

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. INFORMATION IDENTIFYING THE 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)

Master of Counseling (M.C.)

2.2 Main field(s) of study for the qualification

Counselling science with the related disciplines Psychology, social work, theology, medicine, law, business administration/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,
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

The professionally integrated Master's degree in Counselling in the Context of Diversity leads to a second professionally qualifying university degree that qualifies students for demanding counselling tasks and management functions in the fields of psychosocial and psychological counselling. It qualifies for level 7 according to the Qualifications Framework for German Higher Education Qualifications and opens up access to the higher civil service and to doctoral studies.

3.2 Official duration of programme in credits and/or years

2,5 years (5 semesters) 120 ECTS points

3.3 Access requirement(s)

First professionally qualifying degree with at least 180 ECTS credits from a university, university of applied sciences or comparable academic first qualification in a humanities, humanities or economics discipline. At least one year of practical professional experience in a social, educational, training or healthcare field before starting the programme.

Work experience at an institution where counselling-related tasks are to be fulfilled.

4. INFORMATION ON THE PROGRAMME COMPLETED AND THE RESULTS OBTAINED

4.1 Mode of study

Part-time

4.2 Programme learning outcomes

The Master's degree course in Counselling in the Context of Diversity has a modular structure with the option of specialising in a practical field of psychosocial counselling or counselling in organisations.

a) Knowledge - epistemological and reflective competences

- General theoretical knowledge of fundamental philosophical, social and ethical topics relevant to counselling against the background of human diversity.
- specific theoretical knowledge relating to the topic of counselling, but also to theories of related sciences and reference sciences.
- systematic and integrative, cross-disciplinary, theory- and evidence-based practical and methodological knowledge, as well as a critical understanding of the general scientific foundations of counselling.
- a basic knowledge of the professionalisation of counselling in contrast to related fields such as psychotherapy, with a self-conception of counselling as an independent profession
- Reflection on one's own part in the counselling process, the interaction, the counselling process, but also the framework conditions specific to the field of action in constant examination of one's own experiences with theoretical and scientific concepts as well as social conditions.

b) Skills - competences in action theory and methodology

- Problem-analytical competences related to all aspects of the counselling process and its framework conditions
- Skills in the evaluation and quality assurance of interventions at all levels (self, intercollegial, systemic, context-related)
- Methodological competence with regard to various specific counselling occasions, settings and strategies
- Expertise in independent scientific work
- Diversity-sensitive competences in their own perception and actions

c) Attitude - values and criteria competences

- A counselling attitude towards the other person that is characterised by respect and recognition of the autonomy of the individual.
- Compliance with professional ethical standards such as human dignity, the right to form one's own opinion, the protection and self-determination of clients within the framework of legal regulations.
- Observance of scientific standards and methodological guidelines in accordance with the guidelines of the German Counselling Association (DGfB) and critical distance from counselling practices that rely exclusively on individuals, therapeutic schools or unscientific counselling practices (such as shamanism or similar).
- The internalisation of justice and human rights norms as well as a basic attitude based on the Christian tradition in the European cultural area, which conveys the ability to hope, must be implemented and reflected upon in counselling activities and consequently an attitude that is sensitive to heterogeneity and diversity.
- Competence to actively participate in public discourse on social problems (e.g. by referring to relevant research and Christian tradition) and to take part in change processes.

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

Please refer to the Certificate concerning the Master'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 Master's examination: The Masters module three-fold; all other modules are rated single. The Master'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

Certification Date: Dresden,

Chairwoman/Chairman Examination Committee

5. INFORMATION ON THE FUNCTION OF THE QUALIFICATION

5.1 Access to further study

The Master's degree programme enables the transition to postgraduate Master's degrees and doctorates.

5.2 Access to a regulated profession (if applicable)

6. ADDITIONAL INFORMATION

6.1 Additional information

The modules are generally offered by professors and academic staff at ehs as well as highly qualified specialists from the relevant fields of practice. The Master's programme follows on from the development of the profile of counselling science. The further academic professional qualification is a response to the growing demand for specialist expertise on the one hand and the need to recruit young academics for training and studies on the other.

Program accredited by the Accreditation Council Foundation.

6.2 Further information sources

www.ehs-dresden.de

7. CERTIFICATION

This Diploma Supplement refers to the following original documents:

Master's Degree Certificate dated «pdatum»

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

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

Certification Date:

(Official Stamp/Seal)

Chairwoman/Chairman Examination Committee

8. NATIONAL HIGHER EDUCATION SYSTEM

The information on the national higher education system on the following pages provides a context for the qualification and the type of higher education 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.

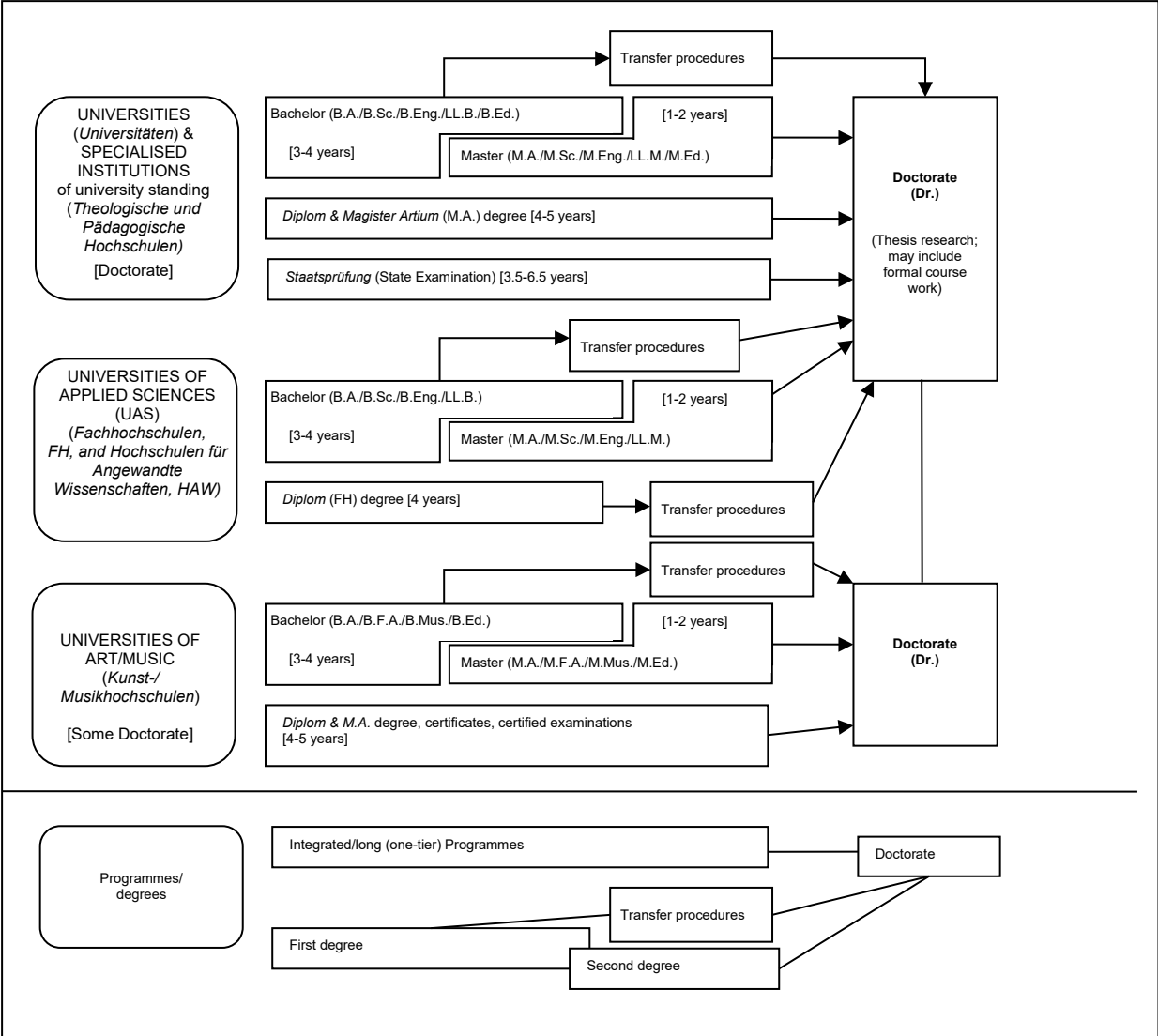
The German Qualifications Framework for Higher Education Qualifications (HQR)³ describes the qualification levels as well as the resulting qualifications and competences of the graduates. The three levels of the HQR correspond to the levels 6, 7 and 8 of the German Qualifications Framework for Lifelong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

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.⁸

First degree programmes (Bachelor) lead to Bachelor of Arts (B.A.), Bachelor of Science (B.Sc.), Bachelor of Engineering (B.Eng.), Bachelor of Laws (LL.B.), Bachelor of Fine Arts (B.F.A.), Bachelor of Music (B.Mus.) or Bachelor of Education (B.Ed.).

The Bachelor's degree corresponds to level 6 of the German Qualifications Framework/ European Qualifications Framework.

8.4.2 Master

Master is the second degree after another 1 to 2 years. Master's programmes may be differentiated by the profile types "practice-oriented" and "research-oriented". Higher Education Institutions define the profile.

The Master's degree programme includes a thesis requirement. Study programmes leading to the Master's degree must be accredited according to the Interstate study accreditation treaty.⁹

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

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

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

An integrated study programme is either mono-disciplinary (*Diplom* degrees, most programmes completed by a *Staatsprüfung*) or comprises a combination of either two major or one major and two minor fields (*Magister Artium*). The first stage (1.5 to 2 years) focuses on broad orientations and foundations of the field(s) of study. An Intermediate Examination (*Diplom-Vorprüfung* for *Diplom* degrees; *Zwischenprüfung* or credit requirements for the *Magister Artium*) is prerequisite to enter the second stage of advanced studies and specialisations. Degree requirements include submission of a thesis (up to 6 months duration) and comprehensive final written and oral examinations. Similar regulations apply to studies leading to a *Staatsprüfung*. The level of qualification is equivalent to the Master's level.

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

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

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

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

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

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

8.5 Doctorate

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

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

8.6 Grading Scheme

The grading scheme in Germany usually comprises five levels (with numerical equivalents; intermediate grades may be given): "Sehr Gut" (1) = Very Good; "Gut" (2) = Good; "Befriedigend" (3) = Satisfactory; "Ausreichend" (4) = Sufficient; "Nicht ausreichend" (5) = Non-Sufficient/Fail. The minimum passing grade is "Ausreichend" (4). Verbal designations of grades may vary in some cases and for doctoral degrees. In addition, grade distribution tables as described in the ECTS Users' Guide are used to indicate the relative distribution of grades within a reference group.

8.7 Access to Higher Education

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

Applicants with a qualification in vocational education and training but without a school-based higher education entrance qualification are entitled to a general higher education entrance qualification and thus to access to all study programmes, provided they have obtained advanced further training certificates in particular state-regulated vocational fields (e.g. *Meister/Meisterin im Handwerk, Industriemeister/in, Fachwirt/in (IHK), Betriebswirt/in (IHK) und (HWK), staatlich geprüfte/r Techniker/in, staatlich geprüfte/r Betriebswirt/in, staatlich geprüfte/r Gestalter/in, staatlich geprüfte/r Erzieher/in*). Vocationally qualified applicants can obtain a *Fachgebundene Hochschulreife* after completing a state-regulated vocational education of at least two years' duration plus professional practice of normally at least three years' duration, after having successfully passed an aptitude test at a higher education institution or other state institution; the aptitude test may be replaced by successfully completed trial studies of at least one year's duration.¹⁰

Higher Education Institutions may in certain cases apply additional admission procedures.

8.8 National Sources of Information

- *Kultusministerkonferenz (KMK)* [Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany]; Graurheindorfer Str. 157, D-53117 Bonn;

Phone: +49[0]228/501-0; www.kmk.org; E-Mail: hochschulen@kmk.org

- Central Office for Foreign Education (ZAB) as German NARIC; www.kmk.org; E-Mail: zab@kmk.org
- German information office of the *Länder* in the EURYDICE Network, providing the national dossier on the education system; www.kmk.org; E-Mail: Eurydice@kmk.org
- Hochschulrektorenkonferenz (HRK) [German Rectors' Conference]; Leipziger Platz 11, D-

10117 Berlin, Phone: +49 30 206292-11; www.hrk.de; E-Mail: post@hrk.de

- "Higher Education Compass" of the German Rectors' Conference features comprehensive information on institutions, programmes of study, etc. (www.higher-education-compass.de)

¹ The information covers only aspects directly relevant to purposes of the Diploma Supplement.

² *Berufsakademien* are not considered as Higher Education Institutions, they only exist in some of the *Länder*. They offer educational programmes in close cooperation with private companies. Students receive a formal degree and carry out an apprenticeship at the company. Some *Berufsakademien* offer Bachelor courses which are recognised as an academic degree if they are accredited by the Accreditation Council.

³ German Qualifications Framework for Higher Education Degrees. (Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany of 16 February 2017).

⁴ German Qualifications Framework for Lifelong Learning (DQR). Joint resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany, the German Federal Ministry of Education and Research, the German Conference of Economics Ministers and the German Federal Ministry of Economics and Technology (Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany of 15 November 2012). More information at www.dqr.de

⁵ Recommendation of the European Parliament and the European Council on the establishment of a European Qualifications

Framework for Lifelong Learning of 23 April 2008 (2008/C 111/01 – European Qualifications Framework for Lifelong Learning – EQF).

⁶ Specimen decree pursuant to Article 4, paragraphs 1 – 4 of the interstate study accreditation treaty (Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany of 7 December 2017).

⁷ Interstate Treaty on the organization of a joint accreditation system to ensure the quality of teaching and learning at German higher education institutions (Interstate study accreditation treaty) (Decision of the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany of 8 December 2016), Enacted on 1 January 2018.

⁸ See note No. 7.

⁹ See note No. 7.

¹⁰ Access to higher education for applicants with a vocational qualification, but without a school-based higher education entrance qualification (Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany of 6 March 2009).