

Recommendations for determining the language requirements at Universität Siegen, including for English-language master's programs and the participation in English-language instruction, e.g. as part of exchange programs

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1. Key issues concerning the setting of language requirements for admissions purposes

In order to study for a degree successfully through the medium of English, it is essential that the English language is mastered at an academic level. Depending upon the degree program, however, this level can be defined within a certain range and adapted to the specific requirements of the study program.

Therefore, it is not problematic, per se, if different entry requirements exist for different study programs at a single university. Nevertheless, matters become difficult if the specified entry requirements are only vaguely defined and consequently do not show detailed information concerning the Common European Framework (CEFR) level, accepted tests, and bands or point scores of the required test results.

In this handout, we would like, at the request of the Language Center advisory board, to provide staff responsible in these areas (deans, chairs, study program coordinators, etc.) with a decision-making aid which they can then use to create the appropriate language requirements for their own subjects.

1.1 Which target group does this concern?

First of all, it is important to define which target groups the potential students belong to. Are they predominantly international students? How high is the proportion of students with a German university degree? Are there international students who have already studied at a German university?

These questions are important when it comes to evaluating the submitted language proficiency documentation.

1.2 What do students enrolled on the courses concerned need to be able to do?

Although there is, with certainty, a general ability to study in English (based on the recommendations provided by the ZESS at Georg-August-Universität Göttingen, 2018, concerning language requirements for admission purposes; internal document from 17.10.2018), it is useful to evaluate the areas in which language competence is most important (which skills are the most important?) and what exactly the expectations of language skills are (how well does someone need to be able to do something?).

With these two questions in mind, the decision as to which CEFR level is required can then be made.

1.3 Which tests would we like to recognize?

Here it is important to obtain an overview of the market of language tests and certificates and to decide which tests should be accepted for the specific study program.

Even the major test providers do not provide clear information on the allocation of reference levels and comparisons between tests from different providers¹. For these reasons, we recommend that only a limited number of tests are accepted in order to allow maximum comparability between students.

2. Competences according to the Common European Framework of Reference (CEFR)

With the introduction of the Common European Framework of Reference for Languages (CEFR) in 2001 and its Companion Volume (German version by Klett, 2020), a reference work has been established across European borders for almost 20 years. This enables us to make detailed and comparable statements about language competences. Here we find not only scales, but above all descriptors that enable us to recognize and define which actions the speakers of a language are capable of performing.

In this section, we would like to provide you with a self-evaluation table that you and your colleagues can use to define and discuss the linguistic competences necessary for successful study on your study programs.

2.1 Self-evaluation by the study program: which competences do our students need?

¹Cf. The two large studies of TOEFL test results and the CEFR are: TOEFL iBT Research Report (TOEFLiBT-06; Tannenbaum und Wylie, 2008) and Research Memorandum ETS RM-15-06 (Papageorgiou et al., 2015), please see the full references in the references section.

German language skills for study purposes

In the skills named below, which competences do your students need for the master's degree program? What challenges and problems have you already been able to identify with your students in this respect?

	Skills	Competences required	Challenges and problems
U N D E R S T A N D I N G	Listening		
	Reading		
S P E A K I N G	Participating in conversations		
	Spoken interaction		
W R I T I N G	Writing		

Note. Adapted from *Assessment Grid*, by Council of Europe, n.d.,

<https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=090000168045bb52> by K. Seibert, 2020, for *Deutschkenntnisse im Studium (German language skills for study purposes)*, for *die Sitzung des Germanistischen Seminars* (German Department conference). The session was held on May 11 2020 at Universität Siegen, and the topic of the session was admissions requirements in the field of German as a Foreign Language (DaF).

2.2 The competences of levels B2-C2 of the CEFR

In accordance with this assessment, we would like to provide you with the CEFR can-do descriptors. In which language level do you find the competences that you expect and had defined beforehand? Which language level is necessary for which challenges?

Common European Framework of Reference (CEFR)- Levels B2-C2

Global scale

PROFICIENT USER	C2	Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
INDEPENDENT USER	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Note. From Global scale - Table 1 (CEFR 3.3): Common Reference levels, by Council of Europe, 2021, <https://www.coe.int/en/web/common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale>

Self-assessment grid for all four skills

Level		B2	C1	C2
U N D E R S T A N D I N G	Listening	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programs. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signaled explicitly. I can understand television programs and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	Reading	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialized articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialized articles and literary works.
S P E A K I N G	Spoken Interaction	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussing familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skillfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	Spoken Production	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
W R I T I N G	Writing	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences	I can express myself in a clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.	I can write clearly, smoothly flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

Note. Adapted from Assessment Grid, by Council of Europe, n.d.,

<https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=090000168045bb52>

2.3 Synthesis: Where do I place the minimum language level?

Ideally, you will now have noticed certain tendencies. However, this does not necessarily have to correspond to the same language level in all skills. The hybrid learner is the rule rather than the exception. If, for example, more of the required skills point to the C1 level than to B2, you should tend towards the lower C1 level overall. It is also quite possible and permissible to define different reference levels or points/bands for different skills. When looking at the tests in the next chapter, we will illustrate examples of such cases.

3. Standardized and accredited language tests

In the entry requirements for English-language degree programs, it is important to provide detailed information in three areas:

- Which tests are accepted?
- How old can a certificate be?
- Which CEFR level and how many points / which band must be reached?

3.1 The opportunities and limits of standardization

The differences in the comparability of standardized tests have already been indicated. Nevertheless, standardized or accredited test procedures in themselves offer a major opportunity compared to mere course certificates or reference letters, since the standardization process subjected the quality criteria of tests (objectivity, reliability, validity, fairness) to an assessment process.

Of course, such tests represent a snapshot of language skills (hence the importance of their limited validity) and not every test taker can authentically demonstrate their language skills in these situations. Such deviations are mainly observed in relation to performance in actual communication situations, where actual performance often deviates negatively from the test result.²

Therefore, we generally recommend rather more demanding admission requirements to ensure that students truly have the ability to be successful on the program.

3.2 Test providers

In this section, we present the most important test providers and briefly characterize the respective test approach.

TOEFL iBT

² This observation is based on observations from daily life at our Language Center and professional exchanges with other language centers (via the AKS).

The *Test of English as a Foreign Language* (TOEFL iBT) is an internationally recognized certificate of English language proficiency. It is administered by the Educational Testing Service (ETS) at test centers around the world and is recognized as proof of English language proficiency at over 11,000 universities and institutions in over 160 countries (ETS, 2022c). The test covers all four skills (listening, reading, speaking, and writing) in an academic context, i.e. the listening tasks consist of university lectures and academic conversations; the writing tasks consist of essays. The test is computer-based and the point-based scale correlates with levels B1 to C1 of the CEFR. This makes it possible to see at a glance where candidates lie within a level, e.g. low or high B2, etc.

TOEFL iBT Home Edition

As many test centers were forced to close at the beginning of the pandemic, ETS now offers test-takers the opportunity to take the TOEFL test from their own homes. These tests are proctored to provide maximum test security and are accepted by universities around the world. The test can be taken anywhere in the world, with the exception of Iran. There are also specific procedures for this version of the test in mainland China (ETS, 2022b).

IELTS (Academic)

The *International English Language Testing System* (IELTS) is an internationally recognized certificate of English language proficiency. It is administered by Cambridge Assessment English and the British Council at test centers around the world and is recognized as proof of English language proficiency at over 11,000 organizations (IELTS, 2022).

The test covers all four skills (listening, reading, speaking, and writing). There are two versions of the test: General and Academic. Most universities only accept the Academic Test for admission to Master's programs as it includes tasks that students will face in an academic setting. For example, listening tasks may consist of university lectures and writing tasks may consist of essays. The test can be taken either in person or digitally. The oral part, however, always takes place in person. A band scale (0-9), which roughly correlates to the levels A2 to C2 of the CEFR, is used. As with the TOEFL iBT, it is possible to see how far the test taker has progressed within a certain level.

Cambridge English Exams

Cambridge English Exams are internationally recognized certificates of English language proficiency. They are run by Cambridge Assessment English and the British Council at test centers around the world and are recognized by over 25,000 organizations as proof of English language proficiency (Cambridge University Press and Assessment, 2022b).

Test takers register for an exam at a specific CEFR level, e.g. B2. The exam then tests language skills within the B1 to C1 range and determines which of these levels the user has. Those who

need a C1 or C2 certificate should then take the C1 or C2 examination. Here, too, it is possible to assign a level below or above this.

As the B2 First certificate is not specifically academic, we only recommend the following Cambridge certificates for admissions purposes:

- C1 Advanced
- C2 Proficiency

Each test covers all four skills (listening, reading, speaking, and writing). The test can be taken either in person or digitally. The oral part, however, always takes place in person. Levels A2 to C2 are certified using the Cambridge English Scale (80-230 points). As with the TOEFL iBT and IELTS, the points make it possible to see how far the test taker has progressed within a certain level.

PTE Academic

The *Pearson Test of English Academic* (PTE Academic) is an internationally recognized certificate of English language proficiency. It is administered by Pearson Education Inc. in testing centers around the world and is now recognized as proof of English language proficiency at over 3,000 institutions (Pearson PTE, n.d.-a).

The test covers all four skills (listening, reading, speaking, and writing) in an academic context, i.e. the listening tasks consist of university lectures and academic conversations; the writing tasks consist of essays and summaries of lectures. Like the TOEFL iBT, the test is completely computer-based. Algorithms are used to avoid bias in the grading. A points-based scale (10-90), which is roughly equivalent to levels A1-C2 of the CEFR, is used. This makes it possible to see at a glance where candidates lie within a level, e.g. low or high B2, etc.

UNlcert

UNlcert® is a training and certification system for university-specific language skills. The certificate can only be awarded by accredited institutions. The accreditation of an institution by UNlcert® confirms that foreign language training and examinations meet the qualitative requirements that must be applied to university-specific foreign language teaching. UNlcert® tests all skills in accordance with the CEFR (and the CEFR Companion Volume; see also Klett Sprachen, 2020).

UNlcert® is primarily recognized within the German university system. In addition, it is accepted as proof of language proficiency by the Council of Europe, the Deutsche Akademische Austauschdienst (DAAD) and the Bundesamt für Migration und Flüchtlinge (BAMF) (Arbeitskreis der Sprachenzentren an Hochschulen (AKS) e.V. – UNlcert®-Kommission, n.d.). A list of institutions that recognize UNlcert® can be found in [Appendix D](#).

3.3. Comparison scales and the definition of bands

Based on the competences addressed above, which are to be defined, it is now important to determine in which scores or ranges of the individual tests we can retrieve the language

requirements. We recommend that each degree program transparently communicates on its website and in the examination regulations which CEFR level is certified by which tests (provider, bands, points). These entry requirements should be congruent with the table shown below.

It should be emphasized here that despite numerous studies on the correlation of test bands and the CEFR, there is no official definitive table. As a result, higher education institutions around the world interpret the results of these certificates differently. Variations in the tables on university websites for admissions purposes are therefore common. The following table takes into account empirical values in the courses of the Language Center, the exchange that has taken place so far with those responsible for the study programs, the recommendations of the International House Braunschweig (see TU Braunschweig, 2020, 'Vergleich der Sprachzertifikate und Einordnung im GER³') as well as the comparison tables for Cambridge Assessment English and IELTS (Cambridge University Press and Assessment, 2022a); TOEFL iBT and IELTS (ETS, 2022a); and PTE Academic, IELTS and TOEFL iBT (Pearson PTE, n.d. and Pearson PTE, 2020; please see [Appendices A-C](#) for the comparison tables by the test providers).

³ The PDF can be found below 'Prüfungen und Zertifikate' on the [website \(https://www.tu-braunschweig.de/fremdsprachen/englisch\)](https://www.tu-braunschweig.de/fremdsprachen/englisch).

Comparison table of international qualifications for language requirements at Universität Siegen

CEFR Level	TOEFL iBT	IELTS Academic	Cambridge	PTE Academic	UNIcert	Recommendation: Admission for...
C2	This level is not certified by TOEFL iBT	Band 8.0 (low level) – 9.0 (high level)	C2 Proficiency 200 points (low level) - 230 Punkte (high level)	From 85 points	UNIcert IV	English-language doctoral programs
C1	From 95 points (low level)	Band 6.5* (low level) – 7.5 (high level)	C1 Advanced 180 points (low level) - 200 points (high level = borderline C2)	76-84 points	UNIcert III	English-language doctoral programs English-language master's programs
B2	72-94 points	Bands 5.5 (low level) - 6.5 (high level = borderline C1)	B2 First** 160 points (low level) - 180 points (high level = borderline C1)	59-75 points	UNIcert II	English-language doctoral programs: only from a high B2 level, which means, as a rule: -TOEFL iBT 88 Points -IELTS Academic 6.0 -Cambridge First from 175 Points -PTE Academic from 61 Points

* In IELTS, band 6.5 lies on the borderline between B2 and C1. It is therefore a question of interpretation as to whether this value already counts as the entry level for C1 or whether a score of 7.0 is required. This decision should be made very specifically depending upon the language competences required in the degree program/courses. Staff responsible for admissions should take into account the official recommendation by IELTS: '...our research shows that a C1 minimum threshold would fall between the 6.5 and 7 bands on the IELTS scale. Therefore, whilst many 6.5 test takers would be at C1, a number will be marginally below. So, if an institution requires a high degree of confidence that an applicant is at C1, they may wish to set a requirement of 7, rather than 6.5.' (IELTS.org, n.d., pp3-4).

** As mentioned in [3.2](#), please note that the B2 First exam is not academic in nature.

4. Dealing with the documentation for school and university qualifications

4.1 Defining the problem

School-leaving certificates with a language endorsement are often submitted for admission. In the next section, we take a look at the different educational backgrounds that might be present in the group of applicants and make recommendations.

4.2 Higher education entrance qualifications awarded by non-English medium schools

Here we are mainly dealing with the *Abitur* (A' Level) certificate from German schools, and possibly also certificates awarded by other non-English-medium schools (e.g. Matura in Austria, Baccalauréat in France, graduation certificates from Syria, etc.). If a German *Abitur* certificate shows a CEFR level and this corresponds to the requested language level, this evidence must be accepted⁴. From a technical point of view, the ranges on higher education entrance certificates are very wide and thus the level indicated for linguistically demanding Master's degree programs should tend to be in the C1 range. For higher education entrance certificates from non-English-medium schools abroad, we recommend the additional requirement of a valid language test (see table under [3.3](#); based on the recommendations provided by the ZESS at Georg-August-Universität Göttingen, 2018, concerning language requirements for admission purposes; internal document from 17.10.2018).

4.3 Higher education entrance qualifications awarded by English-medium schools

With regard to the recognition of English-language school certificates, we recommend that the guidelines of Anglophone countries are followed.

The University of Leicester and the University of Edinburgh both provide overviews of accepted certificates and required grades which can be submitted instead of an official English test and are analogous to IELTS 6.0-6.5 (see [The University of Leicester, n.d.-a](#), [The University of Leicester, n.d.-b](#), and the [University of Edinburgh, 2021b](#)). The [University of Edinburgh \(2021a\)](#) also has a University Policy on English Language Requirements. This provides more detail on certificate validity and when exceptions to regulations may be made. The above documents could also serve as orientation at Universität Siegen.

⁴ See BASS, Merkblatt zum Zeugnis NRW.

4.4 Bachelor degrees from English-medium universities

If your students have completed an undergraduate degree through the medium of English in another country, it is advisable to look at the regulations of The University of Edinburgh (2021).

For admission to its English-language Master's programs, The University of Edinburgh (2021) provides a list of recognized universities in non-majority English-speaking countries where the content is taught and examined entirely in English (see [here](#) for a detailed drop-down menu of countries and universities, which is updated regularly). It is advisable here to always check again on a case-by-case basis within the framework of the admission processes regarding whether the specified degree program was actually studied in English. Please note that not all universities in a listed country are approved. Furthermore, in the case of India, the list of approved universities does not include 'affiliated colleges and other related institutions' – students with documentation from these colleges will require an additional English certificate (The University of Edinburgh, 2021).

5. Validity of documentation

In general, the validity of the certificates, as well as the language level, bands or scores, and type of accepted documentation, is basic information that should not be missing in external communication.

Although there are differences in the validity of the individual language test providers⁵, we recommend that the validity of official language certificates is generally defined for the entire university. We recommend a validity period of 3 years.

6. Testing and course program at the Universität Siegen Language Center

The Universität Siegen Language Center offers both study-related English courses and a small number of standardized tests.

The English courses include General English courses, Technical and Business English courses and academic writing courses.

In terms of language tests, the Language Center offers standardized placement tests (OnSet), DAAD language certificates, and TOEFL ITP and TOEIC L&R tests.⁶ Current information can be found on the homepage of the Language Center.

⁵ The Cambridge English exams mentioned in this document (B2 First, C1 Advanced, C2 Proficiency) do not have an official expiry date (West, 2021).

⁶ The TOEFL ITP tests listening and reading comprehension. An application for our Language Center to become an ETS test centre for the TOEFL iBT is currently underway.

7. Using and updating this document

This document is intended for internal use. It is accessible for the staff responsible for admissions via sharepoint through the Language Center's homepage. The Language Center ensures that the document is updated annually.

8. References

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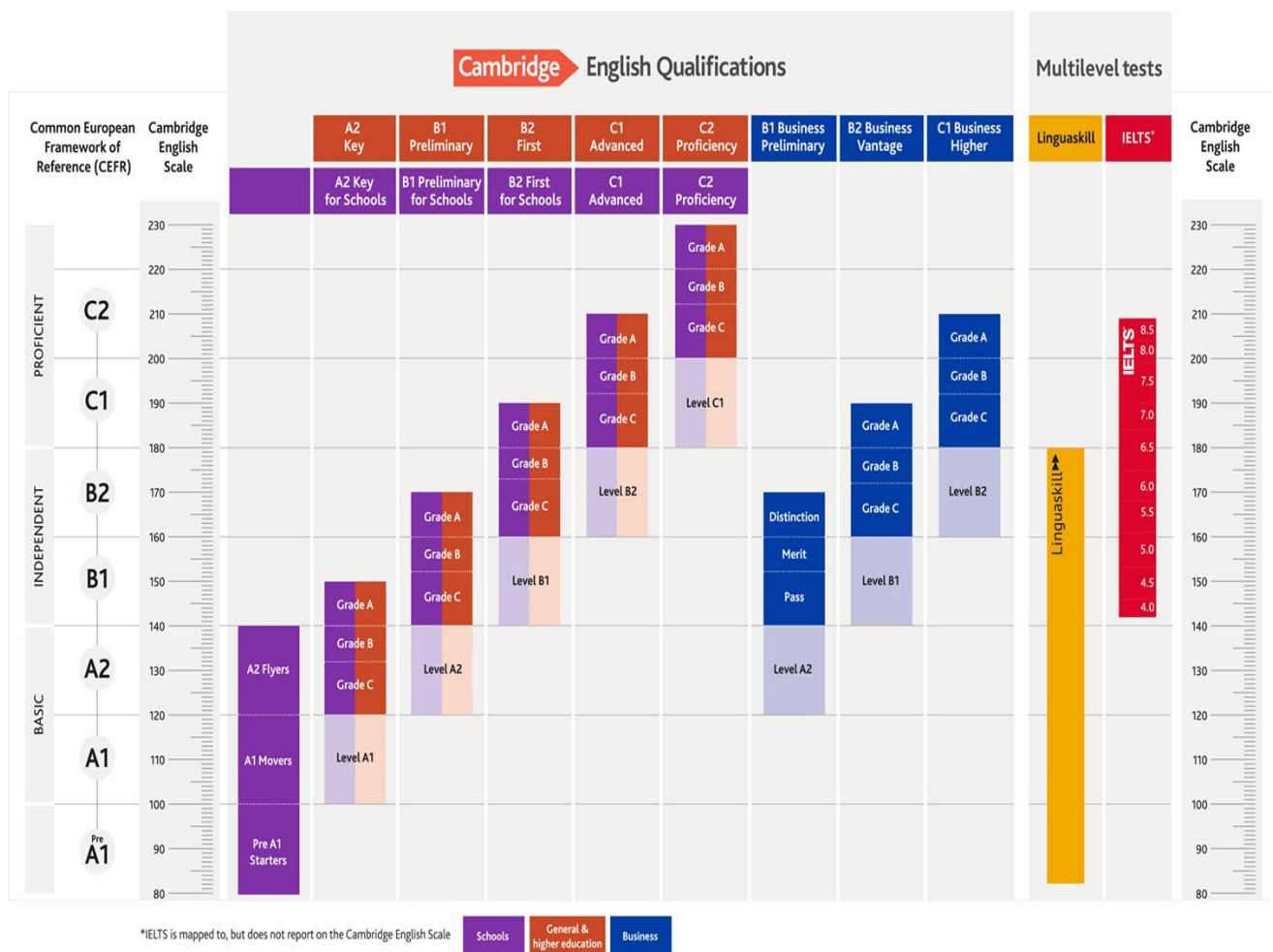
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Appendices

Appendix A



Note: From *The Cambridge English Scale*, by Cambridge University Press & Assessment, 2022a, <https://www.cambridgeenglish.org/exams-and-tests/cambridge-english-scale/>

Appendix B

Comparing *TOEFL iBT*[®] Test and IELTS Academic Module Scores

Total Score Comparison Tool

Drag the slider to your TOEFL iBT Total Score (or enter it in the box below) to see the IELTS Overall Band Score.

TOEFL Score	IELTS Band
0-31	0-4
32-34	4.5
35-45	5
46-59	5.5
60-78	6
79-93	6.5
94-101	7
102-109	7.5
110-114	8
115-117	8.5
118-120	9

Use the slider above or enter your own score below.

TOEFL Score

IELTS Score

Shading indicates score comparison ranges with the highest degree of confidence

On the ETS website, a slider can be used to translate a TOEFL score into an IELTS score.

Note: From *Comparing Scores*, by ETS, 2022a., <https://www.ets.org/toefl/score-users/scores-admissions/compare/>

Appendix C

IELTS comparison

PTE Academic	23	29	36	46	56	66	76	84	89	N/A
IELTS	< 4.5 >	< 5.0 >	< 5.5 >	< 6.0 >	< 6.5 >	< 7.0 >	< 7.5 >	< 8.0 >	< 8.5 >	< 9.0

TOEFL comparison

PTE Academic	38	42	46	50	53	59	64	68	72	78	84
TOEFL iBT	40-44	54-56	65-66	74-75	79-80	87-88	94	99-100	105	113	120

Note: From *Scoring Comparison*, by Pearson PTE, n.d.-b,
<https://www.pearsonpte.com/scoring/score-comparison>

PTE Academic (Original)	30	36	42	50	58	65	73	79	83	86
PTE Academic (Updated)	23	29	36	46	56	66	76	84	89	N/A
IELTS	< 4.5 >	< 5.0 >	< 5.5 >	< 6.0 >	< 6.5 >	< 7.0 >	< 7.5 >	< 8.0 >	< 8.5 >	< 9.0

Note: From the *2020 PTE and IELTS Concordance Report: summary and FAQs*, by Pearson PTE, 2020, <https://www.pearsonpte.com/articles/2020-pte-and-ielts-concordance-report-summary-and-faqs>

Appendix D

**Akzeptanz des UNICert®-Zertifikats in Englisch und Deutsch
für den internationalen Hochschulzugang u.s.w.**

	Englisch	Deutsch	
Universität Hamburg	●	●	https://www.uni-hamburg.de/campuscenter/bewerbung/international/studium-mit-abschluss/sprachkenntnisse/deutschkenntnisse.html
Universität Mainz	●	●	https://studium.fb06.uni-mainz.de/bewerbung-zum-studium/bewerbung-zum-master-konferenzdolmetschen/fremdsprachennachweise/
Universität Münster	●	●	https://www.uni-muenster.de/imperia/md/content/diebruecke/neu/2brosc_h_re.pdf
Universität Freiburg	●	●	https://www.fz.uni-freiburg.de/fr/content/dateien-studium/bewerbung/sprachnachweisdeutsch
Universität Passau	●	●	https://www.uni-passau.de/online-bewerbung-auslandsstudium/details/
Universität Siegen	●	●	https://www.wiwi.uni-siegen.de/wirtschaftsprachen/referenzrahmen/vergleichstabelle_20internationale_20sprachdipome.pdf
Universität Mannheim	●	●	https://www.vwl.uni-mannheim.de/media/Fakultaeten/vwl/Dokumente/VWL_zugelassene_sprachnachweise_zur_auslandsbewerbung.pdf
Universität Marburg	●	●	https://www.uni-marburg.de/de/studium/bewerbung/sprachnachweise/sprachniveau-c1
Universität Regensburg	●	●	https://www.uni-regensburg.de/zentrum-sprache-kommunikation/daf/pruefungen/dsh/index.html
Universität Hohenheim	●	●	https://www.uni-hohenheim.de/fileadmin/user/uni_hohenheim/Forschung/Pr omotion/N_Anerkannte-Sprachnachweise.pdf
Universität Weimar	●	●	https://www.uni-weimar.de/fileadmin/user/uni_hauptseiten/International/Import/files/iso/cwi/GER_Erlaeuterungen.pdf
Universität Bremen	●	●	https://www.fremdsprachenzentrum-bremen.de/1072.0.html

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Technische Universität Darmstadt	●	●	https://www.tu-darmstadt.de/studieren/studieninteressierte/internationale_studieninteressierte/bewerbung_und_zulassung_international/index.de.jsp
Technische Universität Kaiserslautern	●	●	https://www.uni-kl.de/studium/vor-dem-studium/bewerbung/allgemeine-informationen-zur-bewerbung/sprachkenntnisse/deutsch/deutschkenntnisse-fuer-das-studium/
Technische Universität Freiberg	●	●	https://tu-freiberg.de/international/sprachen/fremdsprachen/zertifikate
Alanus Hochschule für Kunst und Gesellschaft	●	●	https://www.alanus.edu/fileadmin/user_upload/downloads/International_Office/Sprachnachweise_fuer_auslaendische_Bewerber_2019.pdf
Hochschule Rhein-Waal	●	●	https://www.hochschule-rhein-waal.de/sites/default/files/documents/2014/05/15/ueberblick_sprachpruefungen_fuer_deutsch_de.pdf
Hochschule RheinMain	●	●	https://www.hs-rm.de/de/studium/bewerbung-und-immatrikulation/studienvorbereitender-deutschkurs-cl-mit-dsh-pruefungstraining
Hochschule für angewandte Wissenschaften Würzburg-Schweinfurt	●	●	https://www.fhws.de/beratung-und-service/bewerbung-immatrikulation-pruefungen-praktikum/zulassung-und-einschreibung/sprachnachweise/
Weißensee Kunsthochschule Berlin	●	●	https://kh-berlin.de/fileadmin/user_upload/info-pdfs/Info_Bewerber/Information_Deutsch_als_Fremdsprache_17.pdf
Hochschule für Musik Hanns Eisler Berlin	●	●	https://www.hfm-berlin.de/bewerbung/studienangebot/viola/
Hochschule für Musik Carl Maria von Weber Dresden	●	●	https://www.hfmd.de/studium/jazzrockpop/trompete/bewerbung-aufnahmebedingungen/bachelor/
Universität Heidelberg	●	○	http://www.medizinische-fakultaet-hd.uni-heidelberg.de/fileadmin/ausbildung_lehre/files/internationales/ApplicationForm_Clinical_Elective_Year_3-5.pdf https://www.uni-heidelberg.de/md/sued/imstudium/leitfaden_makd_august_2019.pdf
Universität Bayreuth	●	○	https://www.iwg.uni-bayreuth.de/pool/dokumente/Sprachkenntnisse.pdf
Universität Frankfurt	●	○	https://www.uni-frankfurt.de/65480053/Deutschkenntnisse
Universität Nürnberg	●	○	https://sz.fau.de/pruefungen/zertifikate/

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Universität Göttingen	●	○	https://www.uni-goettingen.de/en/internationally+recognised+tests/623438.html
Universitätsmedizin Göttingen	●	○	https://www.umg.eu/studium-lehre/studieninteressierte/studienbewerbung/bewerbung-master-molekulare-medizin/
Universität Potsdam	●	○	https://www.uni-potsdam.de/de/studium/zugang/vorbewerbung-immatrikulation/deutschenkenntnisse
Humboldt-Universität zu Berlin	●	○	https://www.wiwi.hu-berlin.de/de/international/abroad/bewerbung/sprachnachweis#sprachen
Freie Universität Berlin	●	○	https://www.sciencespo.fr/psia/content/dual-degree-freie-universitaet-berlin-0.html
Technische Universität Chemnitz	●	○	https://www.tu-chemnitz.de/studentenservice/zsb/broschueren/Bewerbung_internationals_de.pdf
Universität Oldenburg	●	○	https://uol.de/fileadmin/user_upload/studium/download/IAmt/Internationale_Studierende/Reference_Table_German_Language_Proficiency.pdf
Hochschule für Technik und Wirtschaft Berlin	●	○	https://www.htw-berlin.de/studium/bewerbung/bewerbung-ueber-uni-assist/deutsch-sprachnachweis/
Freie Universität Bozen (in Italien)	●	●	https://www.unibz.it/assets/Documents/Languages/unibz-recognised-language-certificates-2016-2017.pdf
Hochschule Kaiserslautern (für chinesische Studenten)	●	●	https://www.hs-kl.de/international/internationales-studienkolleg
Bischöfliche Studienförderung Cusanuswerk	●	●	https://www.cusanuswerk.de/bewerbung/studierende/kunsthochschulen
uni-assist e.V.	●	○	https://www.uni-assist.de/bewerben/dokumentensammeln/sprachzertifikate/
Sprachzertifikat.org	●	●	https://www.sprachzertifikat.org/allgemeines/kontakt.html
Council of Europe	●	●	https://rm.coe.int/0900001680787989
BAMF - Bundesamt für Migration und Flüchtlinge		●	https://www.bamf.de/SharedDocs/Anlagen/DE/Karriere/merkblatt-deutsch-cl-sprachmittlung.pdf?__blob=publicationFile&v=7
Bildungsregion Biberach		●	https://www.bildungsregion-biberach.de/integration/weiterfuehrende-informationen/sprache-online-sprachkurse/sprachkompetenz-die-sechsniveaustufen.html

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●●: von allen Fachrichtungen akzeptiert

○: nur für einige besondere Fachrichtungen oder Programmen an einer Universität

* UNICert®-Zertifikats *in Englisch* noch von fast allen anderen staatlichen Hochschulen in Deutschland akzeptiert für den Hochschulzugang z.B. *Universität München, Universität Bochum, Universität Leipzig, Universität Hannover, Universität Stuttgart, Universität Tübingen, Universität Gießen, Universität Bamberg, Universität Ulm, Universität Bonn, Universität Augsburg, TU Berlin, KIT, TU München, RWTH Aachen, TU Dresden, TU Hamburg u.s.w.*

Note: From Akzeptanz des UNICert® -Zertifikats in Englisch und Deutsch für den internationalen Hochschulzugang u.s.w, by Arbeitskreis der Sprachenzentren an Hochschulen (AKS) e.V. – UNICert®-Kommission. (n.d.), <https://www.unicert-online.org/wp-content/uploads/2021/03/Akzeptanz-des-UNICert%C2%AE-Zertifikats-in-Englisch-und-Deutsch-fuer-den-internationalen-Hochschulzugang-2021.pdf>