

HRK

Reforming Higher Education in Europe. Qualifying for the Labour Market?

- Some Views with Implementing Employability in Germany

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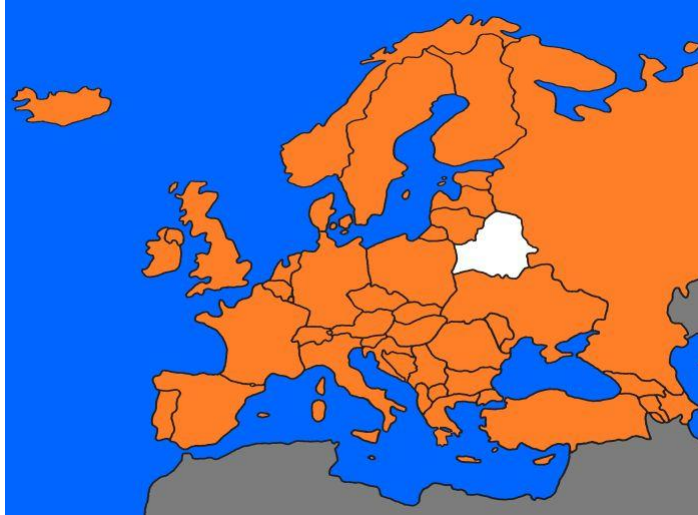
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Project nexus
concepts and good practice in higher education



Structure

1. Introduction
2. State of Implementation
3. Hot issues: Employability, Good teaching, competencies
4. Conclusion

The European Higher Education Area



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1. Introduction: goals of the Bologna Process

- Adoption of a **cycled** study system with **easily readable and comparable** academic degrees (undergraduate / graduate, Bachelor / Master)
- Promoting mobility, flexibility and quality assurance in the European dimension of higher education (by the “open method of coordination”)
- Establishment of a transparent system of credits (**ECTS**)
- Implementing **Diploma Supplement** to promote “**employability**” = improve acceptance for the Bachelor by employers
- Promoting **life long learning**
- Strengthening **active participation of students**
- Improving links between the European Higher Education Area (EHEA) and the European Research

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1. Introduction: Trends in Europe by adopting

- Desired **ambiguity**: not binding in form, but depending on the national reform dynamics
- Allows large **flexibility** for institutional design at the national level (great variety is guaranteed)
- The European level is the **reference framework and identification source** for the modernization of higher education
- **Path-depending** momentum in participating countries
- In Germany: **autonomous** formation of policies by the Standing Conference of Ministers for Education and Cultural Affairs (KMK) (resolutions of 1999 and 2003)

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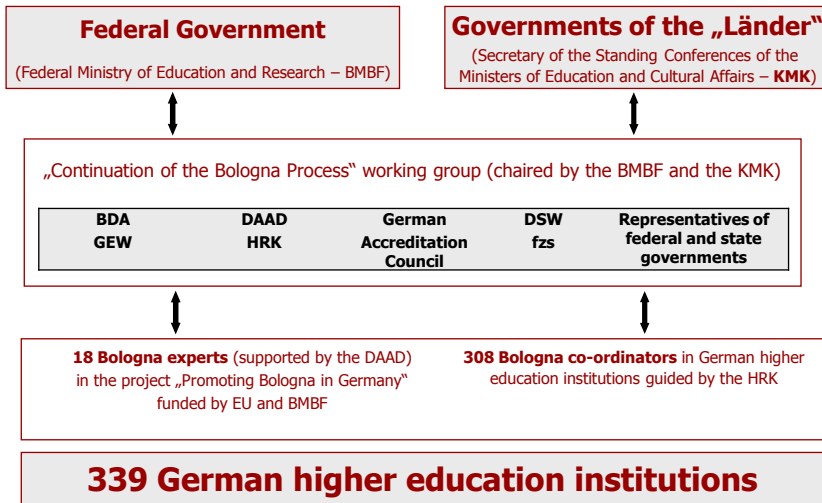
1. Introduction: The Stakeholders in Bologna Europe



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2. State of Implementation in Germany: The Stakeholders

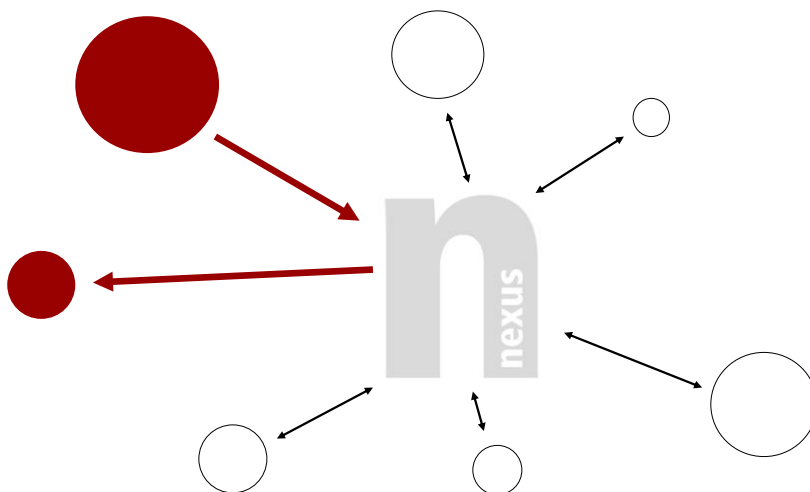


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2. State of Implementation in Germany: The Stakeholders

The nexus project



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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



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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**

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Quality of study and teaching	Widening participation and promoting student mobility
<p>Implementing competencies and learning outcomes</p> <p>Student centered learning</p> <p>Quality Assurance in teaching</p> <p>Labour market needs (employability)</p> <p>Diversity Management</p> <p>Profiling Master Programmes</p> <p>Modularisation in discipline-specific Bachelor and Master study programs</p>	<p>Co-operation between academic and vocational education</p> <p>Easening Recognition of coursework (Lissabon Convention)</p> <p>Framework for recognition</p>
<p>Exchange of concepts and „good practice“ between HE Institutions</p>	
<p>to further develop the cycled study programmes</p>	

2. State of Implementation in Germany

The German Diploma – worldwide a success-story (?)

2. State of Implementation in Germany

National Need for Reforms in Germany

Deficiencies in the (traditional) German Higher Education system:

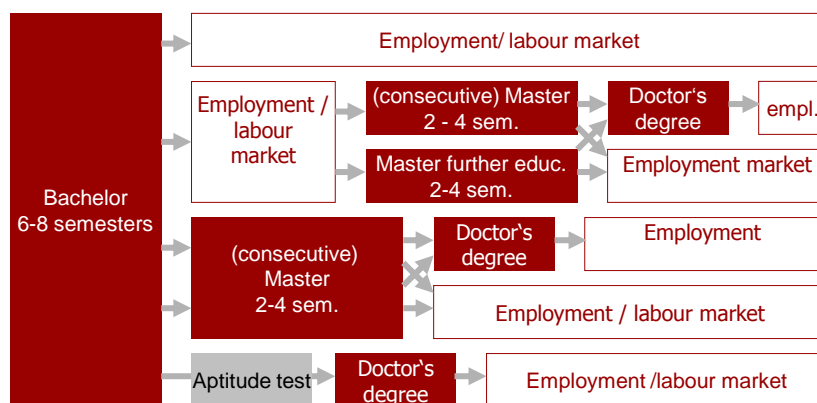
- Long study times and high dropout rates
- Lack of resources and funding
- Insufficient international compatibility of the Γ 芥推ZNo accepted system of quality assurance
- Problems with curricula structuring and orientation
- increasing students' numbers (mass education)
- Growing social and cultural diversity of students (with deficits in mathematics, languages)

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2. State of Implementation in Germany

Potentials of cycled study programmes: various educational and occupational paths



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2. State of the implementation: Graduates and Labour market

- Already, Bachelor graduates show a **closer match** between their actual average duration of studies (**at 6.7 semesters**) and the prescribed ones (of **6 semesters**). In comparison to the past: the majority of students studied 11 semesters and more instead of 8 semester.
- According to INCHER's Data the German Bachelor students are more mobile than assumed: 35% of the surveyed Bachelor graduates from universities of applied sciences and 32% from universities take the opportunity to go abroad – even if for a comparably shorter time – during the course of their studies. Within Germany, 14% of all students transfer to other higher education institutions.
- There is evidence of **growing acceptance** of the new degrees and particularly the Bachelor on the labour market. In its graduate survey of 2008 INCHER assessed that about 22 % of the Bachelor graduates from universities and even 59% from universities of applied sciences choose to enter the labour market directly. Moreover, they report similar periods of seeking

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3. Employability

„You have what? The Bachelor? Well, I hope it's not contagious!“

The first Bachelor-graduates arrive at the recruitment level.

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3. Employability: Labour market relevancy and Studying

Added value

Bachelor...

- as new qualification level
- more customized specialization
- with problem-solving and cross-over skills
- sensitization for labour market needs
- graduates with internationally familiar degrees
- new opportunities for personal development through academic, continuing education master programmes (e.g. in the consulting sector)
- easier access to the international labour market

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3. Employability: Labour market relevancy and Studying

- Aspects of "Employability": "qualification for employment or labour market", "professional qualification", "qualification to be employable", "suitable for the labour market", "market value"
- Necessary for better acceptance of B.A. on the labour market
 - Employers need to address:
 - salary and wage-group issues, competence profiles for vocations/ professional fields, stipend programmes, Life-Long Learning
 - Higher education institutions need to:
 - consider the demands of the labour market in the context of their own competence/skill profiles as well as regarding learning outcomes (Key competences, internships, continuing education)
 - reform and develop curricula in dialogue with employers and social partners

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3. Employability: Labour market relevancy and Studying

- Labour market relevancy and Employability
- “The qualification goals of degree programmes encompass not only the graduates’ targeted capability to be able to integrate into a rapidly changing labour market on a long-term basis and with a foundation of scientific/academic as well as personal education, but also their ability for societal participation. “Employability” and “Citizenship” are complementary principles of European higher education policy and involve cooperation and coordination between education and occupation systems. Accordingly, this can only be achieved with intense dialogue between governments, higher education institutions and employers.”

- In: Decision of the 5 (special) General Meeting of the German Rectors’ Conference, 27 Jan. 2009 on Bologna

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3. Employability: Labour market relevancy and Studying

Orientation towards competencies in Bachelor and Master

- Subject-related/disciplinary and methodological competences (i.e. core of academic education)
- Social competences (Requirement of individuals for effective interaction with the social environment)
- Personal skills (individuals’ ability to assess their environment and to gauge as well as apply their own potential)

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3. Employability: Labour market relevancy and Studying

Pathways to Good Teaching

Student-centred approaches (learning outcome/skills orientation, integration of student diversity, recognition of students as partners and experts in their educational experience, introduction of mandatory self-assessments, shift from teaching to learning)

Professionalization (using a variety of teaching and testing formats; extending advice and support structures, developing professional training opportunities for teachers; creating learning and teaching communities, establishing cross-university specialist skills centres; expanding research in teaching and learning to support internal quality development in teaching at universities)

Greater freedom for teachers and students in legal, curricular and time scheduling matters (reduced regulations, sabbaticals for teaching, flexibility)

Research orientation (research-based learning, evidence-based approaches)

Transparency and publication of data (student surveys, teaching evaluations, online forums, graduate surveys, dissemination of good-practice examples)

Attractive incentives (Quality of Teaching Pact, Forum for Teaching ; competitions for excellence in teaching and awards, such as the *Ars Legendi* ; more emphasis on teaching skills in the appointing of professors)

Centrally-supported structures promoting teaching at universities (greater accountability of student representatives, quality circles, external advisory boards)

Promoting an individual and institutional sense of value of teachers and learners (methods and approaches for good teaching and learning)

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3. Employability: The Quality Pact

Guiding Principles in implementing Bologna in Germany:

- Evaluating the reality of implementation by good-practice
- Strengthening the culture of student participation
- Co-ordinating further implementation of reforms
- Introducing Quality Pact for improving conditions in academic teaching

→ <http://www.v3mag.de/creative-diversity/>
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4. Conclusion

Challenges 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 Bologna Process, especially the Bachelor degree



Restricted autonomy of universities regarding

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4. Conclusion

Implementing the Second Phase of Bologna

- 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



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4. Conclusion

Qualifying for the Labour Market

What can the business world and labour market contribute?

- Helping school pupils get excited for studying, esp. in math, engineering, natural sciences and technology
- Providing stipends for secondary school graduates
- Providing demanding, well-advised internship positions in sufficient number and compatible with degree programmes
- Supporting participation in practice-oriented projects as integrated part of studies
- Supporting degree theses at all levels (BA, MA, Phd. Etc)
- Contributing to the (further) development of programmes in higher education institutions
- Recruiting visiting lecturers/instructors from the intersection of science and the market
- Enhancing “cross-over” of external experts into teaching and higher education in general

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4. Conclusion

Qualifying for the Labour Market

What can higher education institutions contribute?

- As part of curricula, including practice-related elements (e.g. in a “practise phase”), teaching key competences and academic reflection of results
- Engaging in dialogue and continuous exchange with companies and other labour market representatives on special needs in various professional fields
- Differentiating study course offerings for diverse target groups (e.g. more part-time and dual degree programmes, E-learning.)
- Advising students comprehensively on possible professions and career orientation as well as encouraging entrepreneurship (e.g. simulation of business start-ups, competitions, etc.)

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4. Conclusion

Qualifying for the Labour Market

What can policymakers contribute?

- Creating an appropriate framework of conditions (room for developing high education institutions' own profiles, encouraging constructive competition, transparent criteria for selecting students)
- Fostering higher esteem of teaching in higher education
- Providing sufficient funding and resources in general for implementing more modern, skills/competence-oriented forms of teaching, examining and advising
- Improving conditions for studying and learning

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Thank you for your
attention.

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