



The Voice of the German Universities

**Everything in Apple-pie Order?
Transatlantic Perspectives in
the Age of the Bologna Process**

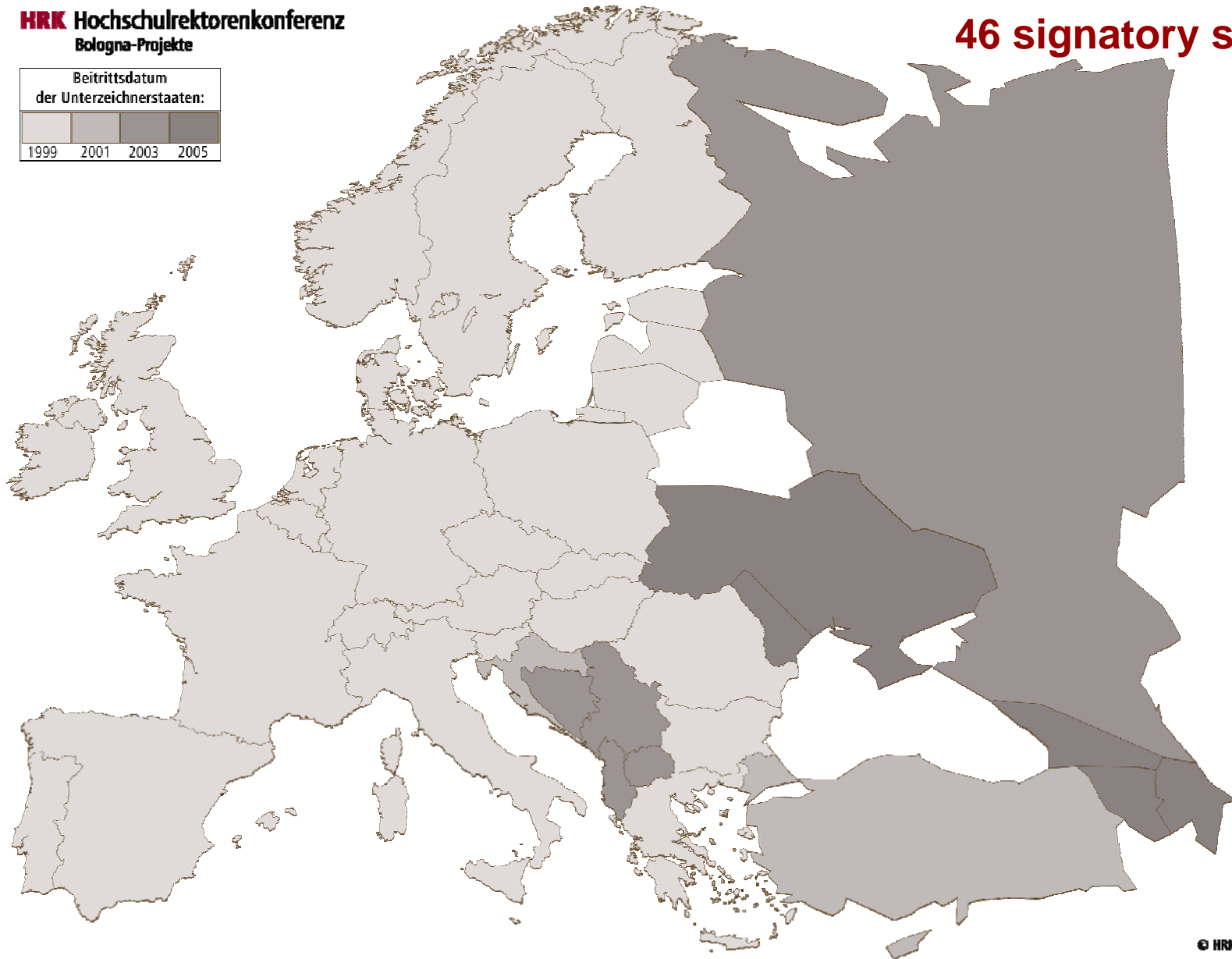
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Dr. Michael Harms

Everything in Apple-pie Order? Transatlantic Perspectives in the Age of the Bologna Process

HRK Hochschulrektorenkonferenz
Bologna-Projekte

Beitrittsdatum der Unterzeichnerstaaten:			
1999	2001	2003	2005

46 signatory states



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The Bologna Process – What is it all about?

Bologna Declaration

- “adopt a system of easily readable and comparable degrees
- adopt a system with two main cycles (undergraduate/graduate)
- establish a system of credits (such as ECTS)
- promote mobility by overcoming obstacles
- promote European co-operation in quality assurance
- promote European dimensions in higher education”



The Bologna Process – Reason and Rationale

• The national dimension

- Long study times and high dropout rates
- Lack of structure and orientation during studies
- Crowded classrooms
- Need to increase student numbers
- Too little attention paid to “employability” of graduates
- No stringent system of Quality Assurance in place

• The European dimension

- Recognition and crediting of studies: major problems for students on international exchange programmes and free movers
- Need to increase information about and transparency of other European countries HE systems (“NIH-syndrome”)
- Lisbon Strategy: Making Europe the most competitive knowledge-based economy
- **Ultimate Goal is to create a joint European Higher Education Area**



Milestones

- Bologna 1999

- Cycled study system
- Diploma supplement
- ECTS
- Promotion of mobility
- Quality assurance in the European Dimension of Higher Education

- Prague 2001

- Lifelong learning
- Common framework of qualifications
- Quality assurance
- Accreditation / certification mechanisms
- Ministers called upon the higher education sector to increase modules, courses and degree curricula offered in partnership by institutions from different countries and leading to a recognised joint degree.



Milestones

• Berlin 2003

- Doctoral studies as part of the 3rd cycle
- Recognition of qualifications
- National quality assurance systems
- Ministers agree to engage at the national level to remove legal obstacles to the establishment and recognition of joint degrees and to actively support the development and adequate quality assurance of integrated curricula leading to joint degrees.

• Bergen 2005

- supplementing doctoral education by key qualifications
- national qualifications frameworks with defined outcomes
- European standards and guidelines (ESG)
- “In particular, we shall look for progress in awarding and recognition of joint degrees, including the doctorate level”



Where are we now?

- London 2007
 - Implementing the ESG
 - Recognition of qualifications
 - Establishment of a Register of European HE Quality Assurance Agencies
 - Implementing employability in all cycles
- Enhancing mobility of staff, students and graduates by creating “mobility windows” and by introducing more Joint Programmes



Current situation in Germany

Bologna Scorecard	
GERMANY	
> DEGREE SYSTEM <	
1.	Stage of implementation of the first and second cycle
2.	Access to the next cycle
3.	Implementation of national qualifications framework
> QUALITY ASSURANCE <	
4.	National implementation of <i>Standards and Guidelines for QA in the EHEA</i>
5.	Stage of development of external quality assurance system
6.	Level of student participation
7.	Level of international participation
> RECOGNITION OF DEGREES AND STUDY PERIODS <	
8.	Stage of implementation of diploma supplement
9.	National implementation of the principles of the Lisbon Recognition Convention
10.	Stage of implementation of ECTS
> LIFELONG LEARNING <	
11.	Recognition of prior learning
> JOINT DEGREES <	
12.	Establishment and recognition of joint degrees

German Universities geared up to “Internationalisation” by:

- Introduction of two-cycle structure (in 60% of all degree courses as yet)
- Several hundred collaborative degree programmes
- English being used as means of instruction in about 400 programmes
- A rigid system of quality assurance in place (programme accreditation)
- Having attracted a lot more students from abroad
- A (relatively) mobile student population

Good practice – ERASMUS Mundus

Integrating European universities and partners from third countries

- Promote dialogue between cultures and different HEI
- Support for more than 100 Joint European Programmes
- Scholarships for 5,200 graduates and staff from third countries and 4,800 graduates and staff from EU countries
- New phase ahead: ERASMUS Mundus II to start in 2009



Joint Study Programmes – the silver bullet for international academic collaboration?

Win-win situation for all involved:

- **Students** benefit from intercultural experience, have no problems with recognition, have the choice between different locations and focuses; a joint programme can add more “flavour” to their degree, increased job prospects etc.
- **Staff** are in touch with the international discourse in their discipline, also benefit from working in an international context, can become mobile themselves (“flying faculties”), may win partners for research
- **Higher Education Institution:** joint programme enriches the international portfolio and can help strengthening the profile of the institution, can help forging strong alliances and partnerships



Has Bologna made transatlantic co-operation easier, too?

YES – definitely!

- The Bologna Process has raised awareness for the need of further HE internationalisation (globalisation of job markets)
- Increased European collaboration has also paved the way for transatlantic co-operation by establishing a “co-operation infrastructure” (Anglo-Saxon-style two-cycle degree system, credit system, DS etc.)
- It has put Quality Assurance on the agenda of European Universities



So, everything in apple-pie order, then?

Well...

- 3+2 cycle-structure has not exactly made collaboration easier (although CGS has found that it increasingly “will not be an issue”)
- The Bologna Master degree is somewhat different in its meaning from the US-equivalent.
- Accreditation as a major issue
- Last but not least – development of joint study programmes does not come for free, is coordination-intensive

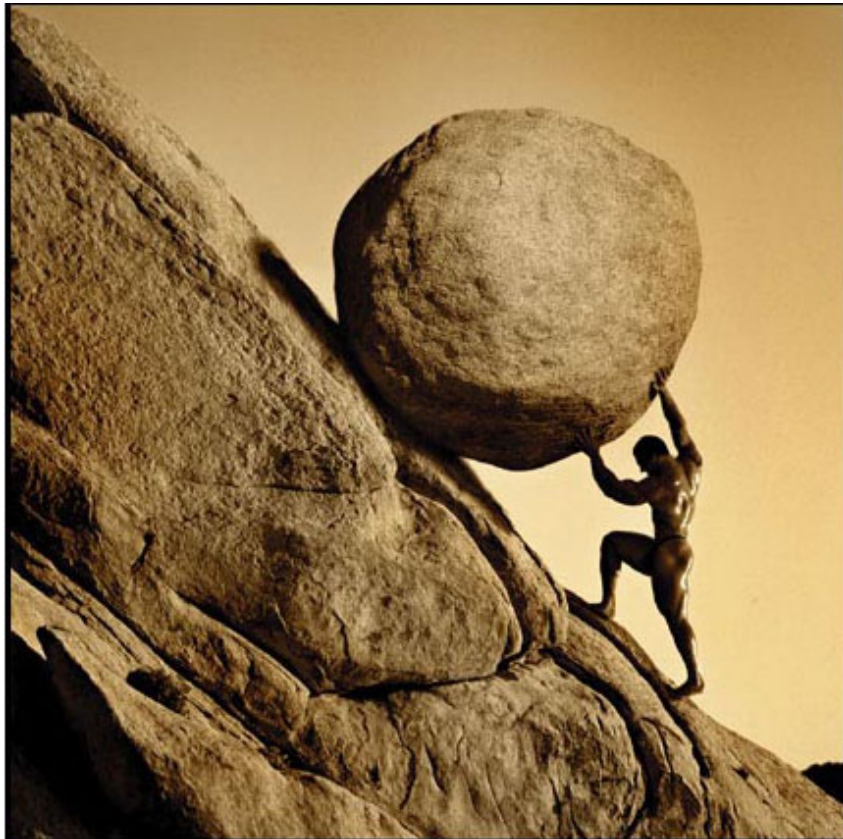


10 Golden Rules for International Joint Study Programmes

1. Think about your motivation
2. Choose your partners carefully
3. Agree jointly on overall objective and the “roadmap”
4. Make sure you have the institutional support
5. Secure the necessary academic and administrative resources
6. Draw up a sustainable financial plan
7. Ensure that information is available to everybody involved
8. Allow for frequent and regular meetings with your partner
9. Come up with a language strategy
10. Define competencies and responsibilities



It takes a lot of effort but it's worth it...



... and, don't worry, your transatlantic co-operation project will stay on top!

HRK

**Thank you for your
attention!**

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*What is it
you got?
Bachelor? –
Well, as long
as it's not
contagious...*

*The first few
Bachelor
graduates
are hitting
the job
market.*



Die ersten Bachelor – Absolventen erobern die Arbeitswelt.