

Evangelische Hochschule Dresden

University of Applied Sciences for Social Works, Education and Nursing

**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. HOLDER OF THE QUALIFICATION**1.1 Family Name(s) / 1.2 First Name(s)**

«nachname», «vorname»

1.3 Date of Birth (dd/mm/yyyy)

«gebdat»

1.4 Student identification number or code (if applicable)

«mtknr»

2. INFORMATION IDENTIFYING THE QUALIFICATION**2.1 Name of Qualification and (if applicable) title conferred (in original language)**

Bachelor of Arts (B.A.)

2.2 Main Field(s) of Study for the Qualification

Childhood Education; Focus: Leadership and management

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

Evangelische Hochschule Dresden

University of Applied Sciences for Social Works, Education and Nursing

University of applied sciences; foundation under public law, officially recognized

2.4 Name and status of institution (if different from 2.3) administering studies (in original language)**2.5 Language(s) of Instruction/Examination**

German

3. INFORMATION ON THE LEVEL AND DURATION OF THE QUALIFICATION**3.1 Level of the Qualification**

First university degree qualifying a person to practice a profession

3.2 Official duration of program in credits and/or years

2,5 years (5 semesters) 180 ECTS points

3.3 Access Requirement(s)

Higher education entrance qualification

Completed qualification as a state-recognized curative education nurse or state-recognized educator, qualified professional activity in a relevant field of practice

4. INFORMATION ON THE PROGRAMME COMPLETED AND THE RESULTS OBTAINED

4.1 Mode of Study

part-time

4.2 Program learning outcomes

a) *Knowledge - epistemological and reflective thinking skills*

Graduates will have:

- Systematic and integrated knowledge and a critical understanding of the general academic principles of multidisciplinary childhood education. In this context, they will learn about the relevant theories, models and principles of children's individual development and social development.
- Broad knowledge of profession-related concepts, professionalisation and professionalism, and in this context, they will develop an understanding of childhood education as an emerging profession. On this basis, they will reflect on their own role in the further development and establishment of childhood education as a profession. With this in mind, they will develop their own professional self-image, which will be oriented towards the goals and standards of the childhood education profession.
- An integrated and critical understanding of the theories, methods and principles of professional ethics in childhood education based on reflection of their own biographical and professional experiences. On this basis, they will be able to provide rationale for their professional practices and decisions from an ethically responsible perspective.
- Fundamental and detailed knowledge on dealing with individuals (children, parents, professionals and staff) from heterogeneous lifeworld's or with different lifestyles while being mindful of the dimensions and manifestations of social inequality, social diversity and social inclusion in the different areas of childhood education.
- Systematic knowledge of relationships that are conducive to the development and the dynamics of group processes and will be able to apply this to their teaching practices with children and their parents and when working in teams and professional bodies; on this basis, they are able to reflect on their own leadership behaviour
- A broad and differentiated knowledge and understanding of leadership, management and leadership in institutional contexts of childhood education, on the basis of which they shape intra- and inter-institutional cooperation (including socio-spatial and institutional interfaces), provide impulses for the further development of the organization and develop a strategic framework for their own management activities

b) *Ability - theoretical and methodical skills for practice*

Graduates will be able to:

- Apply their knowledge and insight to the areas of childhood education in a targeted manner so that they can identify and formulate the typical scope of work in this field while taking established academic knowledge, approaches and methods in childhood education into account. They will also be able to critically analyse and assess the specific circumstances in which this work is undertaken.
- Observe, document, understand and analyse the development of children in order to derive, plan, implement, evaluate and reflect on how to make the didactics of educational and learning support suitable for children's development and foster their development.
- Perceive, describe, interpret and relate situational and supra-situational conditions of development (and growing up) for individuals as well as for groups so that they can adjust their behaviour and practices accordingly.
- Act professionally in unforeseeable and/or unpredictable, complex situations, develop new solutions and assess them while taking different criteria into consideration.
- Use analytical instruments and methods (e.g. social space orientation or quality development) appropriately and establish the resulting findings in childhood education practice in a critically reflective manner;
- Identify, systematise and fine-tune research questions from their own teaching practices in order to develop, carry out and evaluate research (especially practice-related) and development projects on this basis. They will then be able to integrate their findings into their teaching practices, utilise them and evaluate them with regard to their relevance (and "usefulness") for childhood education practice. With this in mind, they will be able to use a wide range of methods appropriately to deal with complex problems in the context of childhood education.
- And, in their function as heads of (practical) to manage research and development projects in the

context of a strategy for the further development of pedagogical quality as well as the organization

- Lead teams responsibly and professionally, support and guide the professional development of team members, establish a supportive team culture, develop, implement, evaluate and reflect on their own strategy for the management and further development of the organization based on the analysis and interpretation of socio-spatial, social, political and organizational framework conditions, among others, and
- Actively participate in the professionalisation process in the field of childhood education and take the initiative in helping shape the future of the profession.

c) *Attitude - values and ethics skills*

Graduates will be able to:

- Develop and advocate solution strategies while taking professional and ethical standards and the professional role of educators into account, and to define the limits and possibilities of their practices independently and responsibly and reflect on their leadership role
- Adopt a demeanour towards children and their parents/families characterised by respect, especially in terms of human dignity and recognising the autonomy of individuals, and to behave accordingly in an authentic manner; also, in their leadership function.
- Have a self-critical and reflective demeanour that enables them to carry out their professional role while taking their own personality traits into account and using a reflective view of the world and of human beings as a basis for their behaviour; This also concerns the reflection of one's own leadership behaviour in the context of a management function.
- Understand, accept and develop an appreciation for heterogeneity and reflect this in a childhood education approach that is sensitive to heterogeneous groups; heterogeneity in this context especially concerns issues pertaining to gender, culture and poverty. Students will be able to reflect this approach in their assessments of socio-spatial conditions, networking opportunities and interface work in the context of leadership and management
- Understand that learning is an individual process, the outcome of which cannot always be planned in advance, and they will be open to all outcomes (with regard to both children and adults).
- Understand that children's well-being and rights are an essential component of a childhood education that is based on reflection and ethics. With this in mind, they will be able to take responsibility for ensuring they implement and integrate teaching practices that focus on children's well-being and respect boundaries into their everyday work In their management responsibility, they provide impulses for the implementation and realization within their organizations (as well as at the institution level), for example in the form of protection concepts
 - Clarify, implement and reflect on the norms for justice and human rights in everyday situations (this explicitly includes the UN Convention on the Rights of the Child and practices based on reflection). They will also be able to behave in a manner that is based on Christian traditions in the European cultural realm and conveys a sense of hope (e.g. in leadership and management styles).
 - Actively participate in public discourses on social problems (e.g. by referring to relevant research and Christian traditions).
 - Understand, that their own learning process is as a lifelong process, which they are responsible for shaping.

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

Please refer to the Certificate concerning the Bachelor's Examination

4.4 Grading system and, if available, grade distribution table

The grading scheme comprises five levels: "Sehr gut" (1) = very good, "Gut" (2) = good, "Befriedigend" (3) = satisfactory, "Ausreichend" (4) = sufficient, "Nicht ausreichend" (5) = fail.

The following intermediate values can be awarded for a differentiated assessment of the performance: 1.0; 1.3; 1.7; 2.0; 2.3; 2.7; 3.0; 3.3; 3.7; 4.0; 5.0.

The grade will be determined on the basis of the arithmetic mean of the individual assessments if more than one examiner is involved in determining the grade for an examination or if the examination comprises several parts. Only the first decimal is shown if the grade is listed on a report or transcript of records; further decimals will be deleted without rounding.

4.5 Overall classification of the qualification (in original language)

«Note» («Notenaus»)

The grades achieved in the module examinations are rated as described below to obtain the overall grade for the Bachelor's examination: The Bachelor module two-fold; all other modules are rated single. The Bachelor's examination is deemed passed if all of the module examinations were assessed with at least "sufficient" (4.0) or "passed". The grades are shown below according to § 21 section 1 of the general study and examination regulations:

Differentiated overall grade	Designation of overall grade	Relative grade* (distribution of the overall grades awarded in this program in the last two years in %)
1 – 1.5	Very good	
1.6 – 2.5	Good	
2.6 – 3.5	Satisfactory	
3.6 – 4.0	Sufficient	
Over 4.0	Failed	

* Calculation of peer groups only possible as of March 2025

5. INFORMATION ON THE FUNCTION OF THE QUALIFICATION

5.1 Access to Further Study

The Bachelor's degree qualifies the holder to continue with a post-graduate Master's degree course.

5.2 Access to a regulated profession (if applicable)

6. ADDITIONAL INFORMATION

6.1 Additional information

Program accredited by the Accreditation Agency in Health and Social Sciences (AHPGS).

6.2 Further Information Sources

www.ehs-dresden.de

7. CERTIFICATION

This Diploma Supplement refers to the following original documents:

Bachelor's Degree Certificate dated «pdatum»

Certificate concerning the Bachelor's Examination (overall grade) dated «pdatum»

Certificate concerning the Bachelor's Examination (transcript of records) dated «pdatum»

Certification Date: «pdatum»

Prof. Beate Naake
Chairperson of 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 that awarded it.