



EUROPEAN
Higher Education Area

**National Report regarding the Bologna
Process implementation
2009-2012**

Germany

Part 1.0 BFUG Data Collection: administrative information

For which country do you fill in the questionnaire?

Germany

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Contributors to the report

Government representatives = Federal Ministry of Education and Research, Standing Conference of the Ministers of Education and Cultural Affairs of the Laender in the Federal Republic of Germany

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Employer representatives = Confederation of German Employer Organisations (BDA)

Contributors to the report

Student representatives = fzs

Contributors to the report

Academic and other staff representatives = German Rectors' conference, GEW

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Other (please specify) = German Academic Exchange Service (DAAD), Deutsches Studentenwerk (DSW), Akkreditierungsrat

Part 1.1 BFUG Data Collection on Context and Structures

1. Do your steering documents for higher education policy explicitly take account of demographic projections for your country?

Yes

2. How do these projections affect higher education policy planning?

There are specific projections for the student population, resulting from demographic factors as well as changes in schooling (reduction of school years) and army conscription. In Germany the number of those entitled to HE studies (Studienberechtigte) will increase considerably by 2020. In order to take account of this development, to ensure the performance of HEIs and to keep them open for an increased number of new students, the federal government and the Lander have agreed to continue the "Hochschulpakt 2020" that provides the HEIs with 6.000 Euros per additional student per year.

3. Which of the following statements correspond to your higher education system?

- | | |
|---|---|
| <input checked="" type="checkbox"/> Higher education institutions can be either academically or professionally oriented | Higher education institutions in Germany are institutions that undertake research, studies and continued education on academic level, and award degrees. Study programmes can be professionally oriented or qualify for a profession. |
| <input type="checkbox"/> Higher education institutions are only academically oriented | |
| <input checked="" type="checkbox"/> Higher education institutions are either public or private | |
| <input type="checkbox"/> All higher education institutions are public | |

4. What is the number of institutions in the categories identified?

Winter semester 2009/2010: 104 universities, 203 universities of applied sciences (Fachhochschulen), 102 others. Among those: state-approved private HEIs: 10 universities and equivalent HEIs, 83 universities of applied sciences, 1 arts and music college

5. GENERAL DATA ON HIGHER EDUCATION SYSTEMS

5.1. Please provide the (approximate) percentages of first cycle study programmes across the following categories:

180 ECTS = 70

240 ECTS = 7

Other number of ECTS = 23

5.2. Please provide the (approximate) percentage of the total number of first cycle students enrolled in programmes of the following length:

180 ECTS = 0

240 ECTS = 0

Other number of ECTS = 100

5.3. Do degree programmes exist outside the typical Bologna 180-240 ECTS first cycle model (and/or calculated in years rather than credits)?

These may include integrated/long programmes leading either to a first or a second cycle degree.

Yes

5.4. In which study fields do these study programmes exist?

medicine, law, pharmacy, some arts and music programmes, theology; in some Länder: teacher training

5.5. What is the typical length of these degree programmes outside the Bologna 180-240 ECTS model?

5-6 years

5.6. What (approximate) percentage of all students studying for a first degree (including students enrolled in the Bologna cycle structures) is enrolled in these programmes?

no data available (cf comment at the end of this section)

5.7. Please provide the (approximate) percentage of second cycle (master) programmes of the following length:

60-75 ECTS = 7

90 ECTS = 13

120 ECTS = 76

Other = 4

5.8. Please provide the percentages of the total number of second cycle students enrolled in programmes of the following length.

60-75 ECTS = 0

90 ECTS = 0

120 ECTS = 0

Other = 100

5.9. Do second cycle degree programmes exist in your country *outside* the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?

Yes

5.10. What is the typical length of these second cycle programmes outside the typical Bologna model?

2 years (only 270 out of 6118 programmes fall into this category)

5.11. What percentage of all second cycle students is enrolled in these programmes?

-0

5.12. In which study fields to these programmes exist?

in all subjects

5.13. Please provide any additional relevant comments for consideration regarding general data on your country's higher education system.

There are no data available on the number of students enrolled in first, second cycle or second cycle programmes outside the Bologna model, nor are there student data that are differentiated by the length of programmes/number of ECTS.

6. PROGRESSION BETWEEN CYCLES

6.1. What percentage of first cycle programmes give access to at least one second cycle programme?

100%

All bachelor's degrees provide access, within the meaning of formal access qualification, to master degree studies.

6.1.1. Please provide a source for this information.

Common structural guidelines of the Länder for the accreditation of Bachelor's and Master's study courses (Resolution of the Standing Conference of 10 October 2003 as amended on 4 February 2010); § 19 Hochschulrahmengesetz (HRG)

6.2. What percentage of first cycle students continue to study in a second cycle programme after graduation from the first cycle (within two years)?

>50-75 %

Estimated percentage. The percentage rates are different for bachelor graduates from universities and bachelor graduates from universities of applied sciences (Fachhochschulen). For the latter the rate is below 50%.

6.2.1. Please provide the source for this information.

INCHER-Kassel, data for graduates of the years 2009/2010

6.3. What are the requirements for holders of a first cycle degree to access a second cycle programme?

All students (Scale 1) Yes No Some No answer

All students (Scale 2) Yes No Some No answer

Holders of a first degree from a different study field (Scale 1) Yes No Some No answer

Holders of a first degree from a different study field (Scale 2) Yes No Some No answer

Holders of a first degree from a different higher education institution (Scale 1) Yes No Some No answer

Holders of a first degree from a different higher education institution (Scale 2) Yes No Some No answer

6.3.1. When you selected 'some' in any of the answers above, please explain.

All bachelor's degrees provide formal access to master's degree studies. Pursuant to provisions of Länder laws pertaining to higher education, however, admission to master's degree studies can be tied to fulfillment of additional, special prerequisites. Such prerequisites consist primarily of requirements pertaining to subject relevant qualifications. In some cases, they also include requirements pertaining to minimum grade averages, aptitude tests, demonstrated language skills and/or work experience. Accreditation of master's degree programmes covers the subject of access prerequisites. Where practical work experience is required, the experience in question consists of certified relevant work experience or relevant practical internships or vocational training.

6.4. What percentage of all second cycle programmes give access without further studies to third cycle studies?

100 %

6.4.1. Please provide a source for this information.

Common structural guidelines of the Länder, Part A, A2, 2.3 (Master's degrees earned at German universities and other higher education institutions of similar status, as well as at universities of applied science (FHs) provide access to doctoral

studies.

6.5. What percentage of second cycle graduates eventually enter into a third cycle programme?

no data available

6.6. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?

Yes, for some graduates

6.6.1. Under which criteria is this possible?

Holders of bachelor's degrees who do not earn an additional degree may be admitted directly to doctoral studies by undergoing a qualification-certification procedure. In their regulations pertaining to doctoral programmes, universities define the details of access to doctoral studies and the details of such qualification-certification procedures. This offer is addressed at particularly talented students. Main criteria are the marks awarded in the studies so far, in tests in the major subjects, language skills, recommendations.

6.7. What percentage of third cycle students enter into that cycle without a second cycle qualification?

>5-15%

6.8. Please provide any additional relevant comments for consideration regarding the progression between cycles.

7. LINKING BOLOGNA AND NON-BOLOGNA PROGRAMMES

7.1. Is access to degree programmes outside the typical Bologna model organised in a different manner than for Bologna first cycle programmes?

No

7.1.1. Please explain the differences.

7.2. Is access to the second cycle specifically regulated for students holding a degree from a programme outside the typical Bologna model?

No

7.2.1. Please specify how it is regulated.

7.3. Is it possible for graduates of a first cycle degree outside the typical Bologna model to enter a third cycle programme without a second cycle degree?

Yes, for some graduates of these programmes

7.3.1. Please specify for which graduates.

Holders of traditional degrees from universities in general have access to third cycle programmes. Holders of degrees from universities of applied sciences have access only, if in addition a specific aptitude has been recognised.

8. DEVELOPMENT OF THIRD CYCLE PROGRAMMES

8.1. What types of doctoral programmes exist in your higher education system? (These may include, but are not restricted to, traditional supervision-based doctoral education, structured doctoral programmes, professional doctoral

programmes etc).

There is a broad variety of doctoral programmes in Germany. Between the traditional individual doctorate and the highly structured graduate colleges and graduate schools there are several hybrid forms, which differ in the form of supervision, financing, institutional organisation and additional subjects offered.

8.2. Do doctoral and/or graduate schools exist in your higher education system?

Yes

8.2.1. What are the main features of these schools and how many doctoral schools are there?

features: access through competitive selection procedure; co-ordinated research programme that is supported by several teachers in HE; interdisciplinary and in some cases international focus; the individual specialisation of doctoral candidates in their subjects is accompanied by a cross-subject study programme to develop general competences. In the year 2008 there were 344 graduate colleges and schools supported by the federal government (source: Pakt für Forschung und Innovation, Monitoringbericht 2010). The total number of structured doctoral and graduate programmes for the study year 2010/2011 is not known.

8.3. Is the length of full-time third cycle (PhD) study programmes defined in your steering documents?

Yes

8.3.1. Please specify the number of years.

In some Länder laws pertaining to higher education a length of 3 -4 years is stipulated.

8.3.2. What is the average length (in years) of full-time third cycle (PhD) study programmes?

3

8.4. Are doctoral studies included in your country's qualifications framework?

Yes

8.5. Are ECTS credits used in doctoral programmes?

Yes, for taught elements only

in some institutions and programmes only

8.6. Please provide any additional relevant comments for consideration regarding development of third cycle programmes.

In Germany, there is and shall continue to be a variety of forms of doctoral education. The prevailing model is the individually supervised doctorate.

9. TREATMENT OF SHORT CYCLE HIGHER EDUCATION PROGRAMMES

9.1. In your system, do short cycle programmes linked to the first cycle of higher education exist?

No

9.2. How are short cycle higher education programmes linked to the Bologna structures? Please tick the most appropriate case(s) for your country.

Holders of short cycle qualifications when continuing their studies in the same field towards a bachelor degree....

- gain full credit for their previous studies
- gain full credit, but only if there is agreement between the institution providing the short cycle programme and the institution where the bachelor programme is taught
- gain full credit for their previous studies but in professional bachelor programmes only
- gain substantial (>50%) credit for their previous studies

- gain some (<50%) credit for their previous studies
- gain little (<5%) or no credit for their previous studies

9.3. Are short cycle programmes legally considered to be an integral part of your higher education system?

Please choose..

9.4. Please provide any additional relevant comments for consideration regarding the treatment of short cycle higher education programmes.

10. INTERNATIONAL JOINT DEGREES AND PROGRAMMES

10.1. Does national higher education legislation mention joint degrees?

Yes

10.1.1. Please provide a reference to the legislation and/or cite the relevant articles.

§ 18, Abs. 1, Satz 5 of the Framework (Hochschulrahmengesetz - HRG) and corresponding regulations in the Länder laws.

10.2. Does higher education legislation allow:

- | | | | | |
|-------------------------------|--------------------------------------|--------------------------|---|---|
| Establishing joint programmes | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Legislation not clear | <input type="radio"/> Legislation doesn't mention joint degrees |
| | <input type="radio"/> No answer | | | |
| Awarding joint degrees | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Legislation not clear | <input type="radio"/> Legislation doesn't mention joint degrees |
| | <input type="radio"/> No answer | | | |

10.3. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.

- | | | | | | | |
|---------------------------------|--|---|--------------------------------|---|-------------------------------|------------------------------|
| Award joint degrees | <input type="radio"/> > 75-100% | <input type="radio"/> > 50-75% | <input type="radio"/> > 25-50% | <input checked="" type="radio"/> > 10-25% | <input type="radio"/> > 5-10% | <input type="radio"/> > 0-5% |
| | <input type="radio"/> 0% <input type="radio"/> No answer | | | | | |
| Participate in joint programmes | <input type="radio"/> > 75-100% | <input checked="" type="radio"/> > 50-75% | <input type="radio"/> > 25-50% | <input type="radio"/> > 10-25% | <input type="radio"/> > 5-10% | <input type="radio"/> > 0-5% |
| | <input type="radio"/> 0% <input type="radio"/> No answer | | | | | |

10.4. Please estimate the percentage of students in your country that graduated in the academic year 2009/10 ...

- | | | | | | | | |
|------------------------|-----------------------------|---------------------------------|--------------------------------|---|--|--------------------------|---------------------------------|
| with a joint degree | <input type="radio"/> < 10% | <input type="radio"/> > 7.5-10% | <input type="radio"/> > 5-7.5% | <input type="radio"/> > 2.5-5% | <input checked="" type="radio"/> > 0 -2.5% | <input type="radio"/> 0% | <input type="radio"/> No answer |
| from a joint programme | <input type="radio"/> < 10% | <input type="radio"/> > 7.5-10% | <input type="radio"/> > 5-7.5% | <input checked="" type="radio"/> > 2.5-5% | <input type="radio"/> > 0 -2.5% | <input type="radio"/> 0% | <input type="radio"/> No answer |

10.5. Do you have information about study fields in which joint programmes / joint degrees are most common?

Yes

10.5.1. Please explain briefly.

business and economics; engineering; language and cultural studies

10.6. Please provide any additional relevant comments for consideration regarding your joint degrees and programmes.

Out of the joint programmes about 71 percent finish with a double degree and 16 % finish with a joint degree.

Part 1.2 BFUG Data Collection on student-centred learning

1. Do your steering documents mention the concept of student -centred learning?

No

1.1. How do steering documents in your country define student-centred learning in higher education?

1.2. How important ('1' not important, '5' very important) are the following categories in your steering documents and national policies?

Independent learning 1 2 3 4 5

Learning in small groups 1 2 3 4 5

Initial or in-service training in teaching for staff 1 2 3 4 5

Assessment based on learning outcomes 1 2 3 4 5

Recognition of prior learning 1 2 3 4 5

Learning outcomes 1 2 3 4 5

Student/staff ratio 1 2 3 4 5

Student evaluation of teaching 1 2 3 4 5

1.3. Are there any other important concepts on student-centred learning in your steering documents?

Please choose..

1.4. Please specify.

2. Please provide a reference for your steering documents covering student-centred learning.

3. Please provide any additional relevant comments for consideration regarding the student-centred learning.

4. LEARNING OUTCOMES

4.1. Are learning outcomes defined in your national steering documents? If so, please provide the definition.

No

4.2. Are ECTS credits linked with learning outcomes in higher education programmes in your country?

(This means that learning outcomes are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired.)

In some (5--50 %) programmes

4.3. Does national policy steer and/or encourage the use of learning outcomes in developing curricula?

Yes, this is done through advisory measures (guidelines, recommendations etc)

4.3.1. Does your country provide specific support measures on the national level?

Bologna Service Centre (project of the Federal Ministry of Education and Research (BMBF) 2004-2007), Bologna Competence Centre (BMBF project)2005-2007, Bologna Centre (BMBF project)2007-2010, Nexus (BMBF project): 2010-2014. The Federal Ministry supports information on ECTS and learning outcomes through the German Academic Exchange Service (DAAD) and the German Rectors' Conference (HRK).

4.4. Does national policy steer student assessment procedures to focus on learning outcomes?

Yes, this is done through advisory measures (guidelines, recommendations etc)

Recommendations at laender-level.

4.5. Is there an offer of training programmes on topics such as student-centred learning and learning outcomes for academic staff?

- Compulsory Yes for all academic staff Yes for some academic staff No No answer
- Voluntary Yes for all academic staff Yes for some academic staff No No answer

4.5.1. Please specify for whom and give approximate % that participate.

4.6. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?

Yes

4.6.1. Please explain how, and provide a reference to further information.

Through accreditation: Rules for the Accreditation of Study Programmes and for System Accreditation (Accreditation Council, 08.12.2009), www.akkreditierung.de. Some higher education institutions conduct teacher evaluations at the end of each semester, using questionnaires. Such evaluations cover issues such as the quality of the relevant course, whether students feel the initially announced learning outcomes were achieved and whether the initially announced workload was realistic.

4.6. Please provide any additional relevant comments for consideration regarding learning outcomes.

5. IMPLEMENTATION OF THE EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS)

5.1. In your country, do you use

ECTS

5.1.1. Please provide details of how it is linked to ECTS (when applicable) and its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes).

5.2. In your country, what percentage of higher education institutions use ECTS for accumulation and transfer for all elements of study programmes?

75-99%

5.3. In your country, what percentage of programmes use ECTS for accumulation and transfer for all elements of study programmes?

51-74%

5.4. In the majority of higher education institutions and/or programmes, what is the basis to award ECTS in your country?

Student workload only

5.4.1. Please specify.

5.4.2. For student workload, is there a standard measure for the number of hours per credit?

Yes

5.4.3. What is the number of hours per credit?

30

5.4.4. What is the number of student teacher contact hours per credit?

0

5.4.5. Please provide any additional relevant comments for consideration regarding ECTS implementation.

Number of hours per credit: 25-30

6. DIPLOMA SUPPLEMENT

6.1. Is the Diploma Supplement issued in higher education institutions and to students in all fields of study?

- | | | | | | | |
|----------------------------|---|---|--------------------------------------|--|-------------------------------------|---------------------------------|
| All students | <input checked="" type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input type="radio"/> 0% | <input type="radio"/> No answer |
| Some students | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> No answer |
| Upon request | <input type="radio"/> >75% of HEIs | <input checked="" type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input type="radio"/> 0% | <input type="radio"/> No answer |
| In certain fields of study | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> No answer |
| No students | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input checked="" type="radio"/> 0-24% of HEIs | <input type="radio"/> 0% | <input type="radio"/> No answer |

6.1.1. Please identify those fields.

6.1.2. Please specify to which students.

6.2. Is there any monitoring of how employers use the Diploma Supplement?

Yes

6.2.1. Please provide the most recent results regarding the level of satisfaction of employers.

The study "How does the German labour market accept bachelor graduates with/without international experience?" which has been commissioned by DAAD shall be published in May 2011. This study shall also give some information on the employers' experience with the diploma supplement.

6.3. Is there any monitoring of how higher education institutions use the Diploma Supplement?

Yes

6.3.1. Please provide the most recent results regarding the level of satisfaction of institutions.

A questionnaire has been sent out to the HEIs, no results available yet.

6.4. In what language(s) is the Diploma Supplement issued?

In most cases in German and English but also in other languages.

6.5. Is the Diploma Supplement issued

free of charge

6.5.1. Please provide the amount and the reason for the fee.

6.6. Please provide an example of your national Diploma Supplement (in pdf or similar format) and send it to data.collectors@ehea.info

6.7. Please provide any additional relevant comments for consideration regarding your diploma supplement.

Please find under this link examples of Diploma Supplements used in Germany: http://www.hrk-bologna.de/bologna/de/home/1997_2224.php

7. NATIONAL QUALIFICATIONS FRAMEWORKS (NQFs)

7.1. Have you started the process to develop a National Qualification Framework in your country?

Yes

7.2. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing a national qualification framework.

Please choose below the stage that best describes your national situation.

10. The Framework has self-certified its compatibility with the European Framework for Higher Education

The answers make reference to the National Qualifications Framework for higher education degrees.

7.2.1 Please provide the date when the step was completed.

18.09.2008

7.2.2. Please provide a reference for the decision to start developing a NQF.

The Standing Conference of Ministers of Education and Cultural Affairs of the Laender of the Federal Republic of Germany immediately took the initiative after the Bologna Conference held in Berlin in 2003 to initiate the development of a Qualifications framework for German Higher Education Qualifications. To implement this assignment, the existing national working group on the "Continuation of the Bologna Process", which is made up of the German Federal Ministry of Education and Research, the Standing Conference of the Ministers of Education and Cultural Affairs of the Laender of the Federal Republic of Germany, the German Rectors' Conference, the German Student Services Organisation, the German Accreditation Council, the German Academic Exchange Service, and representatives of the students, trade unions and employers appointed its own working group in

December 2003 headed by the HRK, which, with the participation of other experts, produced a draft document on a Qualifications Framework for German Higher Education Qualifications, and for doctorates (Promotion). Following consultations with faculty and departmental conferences, with representatives of vocational and professional practice, with accreditation agencies and other experts, the HRK and the KMK adopted the Qualifications Framework in spring 2005 and presented it to the Bologna Follow-up Conference held in Bergen in May 2005. As a consequence of the report on "National Qualifications Frameworks. Development and Certification. Report from the Bologna-Working Group on Qualifications Frameworks" adopted at the 2007 Bologna Conference in London, the national Bologna Working Group in March 2008 officially initiated the process to verify the compatibility of the Qualifications Framework for German Higher Education Qualifications with the "Qualifications Framework for the European Higher Education Area". http://www.ehea.info/Uploads/QF/NQF_Germany_self-certification_English.pdf

7.2.3. Please provide a reference outlining the purpose of the NQF.

7.2.4. Please provide a reference to a document establishing or outlining the process of NQF development. Please also report, which stakeholders have been identified and which committees have been established.

7.2.5. Please provide a reference describing the agreed level structure, level descriptors and credit ranges.

The purpose of the DQR is the establishment of a framework for all German qualifications. It supports the notion of transparency, reliability, quality assurance, and permeability within the national qualifications system and across Europe. The DQR will show which qualifications are of the same value although they are not of the same type. The objective is to make equivalences and differences between qualifications more transparent for educational establishments, companies and employees and to use this as a vehicle for supporting permeability. The DQR will act in the interests of affording the best possible level of opportunity by helping promote the mobility of learners and employees between Germany and other European countries. The objective is to foster and enhance access to and participation in lifelong learning and use of qualifications for everyone, including those who are disadvantaged or affected by unemployment. The BMBF and the KMK have established a joint "Federal Government/Federal States Coordination Group" for the German Qualifications Framework" (known by its German abbreviation of B-L-KG DQR), which has been commissioned with the task of managing the process of drawing up a DQR. This process also involves a large number of stakeholders from general education, higher education and vocational education and training, the social partners and other experts from research and practice. Together with the B-L-KG DQR, these stakeholders make up the "German Qualifications Framework Working Group" (known by its German abbreviation of AK DQR). The involved stakeholders are: - Federal Ministry of Education and Research (BMBF) - Federal Ministry of Economics and Technology (BMWi) - Standing Conference of Länder Ministers of Education and Cultural Affairs (KMK) - Standing Conference of Länder Ministers of Economic Affairs (WMK) - Federal Employment Agency - Federal Working Group for Non-Statutory Welfare - Federal Institute for Vocational Education and Training - Confederation of German Employers' Associations - dbb German Civil Service Federation - Federal Association of Teachers at Commercial Schools - German Trade Union Federation (German Education Union, IG Metall) - Association of Chambers of Industry and Commerce - National Union of Student Committees in Germany - German Rectors' Conference - Concerted Action in Continuing Education - Federal Association of German Private Schools - German Employers' Organization for Vocational and Further Training - Foundation for the Accreditation of Study Programmes in Germany - German Council of Science and Humanities - German Central Association of Skilled Trades

The eight reference levels contained within the DQR each describe the competences required to obtain a qualification. The term competence constituting the heart of the DQR depicts the ability and readiness to use knowledge, skills and personal, social and methodological competences in work or study situations and for occupational and personal development. Competence is understood in this sense as action skills. The DQR differentiates between two categories of competence. These are "Professional competence", subdivided into "Knowledge" and "Skills" and "Personal competence", subdivided into "Social competence" and "Independence". These analytical differentiations have been actioned in the full knowledge of the interdependence which exists between the various aspects of competence. The glossary contains explanatory definitions of the key terms used.

7.2.6. Please provide a reference outlining the form and the results of the consultation. Please provide a reference for the design of the NQF as agreed by the stakeholders.

7.2.7. Which stakeholders have been consulted and how were they consulted?

7.2.8. Please provide a reference document for the adoption of the NQF.

7.2.9. Are ECTS included in the NQF?

Please choose..

7.2.10. Please provide a reference for the decision to start the implementation of the NQF, including a reference to the roles of the different stakeholders.

7.2.11. Please provide a reference for the redesign of study programmes based on learning outcomes.

7.2.12. Please provide a reference outlining how qualifications have been included in the NQF.

7.2.13. Please provide a reference to the self-certification report.

Report on the Compatibility of the "Qualifications Framework for German Higher Education Qualifications" with the "Qualifications Framework for the European Higher Education Area" http://www.ehea.info/Uploads/QF/NQF_Germany_self-certification_English.pdf

7.3. Does a website exist in your country on which the National Qualification Framework can be consulted?

Yes

7.3.1. Please provide the link to that website.

The report is published on the websites of the BMBF, the Conference of Ministers of Education and Cultural Affairs (KMK) and ENIC/NARIC (www.bmbf.de, www.kmk.org)

8. RECOGNITION OF QUALIFICATIONS

8.1. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of academic study and work in your country?

- Recognition for academic study
- Higher education institution
 - Central government authority (e.g. ministry)
 - Regional government authority (e.g. ministry)
 - National ENIC/NARIC centre
 - Regional/local specialised independent institution
 - Social partner organisation (employers' organisation, trade union etc)
 - Individual employers
 - Other
 - No answer

Recognition for professional employment Higher education institution Central government authority (e.g. ministry) Regional government authority (e.g. ministry) National ENIC/NARIC centre Regional/local specialised independent institution Social partner organisation (employers' organisation, trade union etc) Individual employers Other No answer

8.1.1. Please specify.

Regional government authority (e.g. ministry), Regional/local specialised independent institution, individual employers

8.2. Which of the following statements is specified in national legislation?

Recognition of qualification provided that no substantive differences can be proven

8.2.1. Please provide a reference to the relevant legislation.

Common structural guidelines of the laender for the accreditation of Bachelor's and Master's study courses (Resolution of the KMK of 10 October 2003 as amended on 4 February 2010). The legal foundations consist of the provisions in the relevant land laws and/or in the statutes of higher education institutions. Efforts are being made to complete pertinent practical implementation. The sources of practical problems include inadequate information regarding recognition procedures and inadequate staffing and technical resources at higher education institutions. Law on the Agreement of 11 April 1997 on the Convention on the recognition of qualifications concerning higher education in the European region of 16 May 2007.

8.3. What measures exist to ensure that these legal statements are implemented in practice?

Provision of information on recognition (ENIC/NARIC, DAAD, HRK, HEIs), about assessment proposals and recognition procedures, cooperation recognition/quality assurance bodies.

8.4. Do higher education institutions typically:

Other

8.4. Do higher education institutions typically:

Degrees/certificates: make recognition at central level, courses and examination credits: make recognition decisions in faculties/departments

8.5. Are higher education institutions' recognition policy and practice typically evaluated in external Quality Assurance processes?

Yes

8.5.1. Please explain.

8.6. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?

Legal supervision of the laender (land laws on HE), roadshows, conferences.

8.7. Please provide any additional relevant comments for consideration regarding your system of recognition of qualifications.

Part 1.3 BFUG Data Collection on Quality Assurance

1. CHARACTER OF EXTERNAL QUALITY ASSURANCE SYSTEM

1.1. Which situation applies in your country?

Several independent agencies operate legitimately.

1.1.1. Please explain the main elements of your external quality assurance system. Which ministry or government-dependent agency is responsible for quality assurance? How is this responsibility managed in practice? If there are external evaluations of institutions and/or programmes, by whom are these evaluations undertaken, how often, and how are the outcomes of evaluation used?

1.1.2. Please explain the main elements of your external quality assurance system (if it exists). If there is no system of quality assurance, please state this explicitly.

1.2. What are the main outcomes of an external review undertaken by the different QA agencies?

A decision granting permission for the institution or programme to operate, or that is a pre-requisite for the institution or programme to operate

1.3. What is the main outcome of an external review?

Please choose..

1.4. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

No

1.4.1. Please specify the normal impact of an external review.

1.5. Does the agency cover:

Please choose..

1.5.1. Collectively, do the agencies cover:

All higher education institutions

1.6. What is the main "object" of the external evaluations undertaken?

Institutions and programmes

1.6.1. Are all institutions subject to external evaluation?

Please choose..

1.6.1.1. Please specify

1.6.2. Are all programmes in all cycles subject to external evaluation?

Please choose..

1.6.2.1. Please specify

1.6.3. Are all institutions and all programmes subject to external evaluation?

Yes

1.6.3.1. Please specify

1.7. How are the positive outcomes of Quality Assurance evaluations made available to the public?

internet database of accredited programmes and institutions

1.8. How are the negative outcomes of Quality Assurance evaluations made available to the public?

not published

1.9. Which of the following issues are typically included in external quality assurance evaluations?

- Teaching
- Student support services
- Lifelong Learning provision
- Research
- Employability
- Internal Quality Assurance/Management system
- Other (please specify)

1.9.1. For those issues that are typically included in external Quality Assurance evaluation, please briefly explain the approach.

self report, peer review, decision on accreditation (positive/negative/conditional)

1.10. Please provide any additional relevant comments for consideration regarding your external Quality Assurance system.

Institutional accreditation obligatory for private HEIs only, optional for state HEIs (system accreditation). If a state HEI has undergone system accreditation, programmes need not to be accredited. If a state HEI has not undergone system accreditation, programmes are to be accredited according to law of the federal state. For non-state higher education institutions, the Science Council has introduced an institutional accreditation procedure. In each case, that procedure evaluates whether the relevant higher education institution is meeting requirements pertaining to scientific/academic teaching and research. Private higher education institutions should normally be accredited by the Science Council before they begin their normal operations and, in any case, must be accredited prior to their final state recognition via the laender. On 16 July 2004, the Science Council approved basic principles for this procedure and pertinent criteria for institutional accreditation.

2. CROSS-BORDER EVALUATION

2.1. Does your national quality assurance system or legislative framework allow higher education institutions to choose a quality assurance agency from outside your country (instead of your national quality assurance agency)?

Yes, some institutions are able to choose

2.1.1. If some institutions are able to choose, please specify which ones.

Higher education institutions which offer double or joint degree programmes.

2.1.2. If no, please go to section XVII.

2.2. Which conditions apply to the choice of a quality assurance agency from another country?

Other (please specify)

The agency must be a member of the European Quality Assurance Register (EQAR) or the agency must be a member of the European Association for Quality Assurance in Higher Education.

2.3. Please provide any additional relevant comments for consideration regarding Cross-Border Evaluation.

3. EVALUATION OF THE EXTERNAL QUALITY ASSURANCE SYSTEM AGAINST THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EUROPEAN HIGHER EDUCATION AREA (ESG)

3.1. Has the agency been evaluated against the European Standards and Guidelines?

- Yes, for the purpose of ENQA membership
- Yes, for an application to EQAR
- Yes, independently of ENQA/EQAR
- Such an evaluation is planned but has not yet taken place
- No

3.2. If an evaluation has been conducted, was the application successful?

The national quality assurance system has been reviewed twice in light of pertinent standards and guidelines (ESG): in 2005, the national Bologna Follow-up Group established a project group entitled "Further steps for national implementation of ENQA standards and guidelines" and commissioned that project group to analyse the German system for quality assurance at higher education institutions with regard to compatibility with the ESG, and to make proposals for pertinent recommendations for HEIs, lawmakers and quality assurance practitioners, with regard to ESG implementation in Germany. The experts' group includes representatives of all stakeholders. The group concluded that there is no need for adaptation of national laws to the ESG. Reason: via resolutions taken between December 2005 and June 2006, the Accreditation Council revised all relevant basic procedural regulations and accreditation criteria. In the process, it adopted the ESG. The accreditation agencies have been formally recognised by the Accreditation Council and, via relevant rules issued by the Accreditation Council, have been obligated to observe the ESG. Furthermore, the Accreditation Council and the German accreditation system have been reviewed in keeping with the "Guidelines for National Reviews of ENQA Member Agencies". Such review takes account of the extent to which the relevant accreditation council fulfills tasks under national law. It also considers the manner in which, and the extent to which, criteria conform to ENQA membership requirements, especially with regard to application of standards and guidelines. The review report was submitted in June 2008. The experts concluded that the Accreditation Council is largely implementing the ESG. The Accreditation Council submitted the report, along with its own response, to ENQA. ENQA then confirmed full membership. The accreditation agencies were reviewed in keeping with the ESG and with national law.

4. INVOLVEMENT OF STAKEHOLDERS IN EXTERNAL QUALITY ASSURANCE

4.1. Is there a formal requirement that students are involved in any of the following? For each answer, please specify the relevant source.

- Student involvement in governance structures of national quality assurance agencies
- As full members in external review teams
- As observers in external review teams
- In the preparation of self evaluation reports
- In the decision making process for external reviews
- In follow-up procedures
- Other, please specify

4.2. Is there a formal requirement that international peers/experts are involved in any of the following:

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

4.3. Is there a formal requirement that academic staff are involved?

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the preparation of self evaluation reports
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

4.4. Are there any formal requirements regarding the involvement of employers in external QA processes.

Yes

Members of review panel, members for Accreditation Council.

4.5. Please provide any additional relevant comments for consideration regarding the involvement of stakeholders in external QA.

5. INTERNAL QUALITY ASSURANCE

5.1. Are there formal requirements for higher education institutions to develop internal quality assurance systems?

Yes

5.1.1. Please specify these requirements and the relevant source.

Laws on higher education of the laender.

5.2. Who is primarily responsible for deciding the focus of internal quality assurance processes?

Higher education institutions

5.2.1. Please specify.

5.3. Are there formal requirements for students to be involved in internal quality assurance systems?

Yes

5.3.1. Please go to Question 5.6.

5.3.2. Is there a requirement for students to be involved in the preparation of self evaluation reports?

No

5.3.2.1. Is there a requirement for students to be involved in decision-making as an outcome of evaluation?

No

5.4. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?

50-<75%

5.5. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

More than 75%

5.5.1. Please describe what kind of arrangements are in place.

Contact person or department for internal quality assurance system (86,6% of universities); Internal QA concept for the institution (50% of universities); Quality Management tools at universities: DIN EN ISO 900ff (8,9%), TQM/EFQM/Balanced Scorecard (4,7%), Benchmarking (4,7%), other tools (23%); Co-operation between universities, exchange of "good practice" (33,7%). Source: HRK: Wegweiser 2010, Qualitätssicherung an Hochschulen (http://www.hrk.de/de/download/dateien/Beitr8-2010_Wegweiser_2010.pdf)

5.6. How many higher education institutions publish up to date and objective information about the programmes and awards offered?

All

5.7. How many higher education institutions publish critical and negative outcomes of quality assurance evaluations?

1-<25%

5.7.1. Please provide a source for this information, and links to examples of critical/negative evaluations.

Negative or critical evaluations are not published mainly because of data protection reasons. But we know from experience that negative or critical evaluations are integrated in the Quality Circles of higher education institutions (discussion in workshops, contributions to conferences, contact to HRK's (German Rectors' Conference) Quality Management Project) and have an impact on the enhancement of study programmes.

5.8. Please provide any additional relevant comments for consideration regarding Internal Quality Assurance.

Part 1.4 BFUG Data Collection on Lifelong Learning

1. Do steering documents for higher education in your country contain a definition of lifelong learning?

No

2. How do your steering documents define lifelong learning?

3. What is the common understanding of lifelong learning in your country?

Lifelong learning in the higher education context refers to programmes that combine the continuation or resumption of organised learning. It represents the expansion, consolidation or specialisation of previously acquired knowledge and skills (cf. below)

4. What are the main forms of lifelong learning provision in which higher education institutions are involved in your country?

study programmes, shorter courses leading to a certificate, specific training measures (often organised inhouse by companies in cooperation with HEIs)

5. Is lifelong learning a recognised mission of higher education institutions?

Yes, of all institutions

In addition to the common understanding above, the following definition for lifelong learning is used in Germany: "Lifelong learning comprises formal, non-formal and informal learning at different learning places from early childhood to retirement. In this context, "learning" is understood as constructive processing of information and experience into knowledge, insights, and competences." (aus: Strategie für Lebenslanges Lernen in der Bundesrepublik Deutschland, BLK 2004, S. 13)

6. For which institutions is lifelong learning a recognised mission?

7. Are there legal requirements for higher education institutions to offer lifelong learning provision?

Yes

8. Please provide a reference to the relevant legislation or regulation.

laender laws on higher education (Landeshochschulgesetze)

9. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?

No

10. Please explain these restrictions, and provide a reference to relevant legislation/regulations

11. Which are the three (maximum) most significant groups of intended users of lifelong learning services offered by higher education institutions?

- Adults in employment
- Unemployed adults
- Retired citizens

- Part-time students
- Adults without higher education qualifications
- Other, please specify

12. Where does the funding of lifelong learning provision in higher education come from?

- general higher education budget
 - special budget for lifelong learning
 - private contributions from students
 - private contributions from business and industry
- competition "open university", special budget appropriations in the laender

13. To what degree is the provision of lifelong learning in higher education funded from the public budget?

Because of the comprehensive understanding of lifelong learning (formal, non-formal, informal learning at different learning places in all phases of life) differentiated information on the proportion of different user groups as well as on financial proportions for lifelong learning at HEIs is not available.

Part 2.1 BFUG Data Collection on policies to widen participation and increase flexibility

1. Do you want to answer this section now or later?

Now

2. Do individuals that meet higher education entry standards have a guaranteed right to higher education?

Yes in all fields

2.1 Please specify.

3. Which statement best describes your country's policy approach regarding the goal that the student body entering, participating and completing higher education should reflect the diversity of the population?

There is a general policy approach to increase and widen participation and to overcome obstacles to access. Measures are not targeted at particular societal groups.

4. UNDERREPRESENTED GROUPS

4.1. Please describe how your country's steering documents define underrepresented groups (e.g. based on socio-economic status, gender, ethnicity, disability, geography, other).

4.2. For each of these groups, please briefly describe the national/regional policies and measures that are put in place to address under-representation. These may include, but are not restricted to laws, regulations, campaigns, incentives, other actions etc.

4.3. How does your higher education system determine whether an individual belongs to a particular group (e.g. self-declaration)?

4.4. Is there any funding reserved for measures to increase participation of under-represented groups?

Yes

4.4.1. Please specify.

4.5. Do you have national targets/goals for participation of those groups that you identify as under-represented in higher education?

No

4.5.1. Please explain these targets briefly and name the groups to which they apply.

4.6. Does your country offer more public funding to higher education institutions to stimulate access for underrepresented groups?

No

4.6.1. Please specify and identify variation between different groups, where they exist.

4.7. Is the effect of measures to increase participation of each of the groups monitored in your country?

Yes

4.7.1. Please specify.

4.8. Please provide details on how the higher education participation and graduation of each of the groups that you identify as underrepresented is monitored in your country.

4.8.1. What data is collected?

4.9. Is there a system to monitor the composition of the student body (in terms of groups identified as under-represented) by subject?

Yes

4.10. When are data generally collected?

During studies

4.10.1. Where an approach different from the general approach is used for any group, please specify.

4.11. Where is information provided by this monitoring system published (provide a reference and link)?

5. GENERAL POLICY APPROACH TO WIDENING PARTICIPATION

5.1. If your country has a general policy approach to increase and widen participation and to overcome obstacles to access, please explain your approach briefly and provide reference to relevant documents.

On 6 March 2009, the Standing Conference of the Ministers of Education and Cultural Affairs (KMK) has adopted the resolution "Hochschulzugang für beruflich qualifizierte Bewerber ohne schulische Hochschulzugangsberechtigung" (access to higher education for vocationally qualified applicants without formal entry qualifications). This resolution grants access to higher education for applicants with vocational qualifications (foremen, technicians, professional managers and equal qualifications) and defines the prerequisites, under which the access to some areas in higher education (linked to the type of vocational training before) is possible without any further training. The general aim is to increase participation in higher education and to ensure equal access for all people. On a legal basis, the "non-discrimination precept" and the "prohibition of discrimination" assure those rights (art. 3, 5 and 33 fundamental law).

5.2. How does your country's policy explicitly identify the obstacles that it addresses?

Evaluation of surveys, statistics and questionnaires, e.g. "The economic and social conditions of student life in the Federal Republic of Germany in 2009" (http://www.studentenwerke.de/pdf/Kurzfassung19SE_engl.pdf) In research projects and pilot programmes, attention is paid to the opportunities of diversity and inclusion in higher education institutions. In this way, the situation of underrepresented groups is being improved in the medium term, e.g. the research project "Diskriminierungsfreie Hochschule" (Non-discriminatory University) of the Federal Antidiscrimination Agency http://www.antidiskriminierungsstelle.de/EN/Projects/nondiscriminationacademy/nondiscriminationacademy_node.html

5.3. What are the criteria used to measure and evaluate the success of specific initiatives and measures?

Regular and constant monitoring over a longer period of time allows to measure and evaluate the success or failure of specific initiatives and measures (follow-up, time-series)

5.4. In your country, is the composition of the student body monitored according to certain criteria?

Yes

5.4.1. Who monitors on the basis of which criteria?

Deutsches Studentenwerk DSW (German National Association for Student Affairs, umbrella organisation of the Studentenwerke student services organisations) via its regular survey "The economic and social conditions of student life in the Federal Republic of Germany"

5.5. How is this data used in higher education policy?

This data serves to adapt support mechanisms - if necessary - to the need of the student body.

5.6. How are measures to remove obstacles to access primarily funded? If your country has a mixed system, please choose all adequate boxes. Please only indicate the most important source(s).

- From the general higher education budget
- From a specific budget
- From university budget
- There are no measures to remove obstacles to access

6. DIFFERENT APPROACH TO WIDENING PARTICIPATION

6.1. Please explain the characteristics of your country's policy to achieve the goal that the student body reflects the diversity of the population.

6.2. Does your country's policy approach explicitly identify obstacles to higher education?

Please choose..

6.2.1. Please describe these obstacles.

6.3. Does your country's policy approach make reference to parts/groups in the population?

Please choose..

6.3.1. Please describe these groups.

6.4. What measures does your country's policy take?

6.5. How does your country assess whether its policy has been successful?

7. COMPLETION OF STUDIES

7.1. Does your country have policies aiming to increase the level of completion of studies?

Yes

7.1.1. Please describe the main features of these policies.

All measures in the higher education sector that promote the feasibility of bachelor's and master's degree programmes, that support mobility and that assure quality can be considered as measures that make higher education more attractive also for social groups that have been underrepresented in the past. A majority of these measures are also measures for ensuring academic success (structural and organisational framework, financing, counselling and other assistance). Specific financial aid that continues through to the end of study programmes is provided both under the Federal Education and Training Assistance Act (BAföG; assistance is income-dependent) and via the Federal Government's loan programme (assistance is income-independent). With the "Quality in Teaching Pact", the quality of teaching in higher education shall be improved. With this pact, a variety of measures will be funded: from additional personnel at universities and universities of applied sciences to improving the skills of

professors and tutors. It will also provide impetus for enhancing the quality of teaching. Those framework-conditions promote academic success and enhance the success rate.

7.2. Are student completion rates monitored in your country?

Yes, at national level

7.2.1. What use is then made of the data?

The data is analysed and there is a reflection about the results in order to find ways to increase the success rates.

7.3. Are there any incentives for higher education institutions to improve student completion rates?

Yes

7.3.1. Please specify the nature of these incentives.

Granting of funds is performance-oriented, agreement on objectives

7.3.2. Are there any other incentives (e.g. it is a subject covered in external quality assurance procedures)?

8. STUDENT SERVICES

While higher education institutions offer multiple services, in the following questions, the focus lies on academic guidance services, career guidance services and psychological counselling services.

8.1. What kind of student services are commonly provided by higher education institutions?

- Academic guidance services
- Career guidance services
- Psychological counselling services
- Other
- No services

8.1.1. Please specify.

The Studentenwerke provide public services for the economic, social, medical and cultural support of students in German universities. They add a considerable contribution to the realization of a society based on equity. In cooperation with universities and the surrounding city administrations, they improve the framework for higher education and participate thus in the shaping of life at university. As a result, the Studentenwerke offer a broad range of services, above all in the areas of nutrition, accommodation, study financing, information and intervention as well as cultural services, included service and information possibilities for international students, disabled students, students with child etc.

8.2. Who are the main users of the services?

All students

8.2.1. Please specify.

8.3. Please provide the main source(s) of funding.

Public funding (higher education institutions and student services, semester and tuition fees as well as rents, sales revenues and other returns).

8.4. What are the main tasks of the services?

The Studentenwerke provide public services for the economic, social, medical and cultural support of students in German universities. They add a considerable contribution to the realisation of a society based on equity. In cooperation with universities and the surrounding city administrations, they improve the framework for higher education and participate thus in the shaping of life at university. As a result, the Studentenwerke offer a broad range of services, above all in the areas of nutrition, accomodation, study financing, information and intervention as well as cultural services, including service and information possibilities for international students, disabled students, students with children etc.

8.5. Please provide any additional relevant comments for consideration regarding your national policies to widen participation.

9. Do you want to answer this section now or later?

Now

10. Does your country's higher education policy focus on promoting the flexible provision of higher education (e.g. changing the intensity of study programmes according to personal circumstance through part-time study, distance learning and e-learning)?

Yes

10.1. Please provide details of specific policy measures.

Since 2002, it has been possible to credit knowledge and skills acquired outside the higher education sector towards higher education studies, as long as the knowledge and skills to be credited are equivalent, in terms of content and level, with the part of studies that they are to replace. Such crediting can be applied to up to 50% of a higher education study programme. Crediting can be carried out via individual case review, general crediting for entire groups of applicants or placement testing. Higher education institutions seek to meet the learning needs of different groups by offering preliminary and "bridging" courses, distance-learning programmes, study programmes for working people and "blended learning". The main focus of such efforts is on master's degree programmes. Plans call for more and more continuing education programmes to be offered in that area. The areas in which additional action is needed include development of flexible learning methods that can take account of individual learning strategies and the special needs of various different groups. Bachelor's and master's degree programmes are being modularised and assigned credit points.

11. Does your country's policy on flexible provision of higher education contain a special focus linked to the goal of widening participation for underrepresented groups?

Yes

11.1. Please explain how higher education policy aims to attain this goal.

- regulations in the laws on higher education of the laender (Land laws) - disadvantage compensation (access, exams) - criteria of accreditation - preparatory courses - opening of higher education access

12. Are there regulations or other policy measures regarding the relationship between employers and higher education institutions in fostering flexible learning?

No

13. Please provide details of these measures.

14. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification) and, if possible, provide approximate percentages of students entering through this route in parenthesis (). If less than five main routes exist, please write "n/a" in the remaining fields.

Route 1: = Gymnasium/Fachgymnasium/Gesamtschule (grammar school, specialised grammar school, integrative comprehensive school) (77,9%)-university-university of applied sciences

Route 2: = Fachoberschule (specialised secondary school) (9,2%)-university, university of applied sciences

Route 3: = Berufs-/Fachschule, Fachakademie (professional school, specialised academy) (5,4%)-university, university of applied sciences

Route 4: = Adult/second educational route (Evening school, colleges) (3,3%)-university, university of applied sciences

Route 5: = Third educational route (without formal certificate of access to higher education) (1,1%)-university, university of applied sciences, source: Education in Germany 2010

15. Do higher education regulations and steering documents promote flexible entry to higher education, e.g. through alternative access routes?

Yes

15.1. Please briefly describe these measures.

On 6 March 2009, the Standing Conference of the Ministers of Education and Cultural Affairs (KMK) has adopted the resolution "Hochschulzugang für beruflich qualifizierte Bewerber ohne schulische Hochschulzugangsberechtigung" (access to higher education for vocationally qualified applicants without formal entry qualifications). This resolution grants access to higher education for applicants with vocational qualifications (foremen, technicians, professional managers and equal qualifications) and defines the prerequisites, under which the access to some areas in higher education (linked to the type of vocational training before) is possible without any further training. The general aim is to increase participation in higher education and to ensure equal access for all people. On a legal basis, the "non-discrimination precept" and the "prohibition of discrimination" assure those rights (art. 3, 5 and 33 fundamental law).

16. PART-TIME STUDY

16.1. In your country, is there any official status other than full-time student?

No

16.1.1. If yes, what formal status does exist?

16.1.2. How do you define it?

16.1.3. What are the reasons for offering a different student status?

16.1.4. How are these students treated differently (e.g. fees, student support, etc.)?

16.1.5. Please describe the most common understanding/concept of part-time studies.

There is only the status "student". Statistics make a difference concerning the expenditure of time for studies. The 19th Social Survey of the Deutsches Studentenwerk is based on the following classification: Study-work type - classification of students on the criteria of time commitment for studies and work-related activities Full-time studies means a time commitment of at least 25 hours a week. The range for working-related activities has been defined on the basis of the regulations valid until 1999 concerning persons in marginal employment. The Social Survey differentiates among 4 different study-work types: - full-time students (weekly studies-related time commitment of 25 hours or more, weekly work-related time commitment of not more than 15 hours a week) - full-time students (weekly studies-related time commitment of 25 hours or more) with significant work

commitments (over 15 hours a week) - (de facto) part-time students (with study-related time commitments of less than 25 hours a week and weekly work-related time commitment of not more than 15 hours a week) - (de facto) part-time students (study-related time commitments of less than 25 hours a week) with significant work commitments (over 15 hours a week)
http://www.studentenwerke.de/pdf/Soz19_Kurzfassung_englisch_barrierefrei.pdf <http://www.studentenwerke.de/pdf/Hauptbericht19SE.pdf>, p. 315

16.2. In your country, do you have an explicit policy to encourage part-time study provision by higher education institutions?

Yes

16.2.1. Please describe briefly the main elements and provide the source.

According to the social survey of the Deutsches Studentenwerk, a quarter of students at German higher education institutions are de facto part-time students. The routine at the higher education institutions does only start to provide for this changing situation a large group of students is hit by. But on political level and on the level of the higher education institutions, it is agreed upon that part-time studies should be promoted and reinforced. There are some projects at higher education institutions which serve this target, e.g.: - University of Heidelberg: http://www.uni-heidelberg.de/presse/news2010/pm20100526_teilstudium_en.html - University of Frankfurt with a pilot projet in medical science: <http://www.med.uni-frankfurt.de/stud/familie/modell/index.html> - Technical University of Darmstadt with a coordination point in part-time studies: http://www.intern.tu-darmstadt.de/dez_ii/projektteil_zeitstudium/teilzeitstudium_3.de.jsp Nevertheless, a complete survey on part-time studies at German higher education institutions is difficult. This is, above all, due to the fact that its definition does not allow to distinguish it from extra-occupational and dual studies as well as distance and part-time studies. The notion of "part-time" can formally be attributed to the mode of study or to the intensity of study. The differentiations are not made uniformly by higher education institutions. The introduction of part-time studies is accompanied by different challenges on different levels which need to be confronted. The German Rectors' Conference (HRK) has established a working group, headed by the secretary general of the HRK, which shall support the higher education institutions in meeting those challenges.

16.3. Which one of the following statements best describes the current situation in your country?

Higher education institutions have autonomy to decide and only a limited number offers part-time studies

16.3.1. Please specify

17. RECOGNITION OF PRIOR LEARNING

17.1. In your country, is there a legislation regulating recognition of prior non-formal and informal learning?

Yes

17.1.1. How does your legislation in higher education define prior learning?

Laws on higher education of the laender (Land laws) On 6 March 2009, the Standing Conference of the Ministers of Education and Cultural Affairs (KMK) has adopted the resolution "Hochschulzugang für beruflich qualifizierte Bewerber ohne schulische Hochschulzugangsberechtigung" (access to higher education for vocationally qualified applicants without formal entry qualifications). This resolution grants access to higher education for applicants with vocational qualifications (foremen, technicians, professional managers and equal qualifications) and defines the prerequisites, under which the access to some areas in higher education (linked to the type of vocational training before) is possible without any further training. The general aim is to increase participation in higher education and to ensure equal access for all people. On a legal basis, the "non-discrimination precept" and the "prohibition of discrimination" assure those rights (art. 3, 5 and 33 fundamental law).

17.1.2. Do your steering documents in higher education define prior learning?

Please choose..

17.1.3. How do your steering documents in higher education define prior learning?

17.2. In your country, apart from formal learning, what can be taken into account and recognised as prior learning in higher education?

- Prior non-formal learning (e.g. various non-certified courses)
- Prior informal learning (e.g. work experience)

17.3. Prior learning as defined by your steering documents can ...

- be used to gain admission to a higher education study programme
- be taken into account as partial fulfilment of a higher education study programme (e.g. to reduce the required amount of courses to be taken/credits to be gained)

17.4. Based on your steering documents or legislation, can applicants for higher education have prior non-formal or informal learning assessed and recognised?

Legislation neither expressly permits nor prohibits higher education institutions to implement procedures for validation of non-formal and informal learning

17.5. If recognition of prior non-formal or informal learning is permitted by legislation but is not a right, is it:

Standard practice in most higher education institutions (75% +)

17.6. What measures are in place to ensure that assessment of learning is based on reliable and valid evidence?

It is taken into account and verified during the accreditation of study programmes.

17.7. Is institutional practice in recognition of prior learning explicitly included in the quality assurance processes used to evaluate institutions and/or programmes?

Yes

17.8. Please provide any additional relevant comments for consideration regarding flexibility of higher education studies.

- Resolution of the KMK (2002) (Standing Conference of the Ministers of Education and Cultural Affairs of the laender in the Federal Republic of Germany): http://ankom.his.de/material/dokumente/KMK-Beschluss_Anrechnung_2002.pdf - Common recommendation of KMK and the Federal Ministry of Education and Research (BMBF): http://ankom.his.de/material/dokumente/BMBF_Beschluss.pdf - Resolution of the KMK: Anrechnung von außerhalb des Hochschulwesens erworbenen Kenntnissen und Fähigkeiten auf ein Hochschulstudium (2008) http://www.kmk.org/fileadmin/veroeffentlichungen_beschluesse/2008/2008_09_18-Anrechnung-Faehigkeiten-Studium-2.pdf

Part 2.2 BFUG Data Collection on student contributions and support

1. STUDENT FEES AND CONTRIBUTIONS

The focus of the questions is on students, and is not limited to full-time daytime students. Furthermore, all first and second cycle students are included. Third cycle students are excluded except when explicitly mentioned. Similarly, the focus is on home students or equivalent. International students are only included when explicitly mentioned.

1.1. Do you want to answer this section now or later?

2. In your country, does any higher education home student at a public higher education institution have to pay a fee of any kind?

Contributions to student unions are not included!

3. In which currency are contributions to higher education institutions and other study costs paid in your country?

euro

4. In principle, which home students at public higher education institutions have to pay fees?

- During studies All students Specific groups of students No answer
After studies All students Specific groups of students No answer

4.1. Which main exemptions to this principle exist in your country?

Only in some of the Laender students have to pay fees. There are a lot of reasons for exemptions. Under certain circumstances, students can - fully or partially - be exempted from tuition fees when they are in charge of their own child/children, are disabled or affected by chronic disease or are appointed to university committees. The legal regulations vary from land to land and in some laender from university to university. In one land, tuition fees are to be paid after completion of studies. Students can also benefit from an exemption by exceptional merit in studies.

4.2. Which of the following criteria determine whether a student has to pay fees?

- Need
 Merit
 Part-time/Full-time/Distance learning
 Field of study

social criteria

e.g. more than two brothers and sisters immatriculated, disables students or studentschronic disease

5. With regard to fees, are home students in the second cycle treated differently to those in the first cycle?

5.1. In principle, which second cycle students at public higher education institutions have to pay fees?

During studies All students Specific groups of students No answer

After studies All students Specific groups of students No answer

5.2. What main exemptions to this principle exist in your country?

5.3. Which of the following criteria determine whether a student has to pay fees?

- Need
- Merit
- Part-time/Full-time/Distance learning
- Field of study

6. What is the minimum, maximum and most common amount of fees payable by home students in the first cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount = 50 euro per semester, for 6 semesters a total of 300 euro

Maximum amount = 3 000 euro per semester, for 6 semesters a total of 18 000 euro

Most common amount = most common length 8 semesters, 500 euro multiplied with 8, total of 4 000 euro

6.1. Which home students pay the minimum and the maximum amount in the first cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

The amount of tuition fees is determined by the place of the higher education institution, i.e. the land where the HEI is located. The maximum amount is valid for special study programmes for working people.

6.2. Please provide the percentage of students paying the minimum and the maximum amount in the first cycle. If precise data are not available, please provide an estimate.

In 2009, 59% of first-semester students paid tuition fees. At HEIs with tuition fees, 18% of first-semester students are exempted to pay those fees.

7. What is the minimum, maximum and most common amount of fees payable by home students in the second cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount = 200 euro

Maximum amount = no information, unlimited

Most common amount = 2 000 euro for 4 semesters

7.1. Which home students pay the *minimum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

The amount of tuition fees is determined by the place of the higher education institution, i.e. the land where the HEI is located. The maximum amount is valid for special study programmes for working people.

7.2. Which home students pay the *maximum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

The amount of tuition fees is determined by the place of the higher education institution, i.e. the land where the HEI is located. The maximum amount is valid for special master's degree programmes in further education which are targeted to applicants with completed first higher education studies and practical experience of at least one year.

7.3. Please provide the (approximate) percentage of students paying the minimum and the maximum amount in the second cycle. If precise data are not available, please provide an estimate.

An estimation is not possible.

8. Concerning fees, are international students treated differently in your country from home students?

Yes

8.1. What is the minimum, maximum and most common amount of fees (including registration, tuition, administration and graduation fees) payable by international students in the first cycle?

Minimum amount = 300 euro

Maximum amount = 18 000 euro

Most common amount = 4 000 euro

8.2. According to your country's steering documents, students from which countries are considered international students?

Students from EU and EEA countries are treated the same way as national students are. For other students, there can be differing regulations.

9. Who defines the fee amounts for any student in the first cycle?

- Each higher education institution defines its own fees
- Higher education institutions can define their fees, but there are limits set by the central/regional authority
- Higher education institutions can define their fees, but they have to be approved by the central/regional authority
- Central/regional authority defines the value range of fees

10. Who defines the fee amounts for any student in the second cycle?

- Each higher education institution defines its own fees
- Higher education institutions can define their fees, but there are limits set by the central/regional authority
- Higher education institutions can define their fees, but they have to be approved by the central/regional authority
- Central/regional authority defines the value range of fees

11. Do students have to pay compulsory contributions to student unions/representations?

Yes

11.1. Please provide the payable amounts and explain differences between cycles and students, where they exist.

The semester fees due to be paid at the inscription or re-inscription comprise the following fees: - fee for the student representation (AStA, Stura) - fee for the Studentenwerk (federal average: 51,52 Euro per semester) - possibly fee for the accident insurance - possibly fee for a semester ticket for public transport (decided by the students' representation at the HEI, amount is varying a lot) An average total amount cannot be provided for the about 410 HEIs in Germany.

12. Do you want to answer this section now or later?

Now

12.1. Please identify the main focus of your country's student support system.

A combination of grants and loans for students and of tax benefits for parents

The main focus is on the Federal Training Assistance Act (BAföG), but there are additional scholarships for gifted students. They are granted either by organisations with politic, confessional, employer or employee background, or by the universities. Both are grants (not loans) and are financed by the state. By now, 1% of the students get such a scholarship. It is intended to have scholarships for up to 8% of the students within some years.

12.2. The following questions deal with public grants and loans separately. If there is a combined system of grants and loans in your country, please provide information about your system here. In this case, please still answer the questions on grants/scholarships and loans, keeping in mind the relevant parts of your combined system.

The majority of all students finance their studies via their own earnings or via financial assistance from their parents. Training assistance according to the Bundesausbildungsförderungsgesetz/Federal Training Assistance Act is in general provided to 50 per cent as grant and to 50 per cent as loan. The individual amount depends on the earnings of the students and their parents or spouses and allows students to finance in general a course of training and life necessities during this training. If all legal preconditions are met, there is a legal claim to this support. As the combination of the two forms (grant and loan) is obligatory, the answers to question 25-39 refer to support including the loan form. Questions 40-53 (starting with "student loans") serve as description of additional forms of loan support. The German Academic Exchange Service (DAAD), with its many different types of funding options, is the largest provider of grants in Germany. Additionally, there are scholarships from foundations and institutions for gifted students.

13. PUBLIC GRANTS AND SCHOLARSHIPS

13.1. Does any student receive public financial support in the form of grants and/or scholarships?

Yes, students of all cycles

13.2. Which first cycle students are eligible for grants and/or scholarships?

Specific groups of students

13.2.1. Which groups of students receive grants and/or scholarships?

- Need-based
- Merit-based
- Part-time/Full-time/Distance learning
- Field of study

x

Support through social benefits: financial support for needs of disabled students, student assistants, technical support, mobility support

13.2.2. What percentage of first cycle students receives a grant and/or scholarship?

-0

13.3. What is the minimum, maximum and most common value of grants/scholarships available to first cycle students in higher education?

Minimum = 5 euro per month

Maximum = 335 euro per months, note: As for BAföG, the combination of the two forms (grant and loan) is obligatory, the answers to question 25-39 refer to support including the loan form.

Most common = on average (NOT most common) per month in 2009: 217 euro per month

13.4. Which second cycle students are eligible to receive grants and/or scholarships?

Specific groups of second cycle students

13.4.1. Which groups of students receive grants and/or scholarships?

Need

Merit

Part-time/Full-time/Distance learning full-time/distance learning

Field of study

x Support through social benefits: financial support for needs of disabled students, student assistants, technical support, mobility support

13.4.2. What percentage of second cycle students receives a grant and/or scholarship?

-0

13.4.3. What is the minimum, maximum and most common value of grants/scholarships available to second cycle students in higher education?

In Germany, there are no data available that distinguish between first and second cycle.

13.5. What percentage of all students receives a grant and/or scholarship?

17

14. STUDENT LOANS

14.1. In your country, can any student take out publicly subsidised or guaranteed loans to cover their expenses of higher education studies?

Yes, students of all cycles

14.2. Are all first cycle students eligible to receive loans?

Yes

14.2.1. On what criteria are the groups of first cycle students eligible for loans differentiated?

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc.
- Field of studies
- Based on cycle the student is enrolled in

14.2.2. What is the minimum, maximum and most common value of loans that first cycle students receive? Please provide the amount per year.

Minimum first cycle = n/a

Most common first cycle = n/a

Maximum first cycle = n/a

14.2.3. Are all second cycle students eligible to receive loans?

Yes

14.2.4. On what criteria are the groups of second cycle students eligible for loans differentiated?

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc.
- Field of studies
- Based on cycle the student is enrolled in

14.2.5. What is the minimum, maximum and most common value of loans that second cycle students receive? Please provide the amount per year.

Minimum second cycle = 120 euro

Most common second cycle = on average (NOT most common), a total amount of 4 020 euro

Maximum second cycle = 15 420 euro

14.3. If different types of loans exist in your country, please provide the details here.

There is a so-called "educational loan" which is focused on educational aims and is suitable for an advanced training situation and the loan form of the BAföG. Also, the public KfW-bank offers a study loan without public contingent liability.

14.4. What percentage of students takes out loans?

In the first cycle = 0

In the second cycle = 0

Of all students = 25

14.5. Are student loans publicly subsidised or guaranteed?

Yes

14.5.1. Please explain the form of this guarantee/subsidy.

Loan form of BAföG without interests, costs are covered by the federal state and laender, Interest-bearing loan in the framework of BAföG: government guarantee, educational loan: public contingent liability, loan for tuition fees by the laender: different forms of public subsidisation according to the laender, KfW-study loan: no public subsidisation or contingent liability, but advantage concerning interests because of position as public bank with public liability.

14.5.2. What conditions govern the cancellation or reduction of a state guaranteed/subsidised debt incurred by students after completion of their study period?

- | | |
|--|---|
| <input checked="" type="checkbox"/> Income too low | repayment is dependent on income |
| <input checked="" type="checkbox"/> Studies successfully completed on time | |
| <input checked="" type="checkbox"/> Exceptional merit in studies | reduction in the loan part of the BAföG |
| <input checked="" type="checkbox"/> Age or length of period in debt | at most 20 years |
| <input type="checkbox"/> Disability | |
| <input type="checkbox"/> Parenthood | |
| <input checked="" type="checkbox"/> Death | expiry of the loan part |
| <input checked="" type="checkbox"/> Early repayment of loan | reduction |
| <input type="checkbox"/> No debt cancellation | |
| <input type="checkbox"/> No debt reduction | |

Nobody has to pay more than 10 000 euro for his/her BAföG loan.

14.6. Please provide any additional relevant comments for consideration regarding your grants and loan system.

The percentages mentioned in answer to question "What percentage of all students receives a grant/and or scholarship" should be understood as follows: 17,35% of students receive BAföG (calculation of the last report of the government, according to §35 BAföG), 3% receive scholarships (19th Social Survey). Concerning BAföG, it has to be kept into mind that the combination of the two forms (grant and loan) is obligatory. Therefore, the answers to question 25-39 refer to support including the loan form. BAföG may also be granted for full study in other European countries, including Switzerland. For the other countries, BAföG may also be granted for a limited time abroad (for study or internship), in general up to one year.

15. Do you want to answer this section now or later?

Now

16. Do any student's parents receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

- 1st cycle Yes No No answer
- 2nd cycle Yes No No answer

17. Which students' parents are eligible to receive such non-tax based benefit?

All

17.1. What are the criteria upon which eligibility is decided?

- Income of parents too low
- Income of student too low
- Age of student (child)
- Disability
- Parenthood of student (child)
- Other

17.1.1. Please specify.

17.2. Are parents of students in the first or in the second cycle treated differently?

No

17.2.1. Please explain the difference.

18. Can the parents of any student enrolled at a higher education institution receive tax-based financial benefits (tax relief)?

Yes

19. What are the forms and values of the granted tax relief? The information you enter may be an absolute amount or a share of a person's taxable income expressed as percentage.

Child support and training assistance for children are supported by the state through the following lump sum tax deductions (income-independent): - child allowance (2 184 euro per year) - allowance for the needs of the children in the areas of care, education or training (1 320 euro per year) Those allowances are granted at the assessment of the income tax for each child and each parent. If the income and revenue of the child are higher than 8 004 euro, the allowances are not granted. Those allowances are complemented by an allowance of 924 euro per year to compensate the special needs of a child in vocational training but no longer staying at home. If the income and revenue is more than 1 848 euro, the above mentioned allowance is reduced. This system is completed by monthly payments: the so-called child-benefit. This is for the first and second child 184 euro, for the third 190 euro and for the fourth and each additional one 215 euro. The fiscal authorities decide on the most favourable option for the person subject to taxation.

19.1. Is there a difference for parents whose children are first or second cycle students?

No

19.2. Please explain the difference.

20. Please provide any additional relevant comments for consideration regarding your benefits for students' parents (including guardians).

The above mentioned supports are only granted as long as the child is in training and not older than 25.

21. Do you want to answer this section now or later?

Now

22. Does any student receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

1st cycle Yes No No answer

2nd cycle Yes No No answer

22.1. What are the criteria to determine who is eligible?

- They are enrolled as a student at a recognised higher education institution
- They are under a certain age (please specify)
- They have another particular civil status (e.g. married, parenthood, other)
- Income-dependent

23. In your country, do any forms of public non-cash student support exist?

1st cycle Yes No No answer

2nd cycle Yes No No answer

24. What forms of public non-cash student support exist?

Subsidised accommodation: 1st cycle

Subsidised accommodation: 2nd cycle

Subsidised health insurance: 1st cycle

Subsidised health insurance: 2nd cycle

24.1. Please specify the details of existing subsidies.

Public subsidised gastronomic services (refectories and cafeterias) Public subsidised student halls/residences Benefits in the public transport system Subsidised health insurance until the age of 30 or free family insurance, if parents are employees until 25 years

25. Who is eligible to receive such non-cash support?

Subsidised accommodation All students Specific groups of students based on pre-defined criteria No answer

Subsidised health insurance All students Specific groups of students based on pre-defined criteria No answer

Other subsidies All students Specific groups of students based on pre-defined criteria No answer

25.1. What are the criteria to determine who is eligible?

- Income of parents too low
- Income of student too low
- Age of student
- Disability
- Parenthood of student

32. Please specify any fees third cycle candidates that are typically neither "fully student" nor "fully employee" have to pay, as well as any support that may be provided.

There is only the status "student" or "no student".

33. Please provide any additional relevant comments for consideration regarding your doctoral education.

Questionnaire on student and staff mobility

A Preliminary remarks

In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers responsible for higher education agreed that “mobility shall be the hallmark of the European Higher Education Area”. They called upon each country to increase mobility of students, , to ensure its high quality and to diversify its types and scope. At least 20% of those graduating in the European Higher Education Area should have had a study or training period abroad in 2020”. They also called for mobility of teachers, early-stage researchers and staff. At the same time, the Ministers underlined the importance of more balanced mobility across the European Higher Education Area. The findings of the Bologna Process Independent Assessment which were presented on the occasion of Bologna Ministerial Anniversary Conference in Budapest/Vienna on 11/12 March 2010 again underlined the need for action to enhance and better balance student and staff mobility.

This questionnaire on mobility is part of the general questionnaire used to collect information for the 2012 integrated implementation report. To give the BFUG Working Group on Mobility sufficient time and the necessary material to fulfil its terms of reference of drafting a European Higher Education Area Strategy for Mobility to be decided by the Ministers in 2012, the questions on mobility are being asked a few months earlier than the questions on the other themes. However, when the general questionnaire is sent out in early 2011, each country will have the opportunity to update its responses to the mobility questions should any significant changes have occurred.

When completing this questionnaire, please pay particular attention to the following two points:

- Information provided in this questionnaire should be supported by references whenever they are available. Please include the title and internet links, where available, for all publications and texts (national policy documents, national and/or international empirical surveys etc) which you have used to provide your responses to the specific questions.
- When providing a response for your country, please be aware that different stakeholders in the higher education system may have varying opinions or experience with regard to the issue at hand. Please make every effort to consult with stakeholders before finalising your answers to ensure that a balanced and consensual response is provided.

Please return this questionnaire to the Bologna Secretariat until 30 September, 2010 at the latest. If you have any queries on the questionnaire, please contact: secretariat@ehea.info.

B Details on the completion of the questionnaire

B.1. Who contributed to the completion of this report? Please provide the names and functions.

B.1.a Government representatives

Peter Greisler, Director Higher Education, Federal Ministry of Education and Research

Dr. Birger Hendriks, Director General, Ministry of Science, Economy and Transport for the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany

B.1.b Stakeholder representatives

National Bologna Follow-up Group, comprising federal and Länder governments, HRK (German Rectors' Conference), fzs (students), DAAD -German Academic Exchange Service, Accreditation Council, DSW, BDA, GEW.

B.1.c Other contributors

C National strategies and action plans

The following questions look at national quantitative targets and at policies aiming to foster mobility.

C.1. Does your country have national strategies or action plans to foster mobility?

Yes

No → please continue with section C.6.

C.1.a If yes, please provide a reference.

Internationalization Strategy of the Federal Government:

<http://www.bmbf.de/pub/Internationalisierungsstrategie.pdf>

<http://www.bmbf.de/pub/Internationalisierungsstrategie-English.pdf>

German Contribution to the "European Partnership for Researchers: Better Careers and More Mobility" (Research Partnership) of the Member States and Associated States of the European Union and the Commission in accordance with the Conclusions of the 2891st Competitiveness Council in Brussels on 26 September 2008 (FoPa Deutschland), September 2009 (see attached file).

Numerous programmes to foster the mobility of students, graduates and researchers as well as the internationalisation of our higher education institutions which are mainly carried out by the German Academic Exchange Service (DAAD). They are based on mutually agreed internationalisation strategies for Higher Education. These strategic goals are documented in the DAAD Action Programmes, the most recent one being "Quality through Internationality - The DAAD Action Programme 2008-2011". (http://www.daad.de/presse/de/aktionsprogramm_englisch.pdf).

C.1.b If yes, when was the national strategy or action plan adopted, and when was the most recent revision?

Adopted: 2008, 2009

Most recent revision: s. above

C.2. Does the strategy include national quantitative targets for the different forms of student mobility in higher education?

Please specify the target, including the date, in the appropriate box (e.g. 20% by 2020).

	All forms of mobility	Credit mobility ¹	Degree mobility ²
Inbound	10%		
Outbound	50%, 20%		
No target			

C.2.a Please provide a reference for the target.

cf. above DAAD action programm.

It is the aim of the federal government that at least 50% of university graduates should spend several months on a study, internship or research related stay abroad; at least 20% in the form of a semester completed at a foreign university.

C.2.b Are these targets the same for students in all cycles or are there differences?

Same

Differences

C.2.b.i If there are differences according to the degree cycle, please specify.

The target comprises students of the first and second cycle as well as old long degrees.

C.3. Does your country's national strategy/action plan include staff mobility in higher education?

Yes

No

C.3.a If yes, does it include quantitative targets for staff mobility?

Yes

No

C.3.a.i If yes, please specify

C.4. Does your national strategy/action plan prioritise particular geographic regions for student and/or staff mobility?

Yes

No

C.4.a If yes, please complete the following table by ticking the boxes where applicable.

¹Mobility to a different country in the context of a programme in the home institution for which credits are awarded

²Mobility for an entire degree programme

Priority Region	Incoming students	Outgoing students	Incoming staff	Outgoing staff
EHEA				
USA/Canada				
Latin America				
Australia, New Zealand				
Middle East				
Africa				
Asia				
Other (please specify)				

C.4.b If you have regional priorities, please give reasons.

While the national strategy/action plan does not prioritise particular geographic regions, there are programmes addressed to specific regions, e.g. "Go East" or "A New Passage to India", with the aim to encourage German students to study in Eastern Europe or India, respectively, and "Rise" with the aim to encourage incoming short-term mobility from UK and USA in sciences and engineering.

C.5. Does your country monitor the impact of your national strategy or action plan?

Yes

No

C.5.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

By sectoral evaluation and by evaluation of specific programmes carried out by independent agencies.

C.6. Are there, in your country, any strategies or programmes below the national level (e.g. regional, institutional) to foster mobility?

Yes

No

C.6.a If yes, please explain and/or give examples.

Some of the Länder, mobility strategies of universities

C.7. Can national students who study in a higher education institution in another country receive a grant/scholarship under the same conditions as students studying in the country?

Yes, for degree mobility

Yes, for credit mobility

Yes, for both

No

C.7.a If yes, do the following restrictions apply?

	Degree mobility	Credit mobility
Grants/scholarships are restricted to specific countries (if so, please specify which countries, e.g. EU member states, EHEA countries, other countries/world regions)	Students eligible for student support (BAföG) receive support also when studying in EU countries and Switzerland.	
Grants/scholarships are restricted to specific programmes (if so, please specify)		
Other restrictions apply (please specify)		Students eligible for BAföG can receive this support worldwide, usually up to one year
No restrictions apply		DAAD scholarships: These programmes are intended for students going abroad. No general restrictions apply, but programmes may be directed to specific countries/regions

		and/or fields of study)
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C.8. Has your country implemented any of the following financial support measures to foster student mobility?

Measure	Credit mobility	Degree mobility
loans for incoming students		
grants/scholarships for incoming students	x	x
Loans for outgoing students	x (Bildungskredit: loans for advanced students with lower interest rates)	x (Bildungskredit)
Grants/scholarships for outgoing students	x	x
Other: (please specify)	x BAföG students support (50% loan, 50% grant)	x BAföG students support (50% loan, 50% grant)

C.9. Has your country implemented other support measures or programmes to foster student mobility? (Measures may include, but are not restricted to, accommodation/transport subsidies for international students, improvements in recognition practice, exchange programmes, targeted guidance services etc.)

For outbound students: Campaign "Go out!" to stimulate outbound mobility, wide range of scholarship and cooperation programmes, financial support through BAföG and Bildungskredit.

For inbound students: Scholarship programmes, Information, Counselling, reforms in application procedures, Aptitude and language tests, integration programmes, Programmes taught in English. In addition, higher education institutions in the majority of Länder charge no fees to students, including incoming students from foreign countries.

Nationwide, students' associations provide a total of 180,000 housing spaces, including barrier-free rooms and apartments for families. These facilities also include dormitories for international students and guest houses for international scientists and academics. As a rule, the students' associations reach agreements with higher education institutions regarding allotments of rooms for foreign students (students in programmes and, to some extent, "Free Movers"). A total of 36% of these housing spaces are occupied by foreign students. Higher education institutions are also increasingly offering accommodations for guest professors/lecturers and their families.

D Identifying and removing obstacles to mobility

D.1. Has your higher education policy been informed by any surveys or research that have considered obstacles to student mobility?

Yes

No

D.1.a If yes, please provide references to those surveys and/or research that have influenced your policy on mobility?

International Mobility of Students 2009, Repeat Survey on Study Visits to Other Countries by German Students (HIS)

Bundesministerium für Bildung und Forschung (BMBF) (Hrsg.): Die wirtschaftliche und soziale Lage der Studierenden in der Bundesrepublik Deutschland 2009. 19. Erhebung des Deutschen Studentenwerks durchgeführt durch die HIS Hochschulinformationssystem, Bonn Berlin 2010

Harald Schomburg (Hrsg.): Generation Vielfalt. Bildungs- und Berufswege der Absolventen von Hochschulen in Deutschland 2007-2008. Kassel: Internationales Zentrum für Hochschulforschung

Deutscher Akademischer Austauschdienst (DAAD) (Hrsg.): Anerkennung —(k)ein Problem? Ergebnisse einer Umfrage des DAAD im Jahr 2009 zur Anerkennung von im Ausland erbrachten Studienleistungen bei Studierenden deutscher Hochschulen, Bonn 2009.

Deutscher Akademischer Austauschdienst (DAAD) (Hrsg.): Auslandsmobilität von Studierenden in Bachelor- und Master-Studiengängen. Ergebnisse einer Umfrage des DAAD an deutschen Hochschulen, Bonn 2006.

Deutscher Akademischer Austauschdienst (DAAD) (Hrsg.): Auslandsmobilität von Studierenden in Bachelor- und Master-Studiengängen. Ergebnisse einer Umfrage des DAAD an deutschen Hochschulen im Hochschuljahr 2007/2008, Bonn 2008.

Deutscher Akademischer Austauschdienst (DAAD) (Hrsg.): Studierendenbefragung zur internationalen Mobilität im Studium durchgeführt von HIS, Bonn 2010.

Eurostudent, Social and Economic Conditions of Student Life in Europe.

D.2. In this context, please rank the three most important obstacles to incoming and outgoing student mobility addressed in national programmes and measures? (Most important = 1, second most important = 2, and third most important = 3)

Obstacles to student mobility	Incoming mobility	Outgoing mobility
Funding	1	2
Recognition		1

Language	2	
Curriculum/Study organisation	3	3
Legal issues		
Motivating and informing students		
Other, please specify:		

D.3. Are at least some of the obstacles that you ranked above particularly important in specific study cycles?

Yes

No

D.3.a If yes, please specify.

For outgoing mobility of Bachelor students' recognition and curriculum organisation are particularly important.

General remark on the ranking under D.2: There is no statistical and empirical evidence for these assumptions.

D.4. Are at least some of the obstacles that you ranked above particularly important in specific fields of studies?

Yes

No

D.4.a If yes, please specify.

Outgoing mobility is comparatively low in natural and technical sciences.

D.5. Are the obstacles that you ranked above particularly relevant for credit mobility?

Yes

No

D.5.a If yes, please specify.

Recognition issues are more relevant in the case of credit mobility (students returning to Germany after a period abroad).

D.6. Are the obstacles that you ranked above particularly important for degree mobility?

Yes

No

D.6.a If yes, please specify.

D.7. What measures/programmes has your country implemented to tackle and remove the obstacles to student mobility that you mentioned?

Bologna Mobility Package with a series of programmes especially targeted at fostering mobility in a structured way (integrated exchange programmes, based on inter-university-agreements, double degree programmes, pilot programme Bachelor Plus -4 years, wherefrom one year spent abroad), but also programmes to foster mobility of free movers (grants for research internships of BA students, semester grants and summer academies for studies in Middle and Eastern Europe, language preparation for other languages than English to balance mobility within the EHEA). The Bologna Mobility Package was adopted in 2010, therefore no monitoring yet (cf D8).

D.8. Has your country monitored the effects of these measures/programmes?

Yes

No

D.8.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

no monitoring yet

D.9. Has your higher education policy been informed by any surveys or research that have considered obstacles to staff mobility?

Yes

No

D.9.a If yes, please provide references to those surveys or research that have influenced your policy on staff mobility?

Wissenschaft weltoffen 2010 (Facts and Figures on the International Nature of Studies and Research in Germany)

German Contribution to the "European Partnership for Researchers: Better Careers and More Mobility" (Research Partnership) of the Member States and Associated States of the European Union and the Commission in accordance with the Conclusions of the 2891st Competitiveness Council in Brussels on 26 September 2008 (FoPa Deutschland), September 2009 . The report is based on a survey made in cooperation between the science organisations, ministries and other relevant stakeholders in Germany (see attached file)

German Rectors' Conference: Mobility without Security? The Debate on Retirement Pensions in the European Higher Education and Research Area, HRK (Bonn, October) 2009

D.10. In this context, please rank the three most important obstacles to incoming and outgoing staff mobility? (Most important = 1, second most important = 2, and third most important = 3)

Obstacles to staff mobility	Incoming mobility	Outgoing mobility
Immigration restrictions	1	
Recognition issues		
Language issues		2
Incompatibility of pension and/or social security systems	2	1
Legal issues	3	3
Other, please specify:		

D.11. What measures/programmes has your country implemented to tackle and remove the obstacles to staff mobility that you mentioned?

The Advisory Council for the Migration of Researchers at the Federal Office for Migration and Refugees (BAMF)

Regular reviews on problems to migration restrictions

http://www.bamf.de/nn_442512/DE/Migration/Forschungseinrichtungen/BeiratForschungsmigration/beirat-forschungsmigration-node.html?__nnn=true

EURAXESS Germany is an information and advice point for internationally mobile researchers wishing to come to Germany or go abroad to work in research, which offers information on funding opportunities, job offers, social security and tax issues and other topics relating to researcher mobility.

IMWAS (International Mobile Researchers and the old age pension system) is a network of universities, science organisations, interested ministries and pension providers established by the German Rectors' Conference (HRK) and the Humboldt Foundation (AvH) in 2009

Agreement on cooperation on overcoming obstacles to mobility of researchers between the German Rectors' Conference (HRK) and VBL, the pension provider for public service in Germany

<http://www.vbl.de/SITEFORUM?&t=/Default/gateway&i=1113979957474&b=1113979957474&application=story&l=1&active=no&ParentID=1109082134832&StoryID=1255606437637&xref=>

The project KISSWIN.de is an online communication and information platform for young researchers. It cooperates with numerous partners from the education, consultancy and media sector and provide information and and advice on career topics, funding opportunities and funding organisations.

D.12. Has your country monitored the effects of these measures/programmes?

Yes

No

D.12.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

Activities of IMWAS: In 2009 and 2010 two conferences were organised
On 12 October 2009: http://www.hrk.de/de/berichte_und_publicationen/125_5393.php
On 5-6 July 2010: [http://www.uni-](http://www.uni-muenster.de/AGFortbildung/2010/10_07_Tagungshinweise.html)

[muenster.de/AGFortbildung/2010/10_07_Tagungshinweise.html](http://www.uni-muenster.de/AGFortbildung/2010/10_07_Tagungshinweise.html)
IMWAS reviews on annual basis the obstacles related to researchers' mobility in the framework of the old age system

The Advisory Council for the Migration of Researchers at the Federal Office for Migration and Refugees (BAMF), Annual reports
http://www.bamf.de/cln_180/nn_712742/SharedDocs/Anlagen/DE/Migration/Publicationen/Sonstige/jb2-beirat-forschungsmigration.html

EURAXESS Germany at the Humboldt Foundation organises biannual workshops for advisors to mobile researchers on universities and research institutions in Germany. 12 workshops have already been organised <http://www.euraxess.de/portal/events.html>

E Balanced student mobility flows

When looking at global and intra-European mobility flows, significant imbalances between continents, countries, regions and institutions become visible. In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers therefore asked the BFUG to consider how balanced mobility could be achieved within the EHEA. With the 2009 Bologna Policy Forum Statement, Ministers from across the world declared that they “advocate a balanced exchange of teachers, researchers and students between [their] countries and promote fair and fruitful ‘brain circulation’”.

The following questions aim at collecting information on the understanding of the term “balanced mobility and on national strategies and measures to achieve more balanced mobility.

E.1. Which of the following situations for student mobility applies to your country?

	Total mobility	Credit mobility	Degree mobility
more incoming than outgoing students	x		
more outgoing than incoming students			
approximately the same number of incoming and outgoing students			
No information available			

E.1.a What is the statistical source for this information? Please supply statistical data.

Federal statistical office, Higher education series.

OECD, Education at a Glance

Incoming students (2009): 240.000 of which 180.000 are "Bildungsausländer" (foreign students who gained their higher education entrance qualification at a foreign school and/or complemented their foreign school qualifications by attending a German Studienkolleg).

Outgoing students (2007): 90.300

E.2. Is the situation described above regarded as balanced mobility?

Yes

No

E.2.a Please explain and include a definition of “balanced mobility” as it is used in your country.

There is no generally accepted definition of "balanced mobility".

The concept underlying the answer to E.2 is the comparison between the total number of incoming students and the total number of outgoing students.

Remarks: In order to achieve balanced mobility it is not necessary that incoming and outgoing students are equal for single countries. Imbalances with particular countries or in particular subject areas may be helpful; they can be the consequence of the attractiveness of HEIs.

E.3. Does your country have significant imbalances of student mobility flows with particular countries or regions?

Yes

No

E.3.a If yes, with which countries or regions are mobility flows most imbalanced?

There is a general tendency for outbound mobility towards neighbouring countries and the west and for inbound mobility from Eastern Europe and Asia.

E.4. Does your mobility strategy/action plan for higher education address the issues of balance of student mobility flows?

Yes

No

E.4.a If yes, what are the main concerns addressed?

Brain Gain, Brain drain.

E.4.b If yes, which measures have been undertaken to address these concerns regarding the balance of student mobility flows?

Space for Comments: Examples: The Go East! programme of the German Academic Exchange Service targets at bringing German students to Eastern Europe. The GAIN initiative provides networking possibilities for German or German speaking scientists working in North America, and informs about career opportunities in Germany at universities, research institutions, and businesses.