

bologna process

NATIONAL REPORTS 2004 – 2005

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1. Main achievements since Berlin

1.1. Give a brief description of important developments, including legislative reforms

Two-Cycle Degree Structure

Germany's *Länder* (states) aim to switch to the two-cycle system by 2009/2010. Bachelors and Masters courses currently constitute some 26.3 per cent of available degree programmes.

Quality Assurance

Germany sees accreditation as a key component in quality assurance. While the accreditation system for the new degree structure has proven basically successful, it will be further developed on a number of counts in order to meet rising demands. On 1 February 2005, the German Accreditation Council (*Akkreditierungsrat*) – Germany's central accreditation organisation – will be made a foundation under public law. Its work will thus be placed on a new legal footing. Education and research is also subject to regular evaluation.

National Qualifications Framework

Germany's draft national framework for higher education qualifications is currently in progress. Its approval by the competent bodies is expected by Spring 2005.

2. National organisation

2.1. Give a short description of the structure of public authorities responsible for higher education, the main agencies/bodies in higher education and their competencies (For example, do higher education institutions report to different ministries?)

In Germany, responsibility for achieving the Bologna objectives rests with the institutions of higher education, the *Länder* and the Federal Government. This is due to the country's federal structure and distribution of responsibilities within its federal system.

The relationship between the state and higher education has changed significantly in recent

years. The legal framework now allows room for reform and so for more flexible civil service employment law, more effective and target-focused training of young researchers, and output-based funding. With the *Länder* retreating more and more from the micro-management role, higher education institutions now enjoy greater autonomy and self-responsibility.

2.2. Give a short description of the institutional structure

(For example, number of public/private universities/other HE institutions or numbers/percentage of students in public/private sector. To what extent are private and State higher education institutions covered by the same regulations?)

In the winter semester 2003/2004, Germany had a total of 365 higher education institutions comprising 174 universities and colleges (52 colleges of art and music, 6 colleges of education, 16 colleges of theology) and 191 *Fachhochschulen* (universities of applied sciences), including colleges of public administration.

Since the winter semester 1992/1993, the number of higher education institutions in Germany has increased from 318 to 365 (up by 15 per cent), with universities and colleges up by almost 6 per cent and *Fachhochschulen* (including colleges of public administration) by some 25 per cent. The increase is largely a result of the restructuring of either entire locations or individual departments to make them independent institutions and the opening of newly founded non-state institutions of higher education. The number of non-state institutions rose from 62 (winter semester 1992/1993) to 101 (winter semester 2003/2004).

A total of 2,020,000 students were enrolled at higher education institutions in Germany in the winter semester 2003/2004. In the period between the winter semesters 1992/1993 and 2003/2004, the number of students attending non-state institutions of higher education doubled from 33,200 to approximately 65,100 – an increase in the share of students at non-state institutions from 1.8 to 3.2 per cent.

As a rule, non-state institutions of higher education offer only a limited range of courses and, with an average of 652 students, are significantly smaller than state-run institutions where the average number of enrolled students is about ten times as many.

With regard to quality assurance and accreditation of qualifications, Germany places state and officially recognised (non-state) institutions of higher education on an equal footing. The minimum requirements for state recognition of non-state higher education institutions are set out in Germany's Framework Act for Higher Education (*Hochschulrahmengesetz*). The accreditation procedure is laid down and governed by the respective *Länder*.

2.3. Give a brief description of the structure which oversees the implementation of the Bologna Process in your country

(National Bologna group, thematic working groups, composition and activities, stakeholder involvement)

At national level, responsibility falls to the Working Group on Continuing the Bologna Process, comprising representatives from the Federal Ministry of Education and Research (BMBF), the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany (KMK), the German Rectors' Conference (HRK), the German Academic Exchange Service (DAAD), *freier zusammenschluss von studentInnenschaften*, or *fzs* (a national association of student bodies), Germany's

Accreditation Council (AR) and the social partners. The Working Group advises on current developments and on any practical problems experienced in implementation. It also prepares resolution papers, for example for the KMK and the HRK. A direct link with the Bologna Follow-up Group (BfuG) is ensured in that the German members of the BfuG are also members of the Working Group on Continuing the Bologna Process.

With backing from the BMBF, the HRK has opened its *Servicestelle Bologna* (Bologna Information Centre). The centre provides online services, publications and events to support higher education institutions in implementing the Bologna process. These activities will be increased by founding a Bologna Centre of Excellence.

The various players contribute towards achievement of the Bologna objectives with a wide range of additional events and projects (studies, conferences, distribution of information). DAAD supports national implementation through its participation in the EU's Promoting Bologna in Germany project which is jointly funded by the BMBF and the EU. The *fzs* student association produces publications for various target groups. Unions and employers also make an active contribution to achieving the Bologna objectives, especially as regards promoting acceptance of the two-cycle degree system.

3. Quality assurance

The following questions have been included in the template at the request of the Working Group on Stocktaking.

3.1. National quality assurance systems should include a definition of the responsibilities of the bodies and institutions involved.

Please specify the responsibilities of the bodies and institutions involved.

3.2. National quality assurance systems should include a system of accreditation, certification or comparable procedures.

Describe the system of accreditation, certification or comparable procedures, if any.

Quality assurance in Germany involves a combination of accreditation and evaluation.

Accreditation of Degree Programmes

Under Article 9 of Germany's Framework Act for Higher Education, the *Länder* are jointly responsible for ensuring equivalence of degrees, examination grades and qualifications and the possibility of their transfer from one higher education institution to another. The *Länder* have transferred implementation of this joint responsibility to the Accreditation Council, the central player in the German accreditation system. The Council is responsible for enforcing comparable quality standards within a decentralised accreditation system in which actual degree accreditation is performed by accreditation agencies. Accreditation involves a formalised, objectifiable peer review process which is used to assess whether a course meets the required standards in terms of academic content and vocational relevance.

The composition of Germany's cross-*Länder* Accreditation Council reflects both the cross-societal scale of the reform process and the need for its acceptance among stakeholders. Reflecting the stakeholder line-up, the Council comprises four representatives from higher education, four from the *Länder*, five practitioners from various professions, two students and two international members. A key role in the accreditation of degree courses is played by the expert teams who are responsible for assessing academic content and whose membership

includes representatives from higher education institutions, professional people and students.

To involve students in the accreditation system, the *fzs* along with subject-specific and party-affiliated student organisations have drawn up a pool to enable qualified and duly mandated students to act as reviewers in accreditation agency review groups and as student representatives on agency committees.

The duties of the Accreditation Council involve: 1) Agency accreditation, assigning them power of authority for a limited period to accredit degree courses by awarding the Accreditation Council seal; 2) Monitoring agency compliance and periodic re-accreditation; 3) Defining the minimum requirements for the accreditation process. The Council also strives to ensure fair competition between the accreditation agencies and advancement of German interests in international quality assurance networks.

Accreditation of Institutions

As globalisation brings the opening of ever more private universities and colleges, institutional accreditation plays an increasingly important role in non-state higher education institutions. The *Länder* also use institutional accreditation as a quality assurance tool in the overall accreditation process. Germany's Science Council (*Wissenschaftsrat*) is the central player in accreditation of non-state institutions of higher education.

Other Quality Assurance Procedures in Higher Education

Evaluation has been included in Germany's Framework Act for Higher Education since 1998 and has since been incorporated into higher education legislation in each of the *Länder*. Evaluation is designed to highlight the strengths and weaknesses of institutions and degree programmes, and thus to assist universities and colleges in adopting systematic quality assurance and quality enhancement strategies.

Germany has no nationally coordinating evaluation body. It has, however, developed an infrastructure of institutions comprising initiatives at *Länder* level (agencies) and at regional and cross-regional level (networks and associations) to oversee quality assurance in higher education.

Since 1998, the HRK has conducted a BMBF-funded quality assurance project (*Projekt Q*) to promote exchange of information on and experience in quality assurance matters.

The evaluation procedures used in Germany meet Bologna requirements (inhouse review, external peer review – often with international participation, involvement of student reviewers and publication of the results in appropriate form).

3.3. National quality assurance systems should include international participation, co-operation and networking.

Are international peers included in the governing board(s) of the quality assurance agency(ies)?

Germany's quality assurance system takes account of international trends and is integrated into a range of international networks. With regard to evaluation, cross-border activities are underway and those involved in accreditation are networked at international level

(Accreditation Council, accreditation agencies). Most accreditation institutions are members of international quality assurance networks. These include the International Network for Quality Assurance Agencies in Higher Education (INQAAHE), the European Network for Quality Assurance in Higher Education (ENQA), the Joint Quality Initiative (JQI) and other related networks.

The European Consortium for Accreditation in Higher Education (ECA) comprises Germany's Accreditation Council and many of its agencies together with institutions from other countries with similar quality assurance systems. The aim of the ECA is to further develop accreditation within Europe and to achieve mutual recognition of accreditations. As a key prerequisite for mutual recognition of accreditation, a tri-national network of accreditation institutions from Austria, Germany and Switzerland (D-A-CH) has already agreed a code of good practice and a set of peer selection criteria.

The Accreditation Council defines the requirements for recognition of accreditations from foreign institutions while taking account of current trends throughout Europe. Cooperation at international level involves agreement on common standards and criteria, and on the subject matter and practice of quality assurance. Both the Accreditation Council and its accreditation agencies have international membership. Efforts are also underway, and this includes staffing, to establish networks by means, for example, of foreign membership of accreditation councils and commissions. The networks mentioned earlier also exchange reviewers to ensure that both the processes and the national institutions adopt a more international outlook.

Please add any general comments, reflections and/or explanations to the material on quality assurance in the stocktaking report.

4. The two-cycle degree system

The two-cycle degree system is covered by the stocktaking exercise. Please add any comments, reflections and/or explanations to the stocktaking report.

As early as 2002, Germany created the legal basis for its higher education institutions to offer Bachelors and Masters degree courses as part of their standard portfolios. Bachelors and Masters degrees can now be introduced in universities and colleges as well as in *Fachhochschulen*. The intention is to recognise the differing educational goals of the various types of higher education institutions and to make use of in developing the new structures.

In 2003, the science and research ministers of the various Länder agreed in principle to education policy implementation of the two-cycle degree system (preferably nationwide) by 2010. They also agreed on the framework for further structuring of the Bachelors and Masters degree courses.

With regard to degrees that involve state examinations, 11 Länder have begun to restructure teacher training to take in the two-cycle system. The necessary conditions for adopting the two-cycle system for other state-examined degrees like law, medicine and pharmacy have yet to be created. Preliminary talks are underway concerning degree courses that involve ecclesiastical exams.

In the summer semester 2005, some 2,925 Bachelors and Masters degrees were offered in Germany. This represents 26.3 per cent of all available degrees. A total of 716 are accredited: 316 Bachelors and 401 Masters. While in 2000, only 1.8 per cent of new students opted for a Bachelors degree in the first semester of higher education, the number had risen to 7.5 per cent by 2003. The number of Bachelors and Masters graduates has risen eleven-fold, from 496 in the 2000 examination year to 5,500 in the 2003 examination year. Half of the 3,000 Masters degrees awarded in 2003 went to foreign students.

In the winter semester 2003/2004, some 108,000 or 5.3 per cent of students enrolled for either Bachelors or Masters degrees. This represents more than a ten-fold increase over the winter semester 1999/2000.

The most popular Bachelors and Masters degrees include economics and business studies, computer science and engineering.

5. Recognition of degrees and periods of study

Recognition of degrees and periods of study is covered by the stocktaking exercise. Please add any comments, reflections and/or explanations to the stocktaking report.

- **Intergovernmental Agreements**

Since 1972, Germany has entered into 13 intergovernmental agreements on mutual recognition of equivalence of higher education qualifications and is currently negotiating similar agreements with another three countries. The agreements regulate recognition of periods of study, degree qualifications, exam grades and the use of academic titles in a form that is binding under international law. They promote mobility in continued study, in studying for an additional degree and in doctoral studies. They do not, however, cover technical and vocational education and training (TVET).

- **Lisbon Convention**

Germany is a signatory state to the Lisbon Convention (The Convention on the Recognition of Qualifications concerning Higher Education in the European Region) which entered into force on 01.02.1999. While its ratification was held up by the justice ministers of both the Federal and Länder governments expressing concerns as to the Convention's impact on access to regulated professions, the ministers have since given their endorsement. The ratification process will now be initiated, the aim being to ratify the Convention in 2005.

- **ECTS**

Modularisation of degree programmes in the two-cycle system (Bachelors and Masters) and introduction of the European Credit Transfer System (ECTS) is mandatory in Germany. ECTS is a purely quantitative measure of the overall student workload in terms of the necessary level of study and the exam grades needed to obtain a degree. One unit of credit comprises a total of 30 hours of classroom and private study.

ECTS is currently applied to some 67.7 per cent of Bachelors and 62.5 per cent of Masters degrees.

- **Diploma Supplement**

From 2005, students will automatically receive the Diploma Supplement at no extra charge. The Diploma Supplement contains standardised information describing degrees and their

associated qualifications. It will be included with official certificates of degree qualifications. The Diploma Supplement will be issued with 44.8 per cent of Bachelors and 44 per cent of Masters degrees during the winter semester 2004/2005.

To ensure uniformity of content, the HRK has developed a Diploma Supplement database for Germany from which universities and colleges can download the Diploma Supplement.

6. Doctoral studies and research

6.1. Give a short description of the organisation of third cycle studies

(For example, direct access from the bachelor level, balance between organised courses, independent study and thesis)

The right to study at doctoral level is a key element of autonomy in higher education in Germany. Around 100,000 students are currently studying at doctoral level. About 24,000 students receive a doctorate each year. The share of foreign doctoral students is on the increase; numbers were around 10 per cent in 2003. In 2002, the number of graduates of a given subject (excluding medicine) who went on to study at doctoral level was 14.3 per cent. With medicine students included, the number was 20.3 per cent. The average age of students attaining a doctorate is 33.

Since 1998, Germany has offered more structured, cooperative forms of doctoral study. The initiatives involved in the structured programmes include:

- 277 Research training groups of the German Research Foundation (DFG)
- 49 International doctoral programmes at German institutions of higher education
- 36 International Max Planck Research Schools
- 22 Graduate schools.

Special mention should be made of the concept of binational doctoral programmes which are jointly supervised by two different higher education institutions (known as the *cotutelle-de-thèse* or double-thesis doctorates).

Where Germany is concerned, it is expected that 5,400 doctoral students will take part in these structured programmes. This represents around 5 per cent.

Doctoral students are also promoted by means of graduate sponsor programmes operated by the Federal and Länder governments, organisations for the promotion of young talent, and political foundations.

The switch to the two-cycle system opens up new opportunities for linkage of degrees with doctoral study. Holders of Masters degrees acquired at universities and colleges or at *Fachhochschulen* are qualified to study at doctoral level. Particularly talented holders of Bachelors degrees may qualify to study at doctoral level by means of aptitude testing rather than attaining a further degree. Universities and colleges use their doctoral policies to manage both structuring of and access to aptitude testing, and for cooperation with *Fachhochschulen* as necessary.

6.2. What are the links between HE and research in your country?

(For example, what percentage of publicly-funded research is conducted within HE institutions?)

Research in Germany is conducted by higher education institutions, non-university research institutions and industry.

State universities and colleges are funded by the Länder, whose budgets cover the costs of staff, equipment, materials and investments. Where large investments are necessary, the Federal Government contributes to the costs. Because research and education in Germany is publicly funded under a uniform system, the conditions required for research to be conducted at state-run universities and colleges are essentially financed by the Federal and Länder governments as a whole. About one-third of the total amount of funding goes to research and development. Many research activities also rely on third-party funding, 77.2 per cent of which is provided by the state. In 2002, a total of EUR 9 billion was made available for research and development activities at universities and colleges. The state-provided share amounted to 85.6 per cent.

7. Mobility of students and staff

7.1. Describe the main factors influencing mobility of students from as well as to your country (For instance funds devoted to mobility schemes, portability of student loans and grants, visa problems)

7.2. Describe any special measures taken in your country to improve mobility of students from as well as to your country

Along with quality and transparency in available degree programmes, and compatibility and international acceptance of qualifications, the greatest impact on student mobility involves institutional and social frameworks and financial factors.

In Germany, both academic study up to the point the first professional qualification is achieved and studies in a consecutive degree programme leading to a second professional qualification are currently exempt from tuition fees. The Länder may, however, opt to levy tuition fees for long-term students and students studying a second time. In ten of the sixteen Länder, students who exceed the standard period of study are charged between EUR 500 and 650 per semester. Some Länder charge fees for second studies.

DAAD promotes mobility through the award of individual scholarships and mobility grants, through structural and partnership programmes at higher education institutions in Germany, by supplying comprehensive information on study and research locations in Germany, providing funding to universities and colleges to support foreign students (STIBET), and promoting local student initiatives under the ERASMUS programme. Conditions will be further improved in 2006 with the introduction of the PROFIS programme (*Programm zur Förderung der Internationalisierungsstrukturen an den deutschen Hochschule*) – a scheme to promote internationalisation structures in higher education institutions in Germany.

German Students Abroad

In 2003, around 30 per cent (1994: 24 per cent) of students in Germany went abroad to complete either part of their degree programme, a work placement or a language course. In the higher education year 2003/2004, more than 20,000 students from Germany made use of the ERASMUS programme to complete part of their studies abroad. In 2004, in an attempt to meet rising demand and supplement ERASMUS, DAAD introduced its new BMBF-funded Free Mover Scholarship programme for German students along with a European Excellence

Programme. Some Länder operate their own specific grant schemes.

Particularly noteworthy is the fact that, since 2001, students who have completed one year of study in Germany may use their student grant (BAföG) to continue their studies elsewhere within the European Union. In the longer term, however, the question of financing study abroad must be solved at European level. Germany intends to participate in the expert working group announced by the EU Commission and will strive for more generous rules on transferability of student grants. This would be an important step towards increasing the number of students from less fortunate backgrounds who take up studies abroad.

Foreign Students in Germany

The OECD's Education at a Glance study shows Germany and Great Britain as joint second in a ranking of the most popular destinations for international students. Some 246,136 foreign students studied at German universities and colleges in the winter semester 2003/2004 (making up 12.2 per cent of students overall). Of these, a total of 180,306 had acquired their university entrance qualifications outside Germany. In 2003, DAAD supported approximately 10,000 of the 128,000 students from the Bologna signatory states who studied at a German institution of higher education.

Entry to higher education is principally open to applicants from other EU Member States if they can provide proof that they have the necessary qualifications and the required level of language proficiency.

The BMBF-funded ASSIST service (*Arbeits- und Servicestelle für Internationale Studienbewerbungen e.V.*) was founded in November 2003 to act as the point of contact for foreign students applying to over 50 higher education institutions. ASSIST eases the administrative burden by verifying applicants' formal entry qualifications and performing data entry.

Higher education institutions also provide advisory and support services and/or assist other providers of such services. Student services assist students in their search for accommodation. Student bodies and student representations promote mobility by providing support, advice and integration activities for foreign students, and through material support for student initiatives.

Immigration law requires that students provide proof that they are financially secure in the amount of EUR 585 each month. Regulations governing work permits for foreign students have already been made more flexible and will be further enhanced when the Immigration Act (*Zuwanderungsgesetz*) enters into force on 1 January 2005. Students from 'old' EU Member States and from Malta and Cyprus have equal status with domestic students when it comes to access to the jobs market. Students from non-EU states and from the Central and Eastern European states who joined the EU in 2004 may work in Germany for a full 90 days without the need for a work permit. From 1 January 2005, students may take on secondary employment at their universities and colleges or at other research institutes for an unlimited period without the need for approval. Students who do so must, however, be in possession of a work permit before taking up any other form of employment.

7.3. Describe the main factors influencing mobility of teachers and staff from as well as to

your country (For instance tenure of appointment, grant schemes, social security, visa problems)

7.4. Describe any special measures taken in your country to improve mobility of academic teachers and staff from as well as to your country

In 2003, DAAD enabled some 4,500 researchers, artists and higher education administrators from Bologna states to find a place at higher education institutions in Germany. And through DAAD-provided funding, some 3,700 German researchers, artists and higher education administrators found places in other Bologna countries. Funding is provided in the form of individual scholarships (e.g. postdoc programmes, long-term and short-term lectureships), partnerships (e.g. with higher education institutions in central, eastern and south-east Europe and in CIS states), and quality assurance networks (e.g. the international quality networks - IQN).

Germany's junior professorship scheme paved the way for more attractive and internationally competitive employment conditions for top-class young researchers to conduct research and to teach in higher education without having qualified to lecture at professorial level (*Habilitation*).

Under Germany's Immigration Act which enters into force on 1 January 2005, foreign researchers with specialist knowledge, teachers and lecturers in prominent positions, and high-income specialists will receive indefinite residence permits which will also entitle them to take up employment. The Act permits university graduates to remain in Germany to gather practical experience for a period of one year after completion of their studies. They may then, where appropriate, receive an indefinite residence permit and take up employment as highly qualified specialists. There is also provision for a simplified, less bureaucratic residency application process and it will be easier for spouses and family members to follow.

8. Higher education institutions and students

8.1. Describe aspects of autonomy of higher education institutions

Is autonomy determined/defined by law? To what extent can higher education institutions decide on internal organisation, staffing, new study programmes and financing?

8.2. Describe actions taken to ensure active participation from all partners in the process

8.3. How do students participate in and influence the organisation and content of education at universities and other higher education institutions and at the national level?

(For example, participation in University Governing Bodies, Academic Councils etc)

The involvement of students as members of governing bodies of higher education institutions is enshrined in Germany's Framework Act for Higher Education and is further defined in higher education legislation in the various Länder. In addition to student involvement in this form, most Länder provide for the existence of a legally guaranteed student body which takes the form of a semi-public entity. At national level, student interests are represented by the *fzs*, a voluntary association of 86 student bodies who together represent around 1.2 million students.

9. The social dimension of the Bologna Process

9.1. Describe measures which promote equality of access to higher education

Equal access to higher education institutions in Germany is guaranteed by law. As a social

group, German students present a very heterogeneous picture with clear over-representation of students from higher social strata. This was confirmed in the 17th Social Survey conducted by the German Student Services Association (*Deutsches Studentenwerk*) (2003) and in the 16th report of the Federal government on BAföG-data.

Direct student financing is governed by the Federal Training Assistance Act (*Bundesausbildungsförderungsgesetz*, or BAföG), and is dependent on parental income. The BAföG awarded is half grant half loan. Following BAföG reform in 2001, the number of students receiving BAföG rose to 25,6 per cent (2000: 21,4 per cent) and the average monthly amount went up to EUR 370 (2000: EUR 326). A ceiling of EUR 10,000 per student was set for BAföG loans.

Indirect student financing is largely facilitated by the 61 student services associations which provide subsidised meals and refreshments in refectories and cafeterias and maintain a pool of affordable student accommodation. Many student services associations also offer childcare and psychosocial counselling services. Student bodies provide general counselling, support for first-year students and a special rate *semester ticket* for public transport.

10. Developments in lifelong learning

10.1. What measures have been taken by your country to encourage higher education institutions in developing lifelong learning paths?

10.2. Describe any procedures at the national level for recognition of prior learning/flexible learning paths

Higher education institutions must also provide further education and training. With the introduction of the two-cycle degree structure, institutions are now able to provide Masters degrees (including as a further education qualification) that are more flexible and better aligned to the needs of the jobs market, and which promote specialisation and thus lifelong learning.

Higher education institutions also play a key role in Germany's Lifelong Learning for All Strategy (*Strategie für Lebenslanges Lernen in der Bundesrepublik Deutschland*) which was agreed by the *Bund-Länder* Commission for Educational Planning and Research Promotion on 05.07.2004. To make the transition between the various educational sectors smoother, cooperation is promoted between higher education institutions and schools, businesses, industry associations, job centres and further education and training institutions. Under the BMBF's Learning Regions – Providing Support for Networks programme (*Lernende Regionen – Förderung von Netzwerken*), a large number of higher education institutions contribute to the establishment and expansion of cross-sectoral education networks for the development and testing of innovative models for lifelong learning. For the period 2001 to 2007, a total of EUR 118 million has been made available to the 71 Learning Regions throughout Germany. The programme is jointly funded the BMBF and the European Social Fund.

To ease the transition from technical and vocational education and training (TVET) to higher education, the BMBF, KMK and HRK in September 2003 drew up a set of joint recommendations for higher education institutions on the award of credits for TVET and counting those credits towards a degree. In certain circumstances, knowledge and skills acquired outside the higher education system can be counted towards a degree by as much as

50 per cent.

Applicants with vocational qualifications also have the opportunity to enter higher education without an entry qualification. The requirements and processes are governed by the various Länder.

11. Contribution to the European dimension in higher education

11.1 Describe any legal obstacles identified by your country and any progress made in removing legal obstacles to the establishment and recognition of joint degrees and/or joint study programmes

11.1.1. Describe the extent of integrated study programmes leading to joint degrees or double degrees

11.1.2. How have these programmes been organised? (joint admissions, mobility of students, joint exams, etc.)

11.2. Describe any transnational co-operation that contributes to the European dimension in higher education

11.3. Describe how curriculum development reflects the European dimension (For instance foreign language courses, European themes, orientation towards the European labour market)

Alongside the vast efforts underway regarding the European dimension in the curricula, the double degree and joint degree projects are particularly noteworthy.

In the first round of ERASMUS Mundus applications, 13 of the 19 approved European Masters projects to be conducted throughout the EU will be implemented with German involvement.

DAAD currently promotes about 20 integrated binational programmes with double degree qualifications. The number of Bachelors and Masters degrees in the joint degree and double degree programmes is on the increase. The initiatives of the Franco-German University (FGU) and the German-Italian University Centre deserve special mention. The FGU promotes over 100 integrated binational study programmes with more than 4,000 enrolled students. Graduates receive either separate degrees from each of the participating universities or a joint degree from both universities.

Further clarification is needed on double degrees and joint degrees, especially as regards framework legislation and accreditation at national level. The question is whether *two* qualifications can be awarded for *one* achievement, whether national legislation in the participating countries allows the award of a joint academic title and how accreditation of the international components might work. Germany has no legal concerns regarding the award of joint degrees. Solutions for accreditation are currently being developed.

12. Promoting the attractiveness of the European Higher Education Area

12.1. Describe actions taken by your country to promote the attractiveness of the EHEA

Two initiatives to promote attractiveness were started back in 2001. The first was a concerted effort – International Marketing of Germany as an Educational and Research Location (*Internationales Marketing für den Bildungs- und Forschungsstandort Deutschland*) –

involving all key institutions with the ability to assist in enhancing conditions for international students in Germany (federal ministries, Länder governments, student services associations, research organisations, representatives from industry and the media, and non-government organisations representing cultural policies abroad). The second, jointly founded by DAAD and HRK, is the GATE-Germany consortium. Funded by the BMBF, GATE-Germany organises marketing activities for all study and research services in Germany. Its membership now boasts some 115 higher education institutions. Under DAAD coordination, the two initiatives have conducted a wide range of educational fairs and promotional tours in some 20 countries around the world, they have set up websites, carried out a media campaign, issued publications and have established a global network of over 40 information centres to advise local people and conduct informational events in local languages.

13. Concluding comments

13.1. Give a description of your national Bologna strategies

13.2. Give an indication of the main challenges ahead for your country

Two-Cycle System

- The switch to the two-cycle system is to continue and availability of accredited Bachelors and Masters degrees will be expanded. The ongoing aim is to integrate further state-examined degree programmes like law, medicine and pharmacy into the two-cycle system.

- Two issues are key to acceptance and development of the system overall: transition between the Bachelors, Masters and Doctoral phases, and transition to and from higher education and employment.

Of particular interest is the transition from Bachelors to Masters study. The Bachelors degree is the standard qualification. Germany has not, however, set a fixed quota for transition to study at Masters level. What proportion of graduates with Bachelors degrees will study for a Masters degree immediately after graduating or following a period of employment depends on graduates' individual interests (which are also influenced by the demands of the jobs market), on the qualifications required by the various higher education institutions for entry to Masters programmes and the capacities available at locations that offer Masters degrees. Further consideration regarding expansion of the system must take account of observations on student behaviour in the two-cycle system.

- Nation-wide introduction of the two-cycle system raises the question as to implementation of study periods abroad during the Bachelors and/or Masters phases. Long periods abroad as part of three-year degree courses will only be possible if they are systematically integrated into the degree curriculum and if it is ensured that the period of study abroad is recognised. It is thus important to place particular focus on recognition both of periods of study conducted and of qualifications achieved within the European Higher Education Area.

- Willingness among higher education institutions to offer Bachelors and Masters degrees, and among students to take up structured degree programmes, largely depends on acceptance of Bachelors and Masters degrees in industry and society. Higher education institutions and the Federal and Länder governments are intent on ensuring the quality of

qualifications and on providing comprehensive information to potential students and employers. Both students and the social partners place great importance on promoting acceptance of these new academic qualifications.

- The higher education institutions will continue to receive assistance in awarding ECTS, modularisation, internationalisation and producing the Diploma Supplement.

Qualifications Framework

Any further development of the national framework for higher education qualifications must take account of European trends and include other educational sectors.

Quality Assurance

- The national quality assurance system must be further developed and the international networks expanded. State approval of new degree courses should be made subject to accreditation.
- Gender mainstreaming must receive greater consideration in any revision of national rules on accreditation.
- Inhouse quality management at Germany's higher education institutions will be enhanced and will thus provide the basis for further development in quality assurance.

The Social Dimension of the Bologna Process

Greater attention must be paid to the social dimension of the process. In the next phase, models must be developed throughout Europe to provide students with financial assistance during study periods abroad. It is necessary, therefore, to expand, for example, the Eurostudent Report to ensure activities are based on reliable data.

Structured Doctoral Studies

The structured doctoral programmes now available are to be enhanced. Further thoughts as to their expansion must, however, take account of the fact that there is some interest in retaining a number of different paths to doctoral study according to personal factors, financial conditions and the situation in the higher education institutions themselves.

Links

Higher Education Policy Players in Germany

- BMBF (Federal Ministry of Education and Research): www.bmbf.de
- KMK (Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany): www.kmk.org
- DAAD (German Academic Exchange Service): www.daad.de
- HRK (German University Rectors' Conference): www.hrk.de
- Service-Stelle Bologna: www.hrk-bologna.de [German only]
- Stifterverband der Deutschen Wissenschaft (Donor's Association for the Promotion of Science and Humanities in Germany): www.stifterverband.de [German only]
- Wissenschaftsrat (German Science Council): www.wissenschaftsrat.de

Higher Education Research and Consultation

- CHE (Centre for Higher Education Development): www.che.de
- HIS (Higher Education Information System): www.his.de
- Wissenschaftliches Zentrum für Berufs- und Hochschulforschung Universität Kassel (Centre for Research on Higher Education and Work): www.uni-kassel.de/wz1

Quality Assurance

- AR (German Accreditation Council): www.akkreditierungsrat.de
- ECA (European Consortium for Accreditation): www.eacaconsortium.net
- ENQA (European Network for Quality Assurance in Higher Education): www.enqa.net
- EvaNet (an evaluation network for evaluation and quality assurance in German higher education institutions): www.evanet.his.de [German only]
- JQI (Joint Quality Initiative): www.jointquality.org
- Projekt Qualitätssicherung (the *Project Q* quality assurance project) : www.projekt-q.de

Student Organisations

- fzs (a voluntary association of student bodies): www.fzs-online.org [German only]
- ESIB (The National Unions of Students in Europe): www.esib.org
- DSW (German Student Services Association): www.studentenwerke.de [German only]

Social Partners

- BDA (Confederation of German Employers' Associations): www.bda-online.de
- BDI (Umbrella Organisation of German Industry): www.bdi-online.de
- DIHK (Association of German Chambers of Industry and Commerce): www.dihk.de [German only]
- GEW (Trade Union for the Education Sector): www.gew.de [German only]
- ver.di (an independent multi-service trade union): www.verdi.de

International Players and Platforms

- Bergen 2005 (Conference of European Education Ministers): www.bologna-bergen2005.no
- EAIE (European Association for International Education): www.eaie.nl
- ECA (European Consortium for Accreditation): www.eacaconsortium.de
- EU (European Union, The Bologna Process): http://europa.eu.int/comm/education/policies/educ/bologna/bologna_en.html
- EUA (European University Association): www.eua.be
- ENQA (European Network for Quality Assurance in Higher Education): www.enqa.net (31.08.2004)

- ESIB (The National Unions of Students in Europe): www.esib.org
- JQI (Joint Quality Initiative/Dublin Descriptors): www.jointquality.org
- OECD (Organisation for Economic Co-operation and Development): www.oecd.org

Other Online Sources

- Statistisches Bundesamt Deutschland (Federal Statistical Office): www.destatis.de