

# HRK

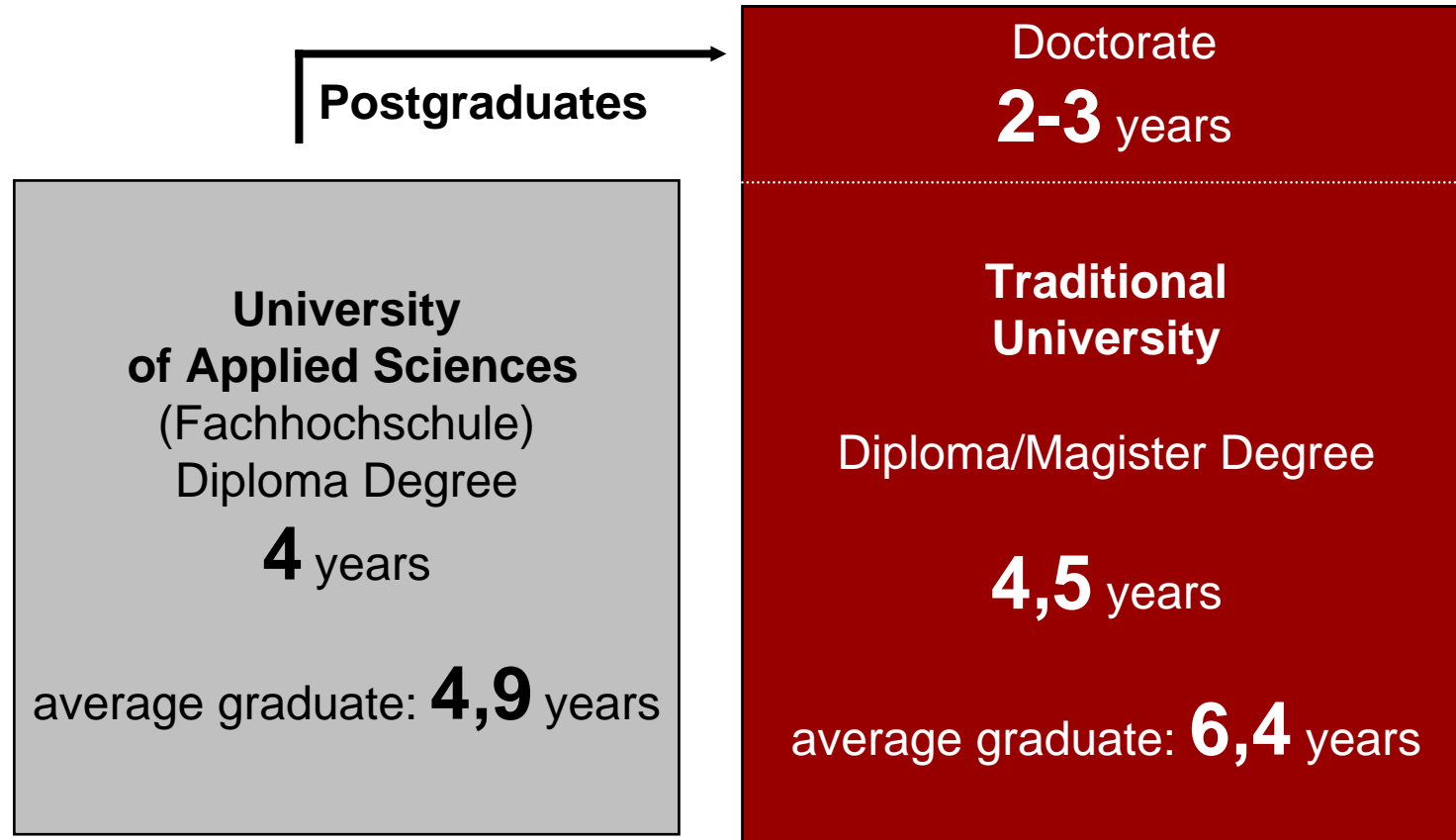
## Implementing the Bologna Reforms in Germany

Professor Dr. Erhard Mielenhausen, Vice President  
German Rectors' Conference HRK  
[mielenhausen@hrk.de](mailto:mielenhausen@hrk.de)

# What does Bologna mean for Germany? (I)

- Complete restructuring of all study programs from integrated long programs to two cycle programs
- Not just a formal restructuring but „change of paradigm“: from a teacher perspective to a learner perspective (modularisation, learning outcomes, competences, „Tuning educational structures“ project)

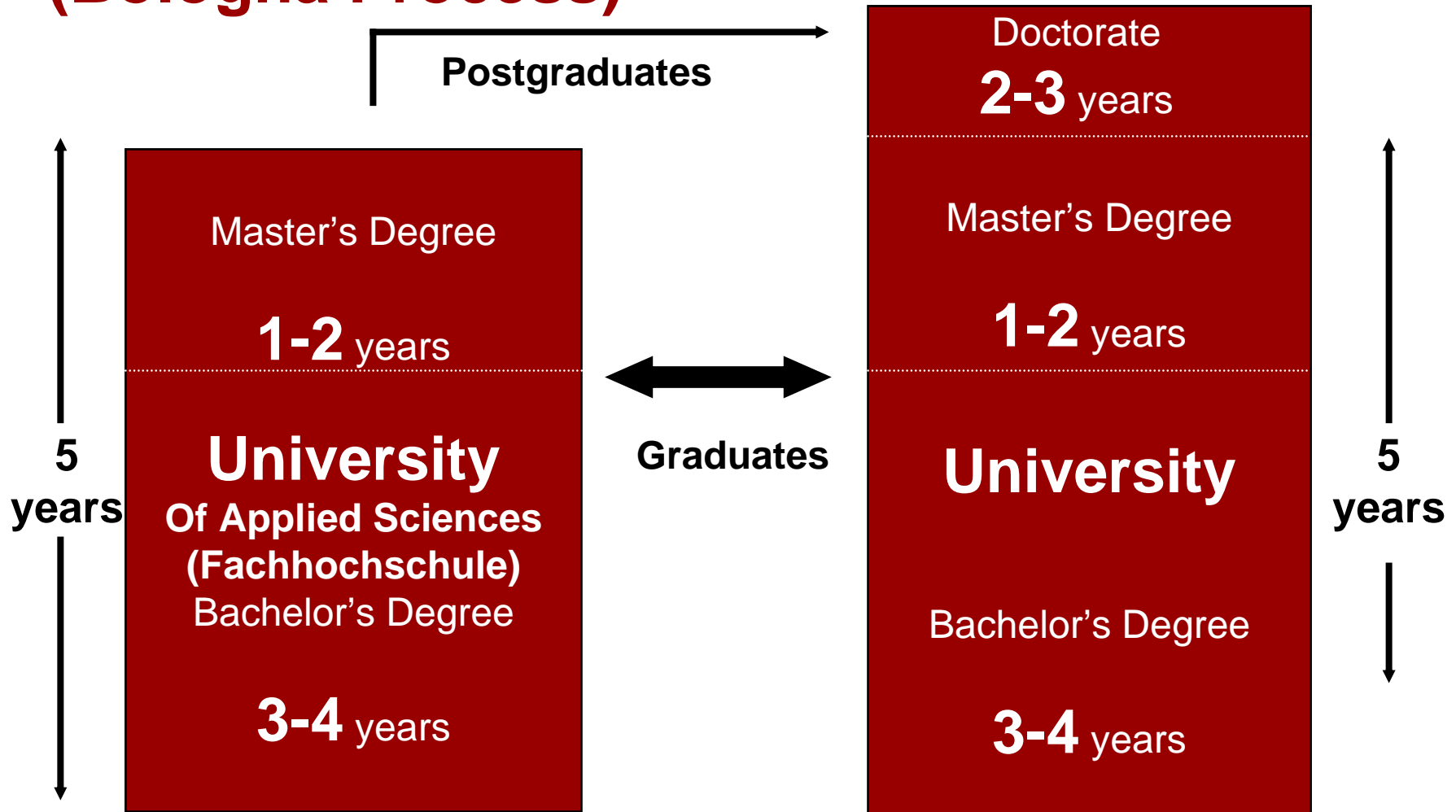
# Higher Education in Germany - traditionally



**General University Entrance (Abitur) or Specialized University Entrance Qualification (Fachabitur)**

**General University Entrance Qualification (Abitur)**

# Bachelor's and Master's Degrees (Bologna Process)



# What does Bologna mean for Germany?(II)

- Employability of graduates, also at Bachelor level
- ECTS: from transfer to transfer AND accumulation
- Quality assurance, incl. accreditation
- Introducing a European dimension in study programs (Joint Degrees)
- A more structured approach to doctoral studies

# Three levels of the reform process

- Governmental level (legislation)
- Institutional level
- Academic and administrative staff, students, employers

# 1. Governmental level/ legislation

# Governmental level

- Federal government: only framework competences in educational matters
- 16 states have their own higher education laws and coordinate their policies in the
- Standing Conference of Ministers in charge of education (KMK)

# Federal level

New Higher Education Framework Act of 1998  
(1 year before Bologna!):

- Deregulation
- Increased autonomy for Higher Education Institutions
- Competition
- Quality Assurance
- Internationalisation

## In particular:

- Introduction of Bachelor and Master degrees on experimental basis (3+2 or 4+1 model)
- Modular structure of curricula, use of credit systems
- Quality assurance (evaluation and accreditation)

# Level of the 16 states

- All 16 states have changed their HE laws to adjust them to the 1998 framework law
- KMK agreed in October 2003 on the structural definitions for Bachelor and Master programs

## **2. Level of Higher Education Institutions**

# The Role of the Rectors' Conference

- Plenary Assembly of HRK (265 members) welcomed repeatedly the Bologna reforms, esp. the introduction of ECTS, the Diploma Supplement and Bachelor/Master degrees
- E.g. July 2003: „HRK recommends to replace existing study programs (Diplom, Magister, Staatsexamen) by Ba/Ma - programmes. In exceptional cases the long integrated programs of 4 – 5 years may be kept.“

# The role of the HRK in Quality Assurance

- Project Quality Assurance (1998): To accumulate and exchange experiences in QA, ensure and develop common standards of QA procedures and report to the public and to policy-makers on the results of QA
- HRK and KMK jointly set up the German Accreditation Council in 1998
- Germany applies a model of meta-accreditation (national accreditation council accredits accreditation agencies that take care of actual accreditation)

# Bologna is making progress, but...

- Since the transition from the traditional to the Bologna model of studies is still voluntary in most German states (no fixed deadline), the support for the reforms varies greatly from institution to institution, department to department, discipline to discipline
- Advantage: slow and voluntary, therefore hopefully thorough and with commitment
- Needed: Contact to all stakeholders

### **3. Level of academic and administrative staff, students, employers**

# Services offered by HRK to member institutions

to inform and assist academic and administrative staff in the Bologna reforms:

- Info sessions on objectives of Bologna
- Workshops on the introduction of ECTS and the Diploma Supplement
- Diploma Supplement Deutschland template (see [www.hrk.de](http://www.hrk.de))

## **Very important: regular contact with the academics/disciplines**

- Conferences on how to introduce Ba/Ma and how to define employability in engineering sciences, humanities, social sciences, etc...
- Equally important, but yet underdeveloped in Germany: regular involvement of administrative staff and students

## Not to forget: The employers

HRK organises regular seminars with the German Employers' Association as discussion platforms on the mutual expectations in the curricular reform, in particular on how to make Bachelors employable

# Next steps: From „Berlin 2003“ to „Bergen 2005“

Three intermediate priorities for 2005:

1. Introduction of Bachelors/Masters
2. Recognition
3. Quality assurance

# 1. Introduction of Ba/Ma

- WS 2004/05: 1284 Ba. programmes, 1180 Master programmes (almost 25% of total of study programmes in Germany)
- Mostly in engineering, social sciences and economics, humanities
- But still only about 5 % of students enrolled
- Innovative quality has to be checked (risk of re-labelling existing programmes)

## 2. Recognition

- Germany still has to ratify the Lisbon Recognition Convention
- Berlin Communiqué: „Diploma Supplement to be delivered automatically to all graduates by 2005“:  
still work ahead for Germany...

### 3. Quality Assurance

Berlin Communiqué: „All national QA systems have to fulfill specific criteria by 2005“ –

Germany fulfills these criteria, but is thinking about moving from the present accreditation of programmes (only 350 out of around 2000 have been accredited) to a more institutional approach

# Further information

- [www.hrk.de](http://www.hrk.de)
- [www.bologna-bergen2005.no](http://www.bologna-bergen2005.no)
- [www.akkreditierungsrat.de](http://www.akkreditierungsrat.de)
- [www.kmk.org](http://www.kmk.org)