your own professionalization process</li> <li>• raise questions in relation to subject-specific knowledge and ability and, in the form of virtual concepts, be able to work through situations in practice on a project basis</li> <li>• they design and plan a project of your choice, analyze and justify the processes and reflect on them in different contexts</li> <li>• acquire in-depth knowledge and techniques in the areas of management, adult education, project management, organizational development and personnel management and can act professionally in these</li> </ul>

occupational-specific fields of action using a selected range of methods

- Reflection of the project designs against the background of a professional perspective on organizational development, project management and leadership
- Accompanying the design, planning, conception and presentation of a self-chosen, concrete change process in the context of management structures, team or organizational development

### **Aesthetic methods**

The students can understand the education, development and learning of children and adolescents theoretically and methodologically as culture-creating and world-appropriate processes, reflect cultural and structural approaches to education, analyze existing pedagogical and socio-educational experience spaces and design corresponding processes:

For example:

- Understand aesthetic forms of perception and aesthetic experience as points of reference for learning and education - initially in one's own experience - and reflect against the background of theories and methods of aesthetic education and be able to critically appreciate them
- have found suitable access to art, symbolization, cultural techniques and knowledge for their personality and have reflected their experiences, especially in relation to their own educational experiences and corresponding institutional structures or everyday life structure
- can apply the knowledge of theories, methods and concepts in a reflective and well-founded manner
- can accompany, describe, document and understand the (structural) problems of interpreting expressivity, subjective appropriation of the world and cultural creation
- can put projects into practice in the context of aesthetic experience, reflect on them, document them, pass them on in conversations and report on them in writing.
- Understand how the lives of children and adolescents shape aesthetic reception and production processes
- Develop the ability to engage in learning processes with an open outcome and to react productively and creatively in the event of conflicts with structural or other requirements

### **Childhood research**

The students design a research project, carry it out and present the results. They can critically appreciate the discourse on applied childhood sciences, make research-related ethical and

		<p>practical decisions and justify them in connection with the learning research project.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• To understand the dynamics of structural, historical and cultural dimensions of knowledge and truth</li> <li>• knowledge about epistemological and methodological issues and apply this to a research project</li> <li>• Understand, analyze and classify studies in terms of their historical, current sociopolitical and child rights-related meaning</li> <li>• • Recognize and question scientific-disciplinary and sociopolitical contexts of research and distribution of knowledge</li> <li>• Classify knowledge bases, their emergence and their normativity in relation to their importance for social practices, fields of action as well as social and educational policy</li> <li>• can recognize the importance of structural and normative stipulations for the problematization and development of questions for research and research funding</li> <li>• can understand scientific-theoretical discourses in relation to interest in knowledge and sovereignty of interpretation</li> <li>• Development of a limited empirically answerable question, development of a research design and selection of a data collection and evaluation method</li> <li>• Accompanying a self-conducted exploratory research project and its written presentation.</li> </ul>
16	<b>Bachelor thesis and colloquium</b>	<p>The students show that they are able to independently work on a question relevant to childhood education using scientific methods:</p> <ul style="list-style-type: none"> <li>• When designing and writing the bachelor thesis, the students acquire and demonstrate the ability to work independently.</li> <li>• Against the background of childhood studies and in the context of relevant fields and questions of applied childhood sciences, they should independently develop and work on a task within a given period</li> <li>• They prove to be capable of discussion in order to support the dynamics of the group in the context of the colloquium</li> <li>• They to develop further with this collegial support in the ability to think dialectically, multi-perspective and analytically.</li> </ul>

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

N r.	Module	Module Examination	Semester	ECTS
1	Introduction in the field of studies	Annotated bibliography and presentation/ graded	1	10
2	Ethical cartographies	Presentation (10 minutes) / graded	1	5
3	Basics of general and childhood education	Paper (10-15 pages) / unmarked	1	10
4	Children's rights with a focus on child protection	Colloquium as a group exam (15 minutes per person) / ungraded	1, 2	10
5	Development, learning and education from a transdisciplinary perspective - development support	Portfolio / marked	2, 3	20
6	Economics and social policy	Written exam (90 minutes) / graded	2	5
7	Introduction to childhood research	Presentation of a selected study (10 min per person), not graded	2	5
8	General inclusive didactics and subject didactics	Portfolio / marked	3, 4	20
9	Professional action	Portfolio / marked	3	10
10	Religious education and childhood(s)	Report (10-15 pages)	3	5
11	Legal basis	Written exam (120 minutes) / graded	4	8
12	Theories and approaches in childhood education	Report (10-15 pages), graded	4; 6	15
13	Professional practical training	Internship report (20-25 pages) and colloquium as individual or group examination (30 minutes per student) / unmarked; participation in seminars	4, 5	32
14	Reflection on profession	Presentation (10 min per person) / graded	6	15
15	Individual focus study	Presentation (10 min per person)/ graded	6; 7	25
16	Bachelor thesis and colloquium	Bachelor thesis (50-55 pages) / marked	7	15

- **Portfolio**

#### 4.4 Grading system and, if available, grade distribution table

#### 4.4 Grading system and, if available, grade distribution table

Due to German grading scheme five grades are used (see 8.6).

Mark	Definition	Explanation
1,00 – 1,50	very good	above-average performance
1,51 – 2,50	good	good/solid performance
2,51 – 3,50	satisfactory	average performance
3,51 – 4,00	sufficient	performance corresponds to the minimal requirements
from 4,01	fail	must repeat examination

Only the following grades are possible: 1,0; 1,3; 1,7; 2,0; 2,3; 2,7; 3,0; 3,3; 3,7; 4,0 and 5,0.

Due to the international nature of the Bachelor (Master) programme an international grading system, in accordance with the ECTS Manual, is used to indicate the relative distribution of grades within a reference group.

For the overall mark of the qualification a percentile according to the following table is calculated:

A the best	10%
B the next	25%
C the next	30%
D the next	25%
E the next	10%

Performances not passed correspond to the ECTS-Grading F.

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

Sind mehrere Prüferinnen oder Prüfer an der Notenbildung einer Prüfungsleistung beteiligt oder setzt sich die Prüfungsleistung aus mehreren Teilleistungen zusammen, so wird die Note aus dem arithmetischen Mittel der Einzelbewertungen oder aus den Bewertungen für Teilleistungen gebildet. Im Ergebnis wird bei der Bildung der Note die erste Dezimalstelle hinter dem Komma berücksichtigt; alle weiteren Stellen werden ohne Rundung gestrichen.

Die Gesamtnote des Studienabschlusses ergibt sich aus den Noten der mit den Credit-Punkten gewichteten Module als arithmetisches Mittel und ist bis auf zwei Stellen hinter dem Komma anzugeben; alle weiteren Stellen werden ohne Rundung gestrichen.

## **5. INFORMATION ON THE FUNCTION OF THE QUALIFICATION**

### **5.1 Access to Further Study:**

The completion of the Bachelor Degree qualifies one for admission to a master programme.

### **5.2 Professional Status:**

Entitles individuals to professionally work in the field(s) for which the degree was awarded.

## **6. ADDITIONAL INFORMATION**

<https://www.eh-darmstadt.de/>

## **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:

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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 SYSTEM<sup>1</sup>

### 8.1 Types of Institutions and Institutional Status

Higher education (HE) studies in Germany are offered at three types of Higher Education Institutions (HEI).<sup>2</sup>

- *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)<sup>3</sup> describes the qualification levels as well as the resulting qualifications and competences of the graduates. The three levels of the HQR correspond to the levels 6,

7 and 8 of the German Qualifications Framework for Lifelong Learning<sup>4</sup> and the European Qualifications Framework for Lifelong Learning<sup>5</sup>.

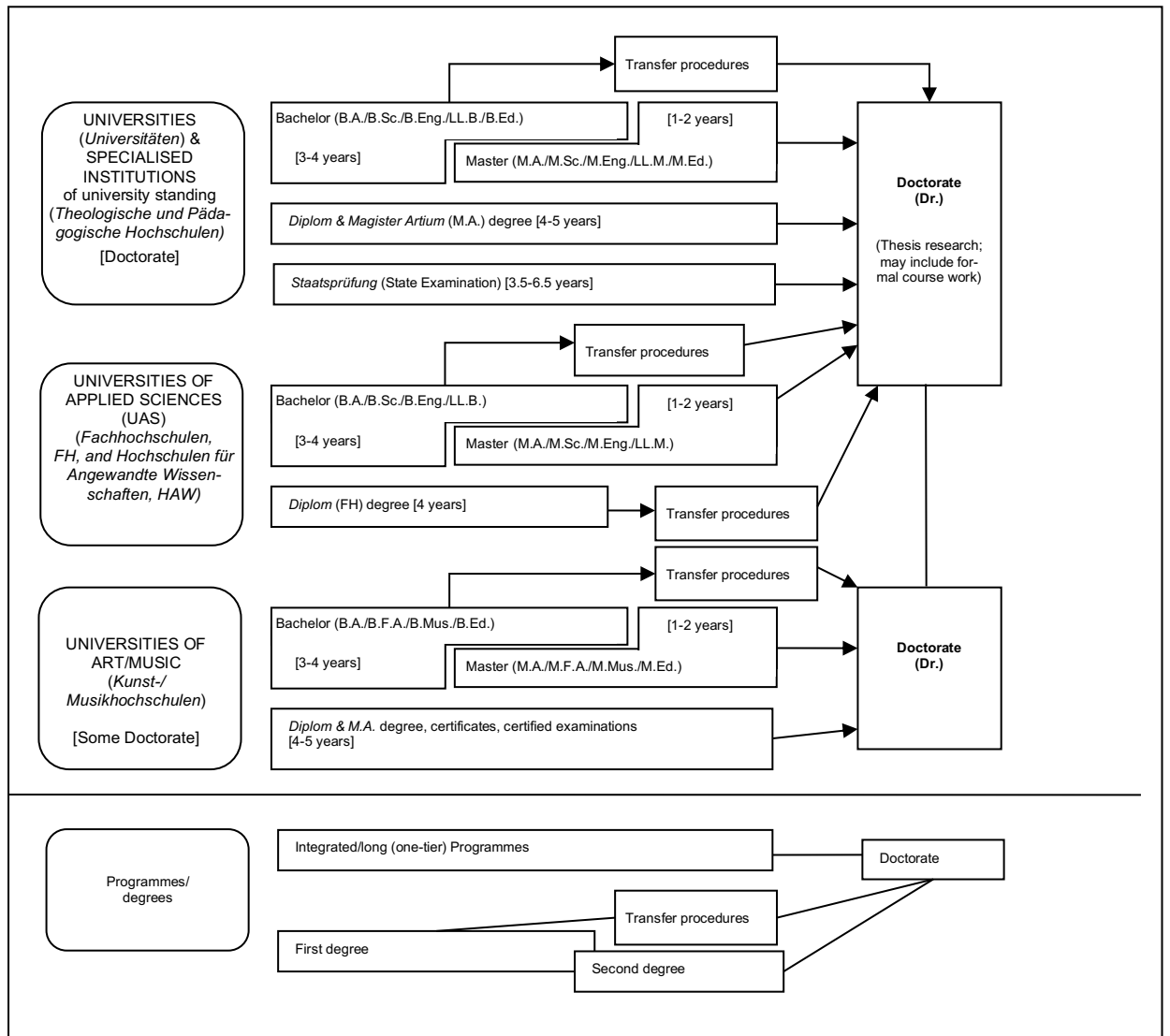
For details cf. Sec. 8.4.1, 8.4.2, and 8.4.3 respectively. Table 1 provides a synoptic summary.

## 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).<sup>6</sup> 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.<sup>7</sup>



**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.<sup>viii</sup>

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.<sup>ix</sup>

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

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

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

An integrated study programme is either mono-disciplinary (*Diplom* degrees, most programmes completed by a *Staatsprüfung*) or comprises a combination of either two major or one major and two minor fields (*Magister Artium*). The first stage (1.5 to 2 years) focuses on broad orientations and foundations of the field(s) of study.

An Intermediate Examination (*Diplom-Vorprüfung* for *Diplom* degrees; *Zwischenprüfung* or credit requirements for the *Magister Artium*) is prerequisite to enter the second stage of advanced studies and specialisations. Degree requirements include submission of a thesis (up to 6 months duration) and comprehensive final written and oral examinations. Similar regulations apply to studies leading to a *Staatsprüfung*. The level of qualification is equivalent to the Master's level.

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

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

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

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

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

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

## 8.5 Doctorate

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

procedure to determine aptitude. Admission further requires the acceptance of the Dissertation research project by a professor as a supervisor.

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

## 8.6 Grading Scheme

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

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

## 8.7 Access to Higher Education

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

Applicants with a qualification in vocational education and training but without a school-based higher education entrance qualification are entitled to a general higher education entrance qualification and thus to access to all study programmes, provided they have obtained advanced further training certificates in particular state-regulated vocational fields (e.g. *Meister/Meisterin im Handwerk, Industriemeister/in, Fachwirt/in (IHK), Betriebswirt/in (IHK) und (HWK), staatlich geprüfte/r Techniker/in, staatlich geprüfte/r Betriebswirt/in, staatlich geprüfte/r Gestalter/in, staatlich geprüfte/r Erzieher/in*). Vocationally qualified applicants can obtain a *Fachgebundene Hochschulreife* after completing a state-regulated vocational education of at least two years' duration plus professional practice of normally at least three years' duration, after having successfully passed an aptitude test at a higher education institution or other state institution; the aptitude test may be replaced by successfully completed trial studies of at least one year's duration.<sup>x</sup> Higher Education Institutions may [in certain cases](#) apply additional admission procedures.

## 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](http://www.kmk.org); E-Mail: [hochschulen@kmk.org](mailto:hochschulen@kmk.org)
- Central Office for Foreign Education (ZAB) as German NARIC; [www.kmk.org](http://www.kmk.org); E-Mail: [zab@kmk.org](mailto:zab@kmk.org)
- German information office of the *Länder* in the EURYDICE Network, providing the national dossier on the education system; [www.kmk.org](http://www.kmk.org); E-Mail: [Eurydice@kmk.org](mailto:Eurydice@kmk.org)
- *Hochschulrektorenkonferenz (HRK)* [German Rectors' Conference]; Leipziger Platz 11, D-10117 Berlin, Phone: +49 30 206292-11; [www.hrk.de](http://www.hrk.de); E-Mail: [post@hrk.de](mailto:post@hrk.de)
- "Higher Education Compass" of the German Rectors' Conference features comprehensive information on institutions, programmes of study, etc. ([www.higher-education-compass.de](http://www.higher-education-compass.de))

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- 1 The information covers only aspects directly relevant to purposes of the Diploma Supplement.
- 2 *Berufsakademien* are not considered as Higher Education Institutions, they only exist in some of the *Länder*. They offer educational programmes in close cooperation with private companies. Students receive a formal degree and carry out an apprenticeship at the company. Some *Berufsakademien* offer Bachelor courses which are recognised as an academic degree if they are accredited by the Accreditation Council.
- 3 German Qualifications Framework for Higher Education Degrees. (Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany of 16 February 2017).
- 4 German Qualifications Framework for Lifelong Learning (DQR). Joint resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany, the German Federal Ministry of Education and Research, the German Conference of Economics Ministers and the German Federal Ministry of Economics and Technology (Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany of 15 November 2012). More information at [www.dqr.de](http://www.dqr.de)
- 5 Recommendation of the European Parliament and the European Council on the establishment of a European Qualifications Framework for Lifelong Learning of 23 April 2008 (2008/C 111/01 – European Qualifications Framework for Lifelong Learning – EQF).
- 6 Specimen decree pursuant to Article 4, paragraphs 1 – 4 of the interstate study accreditation treaty (Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany of 7 December 2017).
- 7 Interstate Treaty on the organization of a joint accreditation system to ensure the quality of teaching and learning at German higher education institutions (Interstate study accreditation treaty) (Decision of the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany of 8 December 2016), Enacted on 1 January 2018.
- viii See note No. 7.
- ix See note No. 7.
- x 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).