HRK

The Bologna Process as a Challenge

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Konstanz, 11th November 2011

nexus

Structure

Introduction

State of Implementation

Challenges – Initiatives – Perspectives

Project nexus

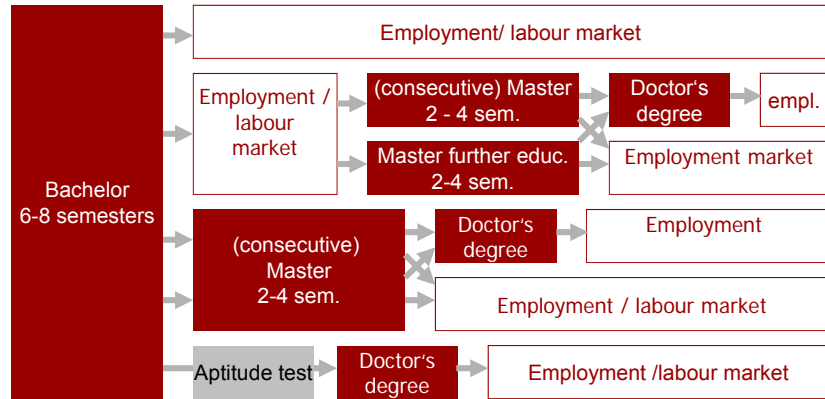# The European Higher Education Area

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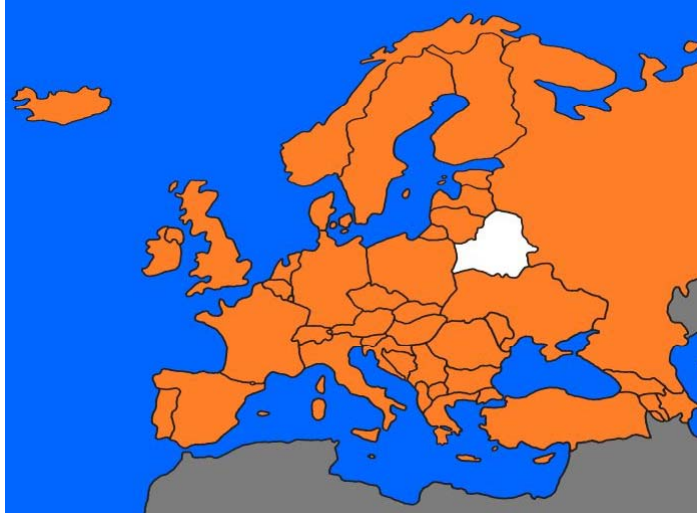
National Need for Reforms in Germany

Deficiencies in the (traditional) German Higher Education system:

- Long study times and high dropout rates
- Lack of resources and funding
- Insufficient international compatibility of the study degrees
- No accepted system of quality assurance
- Problems with curricula structuring and orientation
- increasing students' numbers (mass education)
- Growing social and cultural diversity of students (with deficits in mathematics, languages)

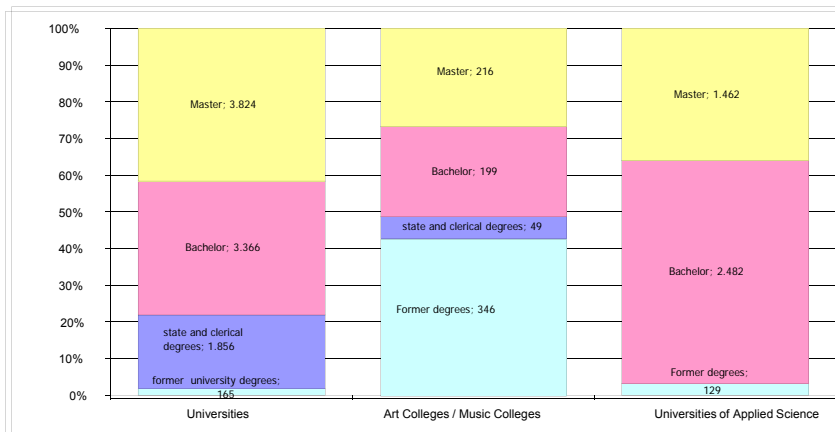# Potentials of cycled study programmes: various educational and occupational paths

Bachelor 6-8 semesters				
	Employment/ labour market			
	Employment / labour market	(consecutive) Master 2 - 4 sem.	Doctor's degree	empl.
		Master further educ. 2-4 sem.	Employment market	
	(consecutive) Master 2-4 sem.	Doctor's degree	Employment	
		Employment / labour market		
	Aptitude test	Doctor's degree	Employment /labour market	

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Study programmes divided by types of higher education institutions and by degrees in Germany, winter term 2010/11

Universities:
- Master: 3.824
- Bachelor: 3.366
- state and clerical degrees: 1.856
- former university degrees: 165

Art Colleges / Music Colleges:
- Master: 216
- Bachelor: 199
- state and clerical degrees: 49
- Former degrees: 346

Universities of Applied Science:
- Master: 1.462
- Bachelor: 2.482
- Former degrees: 129

Source: HRK-Hochschulkompass, WS 2010/11

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Development of the Bachelor/Master study programmes in Germany (1999 – 2011)
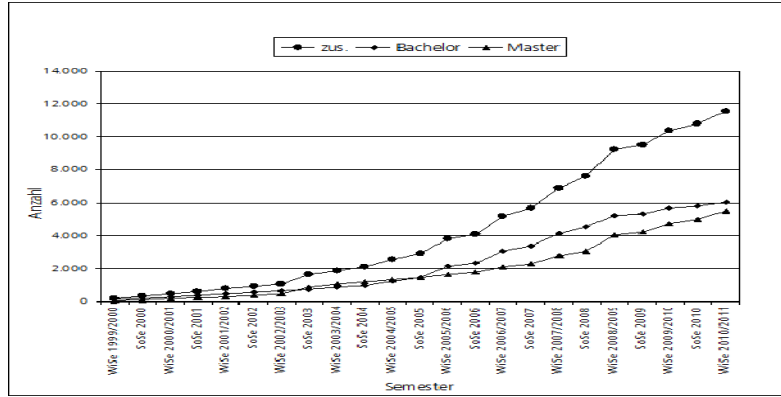
Source: HRK-Hochschulkompass, WS 2010/11

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Development of student numbers in Bachelor and Master courses in Germany (1999 – 2010)
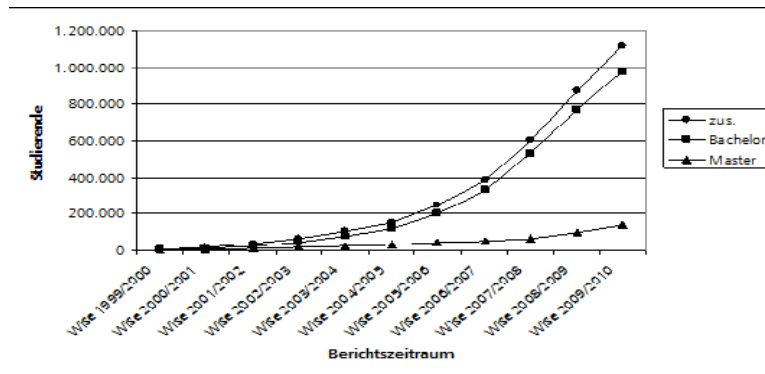
Source: Statistisches Bundesamt, Studierende an Hochschulen, WiSe 2009/2010

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Implementing "Bologna" in Germany: a success story

- Conversion of most study programmes nearly completed (about 82 %), Problem: State exams in medicine, law and teacher studies
- High degree of **satisfaction** among students regarding quality of studying
- Better mobility rates among students and teachers
- Successful start for Bachelor graduates on the **labour market**
- The role of **teaching** has been enhanced ("Quality pact")

European study reform in Germany: challenges

- Further development of **Teaching**: Orientation toward **learning outcomes**

- **Employability**: Enhancing **practical** relevance

- **Mobility**: transparency in recognition

- High **permeability** between vocational and higher education: part-time degree programmes and flexible curricula

- Improving **orientation** for beginning students: Information, advice, service and support

Structural Deficits in German implementation

- Permanent underfunding and lack of resources in HEI
- Inadequate teacher-student-ratio
- Unsufficient mentoring and coaching of students
- Underestimation of academic teaching (in comparison to research)
- Persistent reservation and scepticism within universities, business and society accepting the Bachelor degree's employability
- Restricted autonomy of universities regarding state examinations in medicine, law and teacher education

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Implementing the Second Phase of Bologna by

- optimizing / (re)structuring Bachelor/Master curricula
- developing and improving (comparable) qualification profiles
- focusing on learning outcomes and competences
- ensuring and enhancing „employability"
- strengthening flexibility and „studyability" of curricula
- improving teaching quality
- paying more attention to the social and cultural diversity of students
- promoting (international) mobility of students
- lowering drop-out quota

Implementing the Second Phase of Bologna by

promoting / strengthening / improving

- reputation of and resources for academic teaching and learning
- „good practice" and innovations in academic teaching and learning
- quality assurance nation-wide
- internal organizational structures in HEI
- engagement of and collaboration between stakeholders (HEI, schools, governments, business, society, the public)
- international dialogue, exchange and cooperation
- links between EHEA and ERA
- the momentum of the reform process

The nexus project
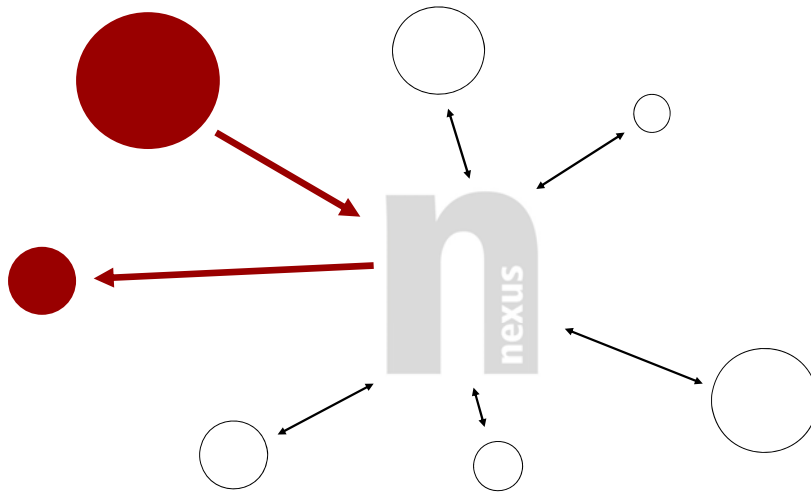
The nexus project offers

- Good-practice seminars and workshops run by experts
- Information: surveys and specialist publications
- A forum for the exchange of concepts and approaches

The nexus project supports

- **Modularization** appropriate to subject in Bachelor and Master study programs
- Structured assessment of **learning outcomes and competencies**
- Integration of skills relevant to the job market in Bachelor and Master study programs ("**employability**")
- Increased **permeability** between academic education and vocational training
- Optimized procedures for **evaluating prior learning** and ensuring improved credit mobility
- **Diversity management** and the widening of participation
- **Dissemination of information** on the European study reform ("Bologna 2020") to stimulate change management

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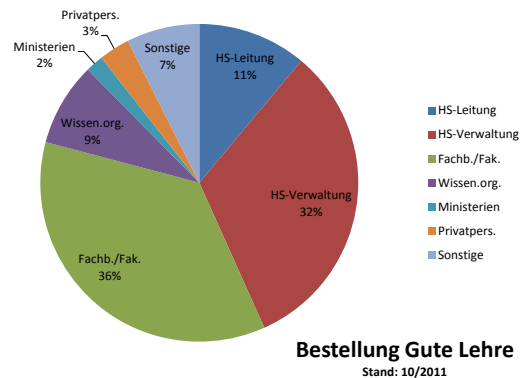| Enhancing Quality of study and teaching	Widening participation and promoting student mobility
⬆ Implementing competencies and learning outcomes	⬆ Co-operation between academic and vocational education
⬆ Student centered learning	
⬆ Quality Assurance in teaching	⬆ Easening Recognition of coursework (Lissabon Convention)
⬆ Labour market needs (employability)	
⬆ Diversity Management	
⬆ Profiling Master Programmes	⬆ Framework for recognition
⬆ Modularisation in discipline-specific Bachelor and Master study programs	

Exchange of concepts and „good practice" between HE Institutions to further devolop the cycled study programmes

Publications

Gute Lehre
Frischer Wind an deutschen Hochschulen

viel-fältig
praxisnah
über-zeugend
vernetzt
aufgeschlossen
anregend
engagiert
innovativ
maßgeschneidert
kreativ
systematisch
inspirierend

HRK Hochschulrektorenkonferenz
Projekt nexus
Konzepte und gute Praxis für Studium und Lehre

Legend:
- HS-Leitung
- HS-Verwaltung
- Fachb./Fak.
- Wissen.org.
- Ministerien
- Privatpers.
- Sonstige

Pie chart:
- HS-Leitung 11%
- HS-Verwaltung 32%
- Fachb./Fak. 36%
- Wissen.org. 9%
- Ministerien 2%
- Privatpers. 3%
- Sonstige 7%

Bestellung Gute Lehre
Stand: 10/2011

Pathways to Good Teaching

- **Student-centred approaches** (learning outcome/skills orientation, student diversity, students as partners and experts in their educational experience, mandatory self-assessments, shift from teaching to learning)
- **Professionalization** (diverse teaching and examination forms, more advising and support structures, advanced training opportunities for teachers, creating learning and teaching communities, cross-university specialist and competency centres, research in teaching/learning and support the university's internal quality development)
- More **freedom for teachers and students** in legal, curricular and time scheduling matters (reduced regulations, sabbaticals for teaching, flexibility)

Pathways to Good Teaching II

- **Research orientation** (research-based learning, evidence-based approaches)
- **Transparency and publication of data** (student surveys, teaching evaluations, online forums, graduate surveys)
- **Appropriate incentives** (Quality of Teaching Pact, awards like Ars Legendi, competitions based on excellence, emphasis on teaching skills in appointment procedures)
- **Centrally-supported structures** promoting teaching at universities (integration of students, quality circles, external advisory boards)
- **Promotion of individual and institutional appreciation for teachers and learners** (methods and approaches for good teaching and learning)

"It's not enough that we do our best; sometimes we have to do what's required."
Sir Winston Churchill

Thank you for your attention!

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