



EUROPEAN
Higher Education Area

**National Report regarding
the Bologna Process
implementation
2012-2015**

Germany

Data entry: (VIII QUESTIONNAIRE DETAILS)

For which country have you completed the questionnaire?

Germany

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• Government representatives "x"

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Data entry: (I_Degrees_qualifications)

I.1. Do your higher education steering documents address demographic projections for your country?

Yes

I.1.1. How do these projections affect higher education policy planning?

Yes, demographic projects are addressed, e.g. in the Higher Education Pact. The Federal Government and the Länder launched the Higher Education Pact already in 2007 to ensure sufficient study places for young people. Since then, the percentage of students has risen from 37% (2007) to more than 50% (2012). According to a report published in 2012 by the Standing Conference of the Education Ministers of the Länder (KMK), the number of new students is rising much faster than previously forecast. For this reason, the Joint Science Conference of the Federal Government and the Länder (GWK) advocated that the Higher Education Pact should be topped up to meet the extra demand. Together, the Federal Government and the Länder will finance an additional 624,000 study places from 2011 to 2015.

I.2. Please indicate the types of higher education institutions that exist in your country.

- Universities
- Higher education institutions other than universities

I.2.1. Please specify

The German higher education system distinguishes between traditional universities (Universitäten), universities of applied sciences (Fachhochschulen), colleges of art and music (Kunst- und Musikhochschulen), colleges of education (Pädagogische Hochschulen), the Duale Hochschule (cooperative state college offering combined work and study degree programmes) and Berufsakademien (professional academies). On the details of the distinctions see below.

I.3. Which of the following statements correspond to structural distinctions in your national higher education system?

- Higher education institutions are either academically or professionally oriented
 - The profile of higher education programmes is either academic or professional
 - Higher education institutions are either public or private
 - Other distinction between higher education institutions or programmes (Please specify in the text field on the right)
 - None of the above
- All of the above mentioned types of Higher Education institutions are academically oriented except for the Berufsakademien which are professionally oriented (see below).
- On the distinction between universities and universities of applied sciences (Fachhochschulen) see below.

I.3.1. What is the number of institutions in the categories identified?

Universities (traditional): 108
Colleges of art and music: 52
Colleges of education: 6
Theological colleges: 17
Fachhochschulen (universities of applied sciences): 225
Colleges of administration: 33
Professional academies: N/A

Public institutions: 271 (8 Federal, 262 Länder, 1 municipal)
Private institutions: 129
Church-owned institutions: 31
Other: 3

I.4. Comments

All of the above mentioned types of Higher Education institutions are academically oriented except for the Berufsakademien which are professionally oriented (see below).

On the distinction between universities and universities of applied sciences (Fachhochschulen):

A Fachhochschule is an academically oriented higher education institution which performs academic teaching and research with a focus on applications. Its research mission is set out in the higher education act of each Land. However, Fachhochschulen generally carry out less research than traditional Universitäten due to the more extensive teaching duties of the professors and are also not entitled to confer doctorates. The degree qualifications awarded by the Universitäten and Fachhochschulen have equivalent status.

Berufsakademien (professional academies) are professionally oriented. They form part of the tertiary sector and combine academic training at a Studienakademie (study institution) with practical professional training in a training establishment, thus constituting a duales System (dual system). Applicants for courses of the Berufsakademien require a Hochschulreife (general university entrance qualification - Abitur) or Fachhochschulreife (entrance qualification for universities of applied sciences). With the fulfilment of certain requirements, Bachelor's degrees obtained at Berufsakademien are equivalent to Bachelor's degrees obtained at other Higher Education Institutions and thus provide access to Master's study courses.

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

180 ECTS "65"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

210 ECTS "22"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

240 ECTS "9,3"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

Other duration "3,7"

I.5.1. What other duration do bachelor programmes have, if it is not 180, 210 or 240 ECTS?

The data available distinguishes between semesters 6, 7 or 8) rather than ECTS. Hence, the duration of 3.7% of programmes exceeds 8 semesters, mainly because these programmes are part-time programmes.

L6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

180 ECTS ""

L6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

210 ECTS ""

L6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

240 ECTS ""

L6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

Other duration "100"

L6.1. Please specify

There is no data available on the percentage of students enrolled in these programmes. 100% was entered solely in order to be able to proceed. Please delete this!

L7. Please note that short cycle programmes are treated in a separate section below.

L8. Are there differences in the structure of programmes depending on whether they are academically or professionally oriented (or are located in HEIs that are academically or professionally oriented)?

No

L9. Do degree programmes exist with more than 240 ECTS which are considered as first cycle programmes?

No ▾

L9.1. In which study fields do these study programmes exist?

L9.2. What is the typical duration of these degree programmes outside the Bologna model?

L9.3. What percentage of first cycle students is enrolled in these programmes?

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

60-75 ECTS "5.1"

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

90 ECTS "13"

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

120 ECTS "77"

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

Other duration "4.9"

L10.1. What other duration do second cycle programmes have, if it is not 60-75, 90 or 120 ECTS?

The data available distinguishes between semesters 6, 7 or 8) rather than ECTS. Hence, the duration of 4.9% of programmes exceeds 8 semesters, mainly because these programmes are part-time programmes.

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

60-75 ECTS ""

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

90 ECTS ""

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

120 ECTS ""

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

Other duration "100"

L11.1. Please specify

There is no data available on the percentage of students enrolled in these programmes. 100% was entered solely in order to be able to proceed. Please delete this!

L12. Do integrated/long programmes leading to a second cycle degree exist?

Yes ▾

L12.1. Is the duration of the above programmes calculated in...

years / semesters

L12.2. What is the typical duration of these degree programmes?

Staatsprüfung (State Examination) [4-6 years]

Diplom & Magister Artium (M.A.) degree [4-5 years]

Diplom & Magister Artium (M.A.) degree, Certificates, certified examinations [4.5 years] - Universities of Art/Music

Theological examination [4.5 - 5 years]

L12.3. In which study fields do these study programmes exist?

Law, Human medicine, Veterinary medicine, Pharmacy, Theology, some arts and music programmes, in some Länder: teacher training

L12.4. What percentage of first cycle students is enrolled in these programmes?

academic term 2012/13: 31 %

L13. Do second cycle degree programmes exist outside the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?

No

L13.1. What is the typical duration of these second cycle programmes outside the Bologna model?

L13.2. What percentage of second cycle students is enrolled in these programmes?

L13.3. In which study fields do these study programmes exist?

L14. Is the minimum total duration of the Bachelor & Master programmes set nationally in your country?

Yes

L14.1. What is the minimum duration of the Bachelor & Master together?

As a rule, 300 ECTS for consecutive bachelor and master programmes.

No less than 180 ECTS credits must be demonstrated for a Bachelor's degree. A Master's degree requires 300 ECTS credits including the preceding first cycle qualification. This requirement may be waived in cases where a student can demonstrate that s/he is suitably qualified. This also applies to cases where, after completing a Master's study course, students have not obtained 300 credits.

L15. Comments

On the question of calculation of integrated long programmes: Some are calculated in ECTS, some in years/semesters. The answer to mirror the situation in Germany would be both.

L16. What percentage of first cycle programmes give access to at least one second cycle study programme?

100%

All bachelor's degrees give access to master degree studies.

L16.1. Please provide a source for this information.

According to the Common structural guidelines of the Länder for the accreditation of Bachelor's and Master's study courses [Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany of 10 October 2003 as amended on 4 February 2010] all first cycle programmes give access to at least one second cycle programme.

L17. What percentage of first cycle graduates continue to study in a second cycle study programme (within one year)?

51-75%

Based on a survey on graduates, continuation rates differ strongly between universities and universities of applied sciences as well as between different fields of study.

L17.1. Please provide a source for this information.

Hochschul-Informationssystem (HIS): Absolventenbefragung des Jahrgangs 2009

L18. What are the requirements for holders of a first cycle degree to access a second cycle programme?

L18.1. All students...

...must sit an entrance exam Yes No In some cases No answer

...must complete additional courses Yes No In some cases No answer

...must have work experience Yes No In some cases No answer

...must meet other requirements (please specify below) Yes No In some cases No answer

L18.2. If other requirements apply and/or requirements apply only in some cases, please specify:

Students must sit exams in artistic study courses.

Students must have work experience in Master's courses providing further education (weiterbildende Masterstudiengänge).

L18.3. Holders of a first cycle degree from a different study field...

...must sit an entrance exam Yes No In some cases No answer

...must complete additional courses Yes No In some cases No answer

...must have work experience Yes No In some cases No answer

...must meet other requirements (please specify below) Yes No In some cases No answer

L18.4. If other requirements apply and/or requirements apply only in some cases, please specify:

Students must have work experience in Master's courses providing further education (weiterbildende Masterstudiengänge).

L18.5. Holders of a first cycle degree from the same study field coming from a different higher education institution...

...must sit an entrance exam Yes No In some cases No answer

...must complete additional courses Yes No In some cases No answer

...must have work experience Yes No In some cases No answer

...must meet other requirements (please specify below) Yes No In some cases No answer

L18.6. If other requirements apply and/or requirements apply only in some cases, please specify:

Students must have work experience in Master's courses providing further education (weiterbildende Masterstudiengänge).

L18.7. Holders of a professionally oriented first cycle degree seeking access to an academically oriented second cycle programme...

...must sit an entrance exam Yes No In some cases No answer

...must complete additional courses Yes No In some cases No answer

...must have work experience Yes No In some cases No answer

...must meet other requirements (please specify below) Yes No In some cases No answer

L18.8. If other requirements apply and/or requirements apply only in some cases, please specify:

Students must have work experience in Master's courses providing further education (weiterbildende Masterstudiengänge). With the fulfilment of certain requirements, Bachelor's degrees obtained at Berufsakademien are equivalent to Bachelor's degrees obtained at other Higher Education Institutions and thus provide access to Master's study courses.

L19. What percentage of all second cycle programmes give access without further studies to third cycle studies?

100%
Master's degrees earned at German universities and other higher education institutions of similar status, as well as at universities of applied sciences (Fachhochschulen) provide access to doctoral studies. The universities and higher education institutions of equivalent status will regulate admission to doctoral studies in their doctoral regulations.

L19.1. 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 the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany of 10 October 2003 as amended on 4 February 2010]

L20. What percentage of second cycle graduates eventually enter into a third cycle programme?

20.0000000000

L20.1. Please provide a source for this information.

According to the report Bildung in Deutschland 2012, in 2010: 16%, excluding medicine (20% including medicine) The number of doctorates awarded (excluding medicine) rose again slightly in 2010 after some fluctuation in recent years. However, there has been hardly any change in the proportion of graduates going on to obtain doctorates: Excluding medicine, one in six university degrees leads on to a successful doctorate.

L21. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?

Yes, for some graduates

L21.1. Please specify the criteria

Holders of a Bachelor's degree may also be admitted directly to doctoral studies without acquiring a further degree by means of a procedure to determine aptitude. The universities will regulate admission to as well as the organisation of the procedure to determine aptitude and, if applicable, any cooperation with universities of applied sciences, in their doctoral regulations.

L21.2. What percentage of third cycle students enter without a second cycle qualification?

1-5%

L22. If you would like to make any additional comments on the progression between cycles, please provide them here

L23. Do higher education steering documents mention doctoral education/training?

Yes ▼

L23.1. Please provide a reference to the relevant steering document(s):

See among others Excellence Initiative, Common structural guidelines of the Länder on the accreditation of Bachelor's and Master's study courses, National Qualifications Framework, EHEA-Qualification Framework (national)

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Traditional supervision-based doctoral education "67"

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Structured doctoral programmes "8"

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Professional doctoral programmes ""

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Industrial doctoral programmes ""

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Other "25"

L24.1. Please specify which other types of doctoral programmes exist

According to the National Report on Junior Scholars (2013): "Overall, 67% of doctoral candidates in the 2010/11 winter semester in Germany obtained their doctorate with an internal status, i.e. as a member of staff of a university. This is still the most common way of obtaining a doctorate. 24% of doctoral candidates were employed by non-university research institutions or by commercial companies (external doctorate). 8% of doctoral candidates pursued their doctorates within the framework of structured doctoral programmes – for example at a graduate school or as part of a postgraduate programme."

L25. Do doctoral and/or graduate schools exist in your higher education system?

Yes

L25.1. What are the main features of these schools and how many doctoral schools are there?

Access through competitive selection procedure; coordinated research programme that is supported by several teachers in HE; interdisciplinary and in some cases international focus; the individual specialization of the doctoral candidates in their subjects is accompanied by a cross-subject study programme to develop several competencies. No data available on the number of doctoral schools.

L25.2. Please provide an estimate of the share of doctoral candidates who study in doctoral/graduate schools

1-25%

L26. What is the most common length of full-time third cycle (PhD) study programmes?

In theory / according to regulations: "there are no regulations, most funding programmes fund up to 3 years"

L26. What is the most common length of full-time third cycle (PhD) study programmes?

In empirical reality: "3-5 years (only estimates, no concrete information available, depends on subject)"

L27. Are doctoral studies included in your country's qualifications framework?

Yes

L28. Apart from doctoral degrees, are there other degrees /qualifications referenced to level 3 of the QF-EHEA (level 8 EQF) in your national qualifications framework?

No

L28.1. Please specify

What are the names of such degrees? ""

L28.1. Please specify

What is the typical duration of programmes leading to such degrees? ""

L28.1. Please specify

What is the purpose/function of those degrees? ""

L29. Are ECTS credits used in doctoral programmes?

No

L30. Comments

Only in exceptional cases ECTS are used in structured doctoral programmes for taught elements.

In Germany, there is and shall continue to be a variety of forms of doctoral education. Nevertheless, The Länder aim at increasing the share of doctorates in structured programmes within the framework of their target agreements with HEI or even offer funding programmes. In addition, 206 Research Training Groups (RTG, out of which 42 are International RTG) are currently funded by the German Research Foundation (Deutsche Forschungsgemeinschaft, DFG). The RTG are established by universities to promote young researchers. They are funded by the DFG for a period of up to nine years. Their key emphasis is on the qualification of doctoral researchers within the framework of a focused research programme and a structured training strategy. The Excellence Initiative, funded by the Federal Government and the Länder, includes a funding line for graduate schools for the promotion of up-and-coming researchers as well as excellence clusters for the promotion of cutting-edge research.

However, the individually supervised doctorate remains the prevailing model in Germany.

L31. In your system, do short cycle programmes linked to the first cycle of higher education exist?

No

L31.1. Please specify the name(s) of the qualification(s) awarded at completion of short cycle programme(s)

L32. How are short cycle HE programmes linked to the Bachelor-Master structure?

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

L33. Are short cycle programmes legally considered to be an integral part of your higher education system?

No, part of post-secondary education, but not part of higher education

L34. Comments

The questions were answered only to be able to proceed. As you can see from the answer to the first question there are no short cycle programmes in Germany. The answers to the second and third question should be deleted.

L35. Do your steering documents mention the concept of student-centred learning?

Yes

L35.1. How do steering documents in your country define student-centred learning in higher education?

There is no explicit definition of student-centred learning in steering documents.

L35.2. How important are the following elements of student-centred learning in your steering documents in a scale from 0 (not important) to 5 (very important)?

- Independent learning 0 1 2 3 4 5 No answer
- Learning in small groups 0 1 2 3 4 5 No answer
- Training in teaching for staff 0 1 2 3 4 5 No answer
- Assessment based on learning outcomes 0 1 2 3 4 5 No answer
- Recognition of prior learning 0 1 2 3 4 5 No answer
- Learning outcomes 0 1 2 3 4 5 No answer
- Student/staff ratio 0 1 2 3 4 5 No answer
- Student evaluation of teaching 0 1 2 3 4 5 No answer
- Other 0 1 2 3 4 5 No answer

L35.2b. Please evaluate the following elements of student-centred learning in a scale from 0 (not important) to 5 (very important)

- Independent learning 0 1 2 3 4 5 No answer
- Learning in small groups 0 1 2 3 4 5 No answer
- Training in teaching for staff 0 1 2 3 4 5 No answer
- Assessment based on learning outcomes 0 1 2 3 4 5 No answer
- Recognition of prior learning 0 1 2 3 4 5 No answer
- Learning outcomes 0 1 2 3 4 5 No answer
- Student/staff ratio 0 1 2 3 4 5 No answer
- Student evaluation of teaching 0 1 2 3 4 5 No answer

L35.3. Please specify which other elements of student-centred learning are referred to in your steering documents.

project work

L35.4. Please provide a reference for your steering documents on student-centred learning

Rules of the German Accreditation Council, National Qualifications Framework, EHEA-Qualifications Framework (national), German Rectors Conference (HRK) Recommendation for the European Study Reform, Standing Conference of the Länder Education Ministers (KMK) rules for the recognition of knowledge and skills acquired outside of the higher education system 2002/2008, Standing Conference of the Länder Education Ministers (KMK) structural guidelines, target agreements between HEI and Länder governments, German Academic Exchange Service (DAAD)/German Rectors Conference (HRK): Guide for the application of ECTS and learning outcomes

L36. Comments

L37. In your country, do you use...

ECTS

L37.1. Please provide details of how your national credit system is linked to ECTS and describe its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes)

L37.2. Please describe the main characteristics of your national credit system (e.g. how credits are calculated and whether the system is based on learning-outcomes)

L38. In your country, what percentage of higher education institutions and programmes use ECTS for accumulation and transfer for all elements of study programmes?

- Percentage of higher education institutions 100% 76-99% 51-75% 1-50% 0% No answer
- Percentage of programmes 100% 76-99% 51-75% 1-50% 0% No answer

L39. In the majority of higher education INSTITUTIONS in your country, what is the basis to award ECTS?

Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

L39.1. Please specify

L40. In the majority of higher education PROGRAMMES in your country, what is the basis to award ECTS?

Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

L40.1. Please specify

L41. If student workload is part of the award of ECTS credits, is there a standard measure of the number of hours per credit?

Yes

Common structural guidelines of the Source: 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)

L41.1. What is the number of hours per credit?

25-30

L42. 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.)

Yes, in the majority (50-99%) of programmes

L43. Does national policy steer and/or encourage the use of learning outcomes in developing curricula?

Yes, this is done through compulsory measures (law, regulations, etc.)

L43.1. Does your country take specific support measures on the national level?

Yes. The German Academic Exchange Service (DAAD) has been offering information on ECTS and learning outcomes since 2004 via the project "Promoting Bologna in Germany". The project "nexus" (concepts and good practice in Higher Education) of the German Rector's Conference offers service and support to HEIs.

L44. Does national policy steer student assessment procedures to focus on learning outcomes?

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

L45. 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

L45.1. Please indicate the approximate percentage that participate

N/A

L45.2. Please specify for which members of academic staff training programmes are offered

L46. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?

Yes

L46.1. Please explain how, and provide a reference to further information

The "Qualifications Framework for German Higher Education Qualifications" of 2005 is based on the concept of learning outcomes. It is binding for all study programmes as laid down in the rules adopted by the Accreditation Council for the accreditation of study courses and for system accreditation of 8 December 2009, last amended on 20 February 2013 (Rule 2.2).

These Rules stipulate in more detail that every study programme is based on "qualification objectives" (Rule 2.1) which is used synonymously with "intended learning outcomes". Assessments must be designed in such a way that the intended qualification objectives are achieved, i.e. the German system is geared to achieved learning outcomes. This is assessed as part of the accreditations.

L47. If you would like to make any additional comments on ECTS and/or learning outcomes, please provide them here

National policy steer and encourage the use of learning outcomes in developing curricula through both, compulsory as well as advisory measures.

Recommendations at Länder-level exist on the use of learning outcomes.

The Federal Ministry of Education and Research supports several initiatives to foster the use of learning outcomes in developing curricula and in student assessment procedures, e.g. via the German Academic Exchange Service (DAAD) and the project "nexus" (concepts and good practice in Higher Education) at the German Rector's Conference. Since 2004, DAAD has been offering information on ECTS and learning outcomes via the project "Promoting Bologna in Germany".

For the implementation of the EHEA-QF, learning outcomes were defined for all three cycles.

L48. Is the Diploma Supplement issued in higher education institutions and to BA/MA students in all fields of study?

The Diploma Supplement is issued..

- ...automatically to all students:by 100% of HEIs
- ...automatically to all students:by 76-99% of HEIs
- ...automatically to all students:by 51-75% of HEIs
- ...automatically to all students:by 26-50% of HEIs
- ...automatically to all students:by 1-25% of HEIs
- ...automatically to all students:by 0% of HEIs
- ...automatically to some students:by 100% of HEIs
- ...automatically to some students:by 76-99% of HEIs
- ...automatically to some students:by 51-75% of HEIs
- ...automatically to some students:by 26-50% of HEIs
- ...automatically to some students:by 1-25% of HEIs
- ...automatically to some students:by 0% of HEIs
- ...upon request:by 100% of HEIs
- ...upon request:by 76-99% of HEIs
- ...upon request:by 51-75% of HEIs
- ...upon request:by 26-50% of HEIs
- ...upon request:by 1-25% of HEIs
- ...upon request:by 0% of HEIs
- ...in certain fields of study:by 100% of HEIs
- ...in certain fields of study:by 76-99% of HEIs
- ...in certain fields of study:by 51-75% of HEIs
- ...in certain fields of study:by 26-50% of HEIs
- ...in certain fields of study:by 1-25% of HEIs
- ...in certain fields of study:by 0% of HEIs
- ...to no students :by 100% of HEIs
- ...to no students :by 76-99% of HEIs
- ...to no students :by 51-75% of HEIs

...to no students :by 26-50% of HEIs

...to no students :by 1-25% of HEIs

...to no students :by 0% of HEIs

L48.1. Please specify to which students

L48.2. Please identify the fields of study in which the Diploma Supplement is issued

L49. Is the Diploma Supplement issued to graduates in the third cycle?

Yes, for some graduates of these programmes

L49.1. Please specify

A Diploma Supplement can be issued on request, for instance in structured doctoral programmes.

I50. Is there any monitoring of how employers use the Diploma Supplement?

I50.1. Please provide the most recent results regarding the level of satisfaction of employers:

When asked for the most important criteria of a study programme 70% of the German employers consider the issuing of the Diploma Supplement as important:

http://www.iwconsult.de/imperia/md/images/iwconsult/pdf/download/akzeptanz_bachelor_master.pdf, p.64.

Nearly 50% of the employers consider the submission of a Diploma Supplement as an important criterion for the employment of a candidate. Cf. DAAD (ed.) Bachelor und Master auf dem Arbeitsmarkt (Bachelor's and Master's degrees in the Labour Market), Bonn 2011, p. 39)

I50.2. Please provide a reference to the source of this information:

http://www.iwconsult.de/imperia/md/images/iwconsult/pdf/download/akzeptanz_bachelor_master.pdf

DAAD (ed.) Bachelor und Master auf dem Arbeitsmarkt (Bachelor's and Master's degrees in the Labour Market), Bonn 2011

I51. Is there any monitoring of how higher education institutions use the Diploma Supplement?

I51.1. Please provide the most recent results regarding the level of satisfaction of institutions:

Source: German Rectors Conference (HRK): Der Stand der Einführung des Diploma Supplements an deutschen Hochschulen. Ergebnisse einer Umfrage und Arbeitshilfen (The status of the introduction of the Diploma Supplement at German higher education institutions), Bonn 2008 (Statistiken zur Hochschulpolitik 4/2008)

The HRK's projects to implement the European study reform already included surveys on the introduction of the Diploma Supplement in 2004 and 2007 to ascertain the progress of Diploma Supplement implementation at German higher education institutions. The HE institutions were questioned again in 2011 in order to survey the progress made in the meantime as well as to identify possible supporting factors as well as obstacles.

According to the summary:

The HRK's surveys on the issuing of the Diploma Supplement clearly show the progress being made at the higher education institutions: In late 2004, approx. 13% of HE institutions responded that they issued the Diploma Supplement for all their courses; in 2007 this figure had risen to 29%, and in this year's survey the figure is now 52.7%. It appears that there are still problems with issuing Diploma Supplements in the courses which involve state examinations and the traditional degrees. Because already 82% of courses at German HE institutions led to the new Bachelor's and Master's qualifications in the winter semester 2010-11, it can be assumed that the wide-scale introduction of the Diploma Supplement at German HE institutions is progressing very well. However, it will still take some time before this instrument has become regular practice at all HE institutions and for all subjects.

The typical obstacles to Diploma Supplements which are most often cited by HE institutions are of a technical or subject-related nature or involve problems of organization or staffing. This indicates that the organizational structures and processes at the administrative level of HE institutions require further improvement in this context.

A comparison of the legal basis of the Diploma Supplement in the different Länder laws on higher education shows that there has been no change between 2008 and now. There are binding regulations for the Diploma Supplement set out in the higher education laws of eight Länder (Bavaria, Mecklenburg-Western Pomerania, Rhineland-Palatinate, Saarland, Saxony, Saxony-Anhalt, Schleswig-Holstein and Thuringia). The Diploma Supplement is not dealt with by the HE acts of the remaining Länder, but its use is regulated in higher education institution agreements, ordinances, and guidelines, etc.

I52. In what language(s) is the Diploma Supplement issued?

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

I53. The Diploma Supplement is issued...

free of charge

I53.1. Please specify the categories of students

I53.2. Please provide the amount and the reason for the fee

I54. Comments

I55. Do national higher education steering documents mention joint or double degrees?

I55.1 Please provide a reference to the legislation and/or cite the relevant articles

Section 18 (1) sentence 5 of the Framework Act for Higher Education (HRG) and corresponding regulations in the Länder laws.

On 12 April 2013, the Federal Government and the Länder adopted a joint "Strategy of the Federal and Länder Ministers of Science for the Internationalisation of the Higher Education Institutions in Germany" and drew up joint policy goals for important fields of action for internationalisation. The strategy includes a specific commitment to examine ways to facilitate the accreditation of international joint programmes.

I56. Does higher education legislation explicitly allow:

- | | | | | | |
|--|---------------------------|--------------------------|---|--|---------------------------------|
| Establishing joint programmes | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Legislation not clear | <input type="radio"/> Legislation does not mention joint degrees | <input type="radio"/> No answer |
| Awarding joint degrees | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Legislation not clear | <input type="radio"/> Legislation does not mention joint degrees | <input type="radio"/> No answer |
| Recognition of QA decisions on joint degrees | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Legislation not clear | <input type="radio"/> Legislation does not mention joint degrees | <input type="radio"/> No answer |

L57. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.

Award joint degrees 100 % 76-99 % 51-75 % 26-50 % 11-25 % 6-10 % 1-5 % 0 % No answer
Participate in joint programmes 100 % 76-99 % 51-75 % 26-50 % 11-25 % 6-10 % 1-5 % 0 % No answer

L58. Please estimate the percentage of students in your country that graduated in the academic year 2012/13...

...with a joint degree >10 % >7.5-10 % >5-7.5 % >2.5-5 % >0-2.5 % 0 % No answer
...from a joint programme >10 % >7.5-10 % >5-7.5 % >2.5-5 % >0-2.5 % 0 % No answer

L59. Please estimate the share of joint programmes in the three cycles

First cycle (%) "45"

L59. Please estimate the share of joint programmes in the three cycles

Second cycle (%) "55"

L59. Please estimate the share of joint programmes in the three cycles

Third cycle (%) "0"

L60. Do you have information about study fields in which joint programmes / joint degrees are most common?

L60.1. Please explain briefly and mention/link to the source of this information

An analysis of the Erasmus Mundus Masters' Courses in which one or more German higher education institutions is/are involved shows a general preference towards joint degrees in the following study fields:

- Social Sciences, Business and Law (26%)
- Science, Mathematics and computing (26%)
- Engineering, Manufacturing and Construction (24%)

The DAAD-funded Integrated International Degree Programmes with Double Degrees show a slightly different distribution:

- Law, Economics and Social Sciences (42%)
- Language and Cultural Studies (27%)
- Engineering (26%)

According to the HRK-Hochschulkompass the most common study fields are: Economic and social sciences (41 %), Engineering (26 %), Languages and arts (17%)

<http://www.hochschulkompass.de/en/degree-programmes/suche.html>

L61. Comments

The answer to question "Does higher education legislation explicitly allow..." refers to the Rules for the Accreditation of Study Programmes and for System Accreditation which are compulsory.

L62. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing an NQF. Please choose below the stage that best describes your national situation.

11: The final NQF and the self-certification report can be consulted on a public website
The NQF is in force since 1 May 2013.

L62.1. Please provide the date when the step was completed.

05-01-2013

L62.2. Is information on the development and/or revision of your NQF available through a national QF website?

L62.3. Please provide the link to the website:

<http://www.dqr.de/>

L63. At what level of the European Qualifications Framework (EQF) do you place school leaving qualifications giving standard access to higher education?

Other (please specify)

School leaving qualifications have not yet been assigned to the NQF. This will be done at the latest by 2017.

L64. Have you referenced your higher education qualifications against EQF levels?

Yes: first, second and third cycle qualifications have been referenced against EQF levels 6,7,8

L64.1. Please provide a reference to official documents

- German EQF Referencing Report (www.dqr.de)
- Annex to the Report (www.dqr.de)

L65. Have you referenced your short-cycle higher education qualifications against EQF levels?

No: there are no short-cycle qualifications in our system

L65.1. Please provide a reference to official documents

L66. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of ACADEMIC STUDY in your country?

Higher education institution whose decision is made based on ENIC/NARIC centre advice

L67. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of PROFESSIONAL EMPLOYMENT in your country?

Other (please specify)

As far as regulated professions are concerned the decision is taken by a competent authority either at Federal or at Länder level, depending on the competence. Such decision will in many cases be based on the advice by the ENIC/NARIC centre.

In all other cases, employers decide by themselves. Such decision can be based on an assessment given by the ENIC/NARIC on application by the individual employment-seeker.

L68. Which of the following statements is specified in national legislation?

Applicant's right to fair assessment of qualification

Recognition of qualification provided that no substantive differences can be proven

Where recognition is not granted or is granted only partly, demonstration of substantial differences by the competent authority

Where recognition is not granted or is granted only partly, the applicant has the right to appeal

None of the above

L68.1. Please provide a reference to the relevant legislation

Common structural guidelines of the Länder (see above). The legal foundations consist of the provisions in the relevant Federal and Länder laws and/or in the statutes of higher education institutions.

L68.2. What measures exist to ensure that these legal statements are implemented in practice?

Quality assurance bodies, provision of information on recognition (ENIC/NARIC, DAAD, HRK), about assessment proposals and recognition procedures, cooperation recognition

Applicants have the right to appeal or to take legal action. Higher education institutions must create the organizational conditions needed for review.

Decisions about whether substantive differences exist or not are open to full judicial review. In contrast to decisions on examinations, higher education institutions have no decision-making flexibility here. The assessment of performance – where there is indeed decision-making flexibility – has already been made by the (foreign) examiners during the student's stay abroad and is thus precluded from being carried out a second time for the purposes of recognition. (Source: HRK-Leitfaden zur Anerkennung (recognition guidelines, 2013))

L69. How is a foreign qualification giving access to first cycle higher education in another country considered in an application for a first cycle higher education programme in your country?

The qualification is considered in the same way as the qualification in the national context

Recognition takes place in line with the Lisbon Convention on the Recognition of Qualifications concerning Higher Education in the European Region.

As far as recognition for qualifications from states which are not signatories to the Lisbon Convention is concerned the following is applicable:

As a matter of general principle, access to studies at German HE institutions is also possible for holders of foreign secondary school-leaving qualifications. The basic requirement is that the certificate provides admission to higher education under the law of the country in which it is obtained. Between countries in the European Region and also with some non-European countries, access to higher education is also regulated by international agreements.

The German Central Office for Foreign Education (ZAB) has been publishing recommendations for the assessment of foreign HE entrance qualifications for admission to higher education in Germany.

The recommendations can be viewed at the 'anabin' database under 'Schulabschlüsse mit Hochschulzugang' (school-leaving qualifications granting access to higher education).

The recommendations include a list of all foreign school qualifications which fulfil the requirements for admission to German HE institutions. Where such qualifications do not give access to HE directly, information is provided about which additional requirements need to be fulfilled. According to the currently applicable 'Rahmenordnung für den Hochschulzugang' (framework for admission to higher education) (www.kmk.org/fileadmin/pdf/ZAB/Hochschulzugang_Beschlusse_der_KMK/Rahmenordnung2006.pdf) decisions recognizing qualifications must be based on the ZAB's assessment recommendations. These are used by all 16 Länder and included in many of the Länder's laws.

Decisions giving or denying access to higher education for German, foreign or stateless applicants with foreign higher education entry qualifications are made by the (German) HE institutions.

L69.1. Please specify

L70. How is a foreign qualification giving access to second cycle higher education in another country considered in an application for a second cycle higher education programme in your country?

The qualification is considered in the same way as the qualification in the national context

L70.1. Please specify

L71. How is a foreign qualification giving access to third cycle higher education in another country considered in an application for a third cycle higher education programme in your country?

The qualification is considered in the same way as the qualification in the national context

L71.1. Please specify

L72. Do higher education institutions typically:

make recognition decisions in faculties/departments and mainly by staff teaching in the particular programme

L72.1. Please explain

L72.2. If you wish, please comment on the (possibly several) practical procedures of recognition at institutional level

There are structures providing support in the HE institutions as well as at the German Central Office for Foreign Education (ZAB).

L73. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?

Legal supervision by the Länder, quality assurance bodies (accreditation)

L74. Comments

Data entry: (II_Quality_assurance)

II.1. Which situation applies in your country?

Several full-fledged independent agencies operate legitimately

II.1.1. Please specify

II.2. What is the main outcome of an external review?

Please choose

II.2.1. For each of the agencies, what is the main outcome of an external review?

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

II.2.2. Please specify

II.3. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

No

II.3.1. Please specify the normal impact of an external review

II.4. Does the agency cover:

II.4.1. Considered together, do the agencies cover:

All higher education institutions

II.5. Do the agencies cover:

II.5.1. Please specify:

II.6. What is the main focus of the external evaluations undertaken?

II.6.1. Are all institutions included?

Please choose.. ▾

II.6.2. Please specify

II.6.3. Are all programmes in all cycles included?

Please choose.. ▾

II.6.4. Please specify

II.6.5. Are all institutions and all programmes included?

II.7. Are the outcomes of Quality Assurance evaluations made available to the public?

All positive reports are publically available but not all negative reports

II.8. Are the following issues typically included in external Quality Assurance Evaluations?

- | | | | | |
|--|--------------------------------------|--------------------------|--|---------------------------------|
| Teaching | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Research | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> In some cases | <input type="radio"/> No answer |
| Student support services | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Lifelong learning provision | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> In some cases | <input type="radio"/> No answer |
| Admissions processes | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student progression, drop-out and completion | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Employability | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Internal Quality Assurance / Management system | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Recognition policy and practice | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |

II.8.1. Please specify

II.8.2. For those issues that are typically included in external QA evaluation, please provide details on the criteria used. Please also provide the full reference to relevant documents

Resolution of the Accreditation Council of 08.12.2009, last amended on 20.02.2013. "Rules for the Accreditation of Study Programmes and for System Accreditation"
Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic of Germany of 10 October 2003 as amended on 4 February 2010: "Common Structural Guidelines of the Länder for the Accreditation of Bachelor and Master's Study Programmes" of 10 October 2003

II.8.3. Additional comments

Further comments on the inclusion of external QA:

Research is included as far as related to teaching.

Lifelong learning: depending on the profile - as far as HEI is active in lifelong learning provision.

II.9. Does your national Quality Assurance system or legislative framework explicitly allow higher education institutions to choose a Quality Assurance Agency from outside your country as part of the initial and/or periodic external QA review?

Yes, all institutions are able to choose, and the evaluation outcomes are treated in the same way as an evaluation from a/the national quality assurance agency

For a decision granting the permission an accreditation is needed by an agency, which is accredited by the German Accreditation Council. This could be a German or international agency. Quality Assurance Agencies worldwide are allowed to seek accreditation by the German Accreditation Council.

II.9.1. Please explain the differences

II.9.2. Please specify which institutions are able to choose

II.10. Which conditions apply to the choice of a Quality Assurance Agency for cross border review?

Other (e.g. the agency must be also a member of the European Association for Quality Assurance in Higher Education (ENQA))

In General, the agency must be accredited by the German Accreditation Council. This could be a German or international agency. Quality Assurance Agencies worldwide are allowed to seek accreditation by the German Accreditation Council.

As regards joint programmes, agencies from other countries may join their evaluations (rule 1.5.6. of Resolution of the Accreditation Council of 08.12.2009, last amended on 20.02.2013 "Rules for the Accreditation of Study Programmes and for System Accreditation").

II.10.1. How many higher education institutions have used this opportunity?

Germany has two main ways of quality assurance: programme accreditation and system accreditation, the latter being the newer instrument, which focusses mainly on the quality assurance system of the HEI as a whole. The international agencies who are active in Germany within the framework of the German Accreditation Council are concerned primarily with system accreditation. As a consequence, the market share of the international agencies in finished system accreditations is about 12%, in programme accreditations until now less than 1%, but probably rising.

II.11. In the case of international joint and double degree programmes, are quality assurance decisions of QA agencies registered abroad recognised in your country?

Yes, the QA agency is required to be listed in the European Quality Assurance Agency Register (EQAR)

The agency must be an ENQA member and/or listed in EQAR.

II.11.2. Please specify

II.12. Additional comments

II.13. Does your legislation or steering documents encourage your national QA agency(ies) to be:

Listed in EQAR

Member of ENQA

There is no specification within the current legislation or steering documents

Yes, for an application to EQAR

Yes, for the purpose of ENQA membership

Yes, for other purposes

An evaluation is planned before the 2015 Ministerial Meeting in Yerevan but has not yet taken place

No

II.15. Is there a formal requirement that students are involved

In governance structures of national QA agencies Yes, it is compulsory Yes, it is advised No In some cases No answer

As full members in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer

As observers in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer

In the preparation of self evaluation reports Yes, it is compulsory Yes, it is advised No In some cases No answer

In the decision making process for external reviews Yes, it is compulsory Yes, it is advised No In some cases No answer

In follow-up procedures Yes, it is compulsory Yes, it is advised No In some cases No answer

II.15.1. Please specify

II.16. Is there a formal requirement that international peers/experts are involved?

In governance structures of national QA agencies? YES, it is compulsory YES, it is advised NO In some cases No answer

As full members in external review teams YES, it is compulsory YES, it is advised NO In some cases No answer

As observers in external review teams YES, it is compulsory YES, it is advised NO In some cases No answer

In the decision making process for external reviews YES, it is compulsory YES, it is advised NO In some cases No answer

In follow-up procedures YES, it is compulsory YES, it is advised NO In some cases No answer

II.16.1. Please specify

II.17. Is there a formal requirement that academic staff are involved

In governance structures of national QA agencies? Yes, it is compulsory Yes, it is advised No In some cases No answer

As full members in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer

As observers in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer

In the decision making process for external reviews Yes, it is compulsory Yes, it is advised No In some cases No answer
In follow-up procedures Yes, it is compulsory Yes, it is advised No In some cases No answer

II.17.1. Please specify

II.18. Is there a formal requirement that employers are involved

In governance structures of national QA agencies? Yes, it is compulsory Yes, it is advised No In some cases No answer
As full members in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer
As observers in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer
In the decision making process for external reviews Yes, it is compulsory Yes, it is advised No In some cases No answer
In follow-up procedures Yes, it is compulsory Yes, it is advised No In some cases No answer

II.18.1. Please specify

II.20. Are there formal requirements for higher education institutions to develop internal quality assurance systems?

Yes
Most of the 16 Higher Education Laws of the German Regions (Länder) name such requirements.

II.20.1. Please specify these requirements and the relevant source

II.21. Who is primarily responsible for deciding the focus of internal quality assurance processes?

Higher education institutions

II.21.1. Please specify

II.22. Are there formal requirements for students to be involved in internal quality assurance systems?

In some cases

II.22.1. Please specify

The criteria for institutional accreditation include a requirement to involve students in internal quality assurance processes.
In rules for system accreditation (Decision of German Accreditation Council "Rules for the Accreditation of Study Programmes and for System Accreditation" No 5.2)

II.23. Is there a requirement for students to be involved in the preparation of self evaluation reports?

- Yes
 No
 In some cases

II.23.1. Please specify

II.24. Is there a requirement for students to be involved in decision-making as an outcome of evaluation?

II.24.1. Please specify

II.25. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?

75 - 99%

II.26. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

75 - 99%

II.26.1. Please describe what kind of arrangements are in place.

Nearly all HEI have formal arrangements in place. In addition they use other tools for monitoring such as student surveys, student tracing, alumni networks, interviews and internal working groups.

See Criteria for system accreditation: No. 6.3 of "Rules for the Accreditation of Study Programmes and for System Accreditation":

"The Higher Education Institution is continuously using an internal quality assurance system in the field of teaching and learning that meets the requirements of the European Standards and Guidelines for Quality Assurance in Higher Education.

The internal quality assurance system has staff and equipment resources that ensure sustainability. It is appropriate to assess the effectiveness of the internal management in the field of teaching and learning and to warrant the ensuring and continuous improvement of the quality of teaching and learning.

In detail, the internal quality assurance system includes the following

- regular internal and external evaluation of study programmes, taking into account the organisation of studies and examinations,
- regular evaluation of the quality of teaching and learning by students,
- verification of the competency of professors in the fields of teaching and examination when they are hired and their regular training advancement,
- regular verification of the compliance with guidelines for the accreditation of study programmes specified by KMK and the Accreditation Council,
- binding procedures for implementing recommendations and a system of incentives.

It ensures participation of professors and students, of administrative personnel, of graduates and practitioners from the profession and makes sure that authorities (persons) that are independent in their decision perform the evaluation of quality within the scope of internal and external evaluations."

II.27. How many higher education institutions publish up to date and objective information about the programmes and awards offered?

100%

II.28. How many higher education institutions publish critical and negative outcomes of Quality Assurance evaluations?

1 - 24%

To publish negative outcomes is not yet a part of national quality assurance culture in Germany.

II.29. Are higher education institutions' recognition policy and practice typically evaluated in Internal Quality Assurance processes within the institution?

Sometimes

II.29.1. Please explain

The recognition policy is part of the criteria of institutional accreditation (No 6.2 of “Rules for the Accreditation of Study Programmes and for System Accreditation”)

Data entry: (III_Social_dimension)

III. Policy background: In the framework of the Bologna Process, the ministers responsible for higher education agreed that the student body entering, participating in and completing higher education at all levels should reflect the diversity of the population living in the different European regions (London Communiqué, 18 May 2007).

III.1. How is the objective of widening participation reflected in steering documents of your country?

It is reflected through a set of concrete measures

III.1.1. Please indicate these measures in the form of bullet points:

- Increasing numbers of available study places, via the Higher Education Pact 2020 and corresponding programmes of the Länder;
- Provision of transparent, simplified admission procedures for vocationally qualified persons;
- Provision of options for crediting skills acquired outside of higher education to higher education studies (up to 50%);
- Provision of suitable services and counselling / advising prior to studies, and in all phases of studies;
- Provision of subject-related and socially oriented advising and additional support, also with regard to financing;
- Enhancement of opportunities for support via the Federal Training Assistance Act (BAföG); provision of loans for financing tuition fees and study related expenses; implementation of criteria for granting exemptions in connection with loan repayment (BAföG and tuition-related loans);
- Enshrinement of handicap-compensation provisions for students with handicaps and chronic diseases, in admission to higher education and in various phases of studies; and review of handicap-compensation provisions in the framework of accreditation;
- Improvement of the structural and organisational framework for studies, also with consideration of the needs of students in special life situations; strengthening of vocationally relevant skills;
- Promotion of mobility, via efforts including provision of grants and promotion of integrated study programmes;
- Establishment and expansion of career services, with the aims of reinforcing a practical orientation during studies, imparting workplace-relevant qualifications and supporting transitions into the workplace;
- Support of associations for the promotion of the gifted, as well as of agencies working to internationalise studies, science and research.

III.2. Do steering documents of your country refer to any quantitative objectives to be reached regarding the population entering, participating in and/or completing higher education?

Yes, there are quantitative objectives WITHOUT reference to any underrepresented groups of the student population

III.2.1. Please indicate which statement(s) best describe(s) your country-specific situation: The quantitative objectives are formulated in terms of...

- student population entering HE
- student population participating in HE
- student population completing HE
- graduates entering the labour market

III.2.2. Please specify the quantitative objectives and the period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

40% of a cohort to enter higher education

Qualifizierungsinitiative "Aufstieg durch Bildung", 22.10.2008

<http://www.gwk-bonn.de/fileadmin/Papers/Qualifizierungsinitiative-Beschluss-2008.pdf>

III.2.3. Please indicate which underrepresented groups are covered by the quantitative objectives, what they are and which period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

Students with disabilities: Objective set and period covered

Students with disabilities: Policy document (reference and link)

Adults/mature students: Objective set and period covered

Adults/mature students: Policy document (reference and link)

Students from lower socio-economic background/lower socio-economic group: Objective set and period covered

Students from lower socio-economic background/lower socio-economic group: Policy document (reference and link)

Male/female (gender groups): Objective set and period covered

Male/female (gender groups): Policy document (reference and link)

Ethnic, cultural, religious or linguistic minorities (please specify): Objective set and period covered

Ethnic, cultural, religious or linguistic minorities (please specify): Policy document (reference and link)

Students living in specific geographical areas (e.g. rural areas): Objective set and period covered

Students living in specific geographical areas (e.g. rural areas): Policy document (reference and link)

Migrants: Objective set and period covered

Migrants: Policy document (reference and link)

Migrants' children: Objective set and period covered

Migrants' children: Policy document (reference and link)

Other groups: Objective set and period covered

Other groups: Policy document (reference and link)

III.2.4. Comments

III.3. Are there any mechanisms in your country, which encourage or oblige higher education institutions to participate in a systematic monitoring of the composition of the student body?

Yes

III.3.1. Please provide a short description of the mechanisms in place:

Contracts and target agreements between the Länder and their ITEIs.

The 'Social Survey', a survey on the social and economic situation of students, is conducted and published every three years and funded by the Federal Ministry of Education and Research. It comprises information on subject and degree being studied, number of semesters enrolled, socio-demographic characteristics (age, gender, family status, social origins), student funding and expenses as well as state assistance, time spent on study-related activities and employment, accommodation and level of satisfaction with living situation.

III.4. Please indicate the stages at which the composition of the student body is subject to systematic monitoring and the student characteristics which are taken into account at these stages. If there is no systematic monitoring at the given stage, please tick "not applicable".

Disability:At entry to HE	<input type="checkbox"/> 0 ▼
Disability:During HE studies	<input checked="" type="checkbox"/> 1 ▼
Disability:At graduation	<input type="checkbox"/> 0 ▼
Disability:After graduation	<input type="checkbox"/> 0 ▼
Labour market status prior to the entry to HE:At entry to HE	<input type="checkbox"/> 0 ▼
Labour market status prior to the entry to HE:During HE studies	<input checked="" type="checkbox"/> 1 ▼
Labour market status prior to the entry to HE:At graduation	<input type="checkbox"/> 0 ▼
Labour market status prior to the entry to HE:After graduation	<input type="checkbox"/> 0 ▼
Age:At entry to HE	<input type="checkbox"/> 0 ▼
Age:During HE studies	<input checked="" type="checkbox"/> 1 ▼
Age:At graduation	<input type="checkbox"/> 0 ▼
Age:After graduation	<input type="checkbox"/> 0 ▼
Type and level of qualification achieved prior to entry to HE:At entry to HE	<input type="checkbox"/> 0 ▼
Type and level of qualification achieved prior to entry to HE:During HE studies	<input checked="" type="checkbox"/> 1 ▼
Type and level of qualification achieved prior to entry to HE:At graduation	<input type="checkbox"/> 0 ▼
Type and level of qualification achieved prior to entry to HE:After graduation	<input type="checkbox"/> 0 ▼
Socio-economic background:At entry to HE	<input type="checkbox"/> 0 ▼
Socio-economic background:During HE studies	<input checked="" type="checkbox"/> 1 ▼
Socio-economic background:At graduation	<input type="checkbox"/> 0 ▼
Socio-economic background:After graduation	<input type="checkbox"/> 0 ▼
Gender:At entry to HE	<input type="checkbox"/> 0 ▼
Gender:During HE studies	<input checked="" type="checkbox"/> 1 ▼
Gender:At graduation	<input type="checkbox"/> 0 ▼
Gender:After graduation	<input type="checkbox"/> 0 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At entry to HE	<input type="checkbox"/> 0 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):During HE studies	<input type="checkbox"/> 0 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At graduation	<input type="checkbox"/> 0 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):After graduation	<input type="checkbox"/> 0 ▼
Religion:At entry to HE	<input type="checkbox"/> 0 ▼
Religion:During HE studies	<input type="checkbox"/> 0 ▼
Religion:At graduation	<input type="checkbox"/> 0 ▼
Religion:After graduation	<input type="checkbox"/> 0 ▼
Migrant status (migrants or migrants' children):At entry to HE	<input type="checkbox"/> 0 ▼
Migrant status (migrants or migrants' children):During HE studies	<input checked="" type="checkbox"/> 1 ▼
Migrant status (migrants or migrants' children):At graduation	<input type="checkbox"/> 0 ▼
Migrant status (migrants or migrants' children):After graduation	<input type="checkbox"/> 0 ▼
Other characteristics:At entry to HE	<input type="checkbox"/> 0 ▼
Other characteristics:During HE studies	<input checked="" type="checkbox"/> 1 ▼
Other characteristics:At graduation	<input type="checkbox"/> 0 ▼
Other characteristics:After graduation	<input type="checkbox"/> 0 ▼
Not applicable (no systematic monitoring at the given stage):At entry to HE	<input type="checkbox"/> 0 ▼
Not applicable (no systematic monitoring at the given stage):During HE studies	<input type="checkbox"/> 0 ▼
Not applicable (no systematic monitoring at the given stage):At graduation	<input type="checkbox"/> 0 ▼
Not applicable (no systematic monitoring at the given stage):After graduation	<input type="checkbox"/> 0 ▼

III.4.1. Please specify how ethnic, cultural, religious or linguistic minority status is taken into account:

III.4.2. Please specify which other student characteristics are taken into account in the monitoring:

family status

III.4.3. Comments

III.5. Please specify who monitors the composition of the student body

HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	<input type="text" value="0"/>
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies	<input type="text" value="0"/>
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation	<input type="text" value="0"/>
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation	<input type="text" value="1"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	<input type="text" value="1"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies	<input type="text" value="1"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation	<input type="text" value="1"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation	<input type="text" value="0"/>
Ministry/governmental body:At entry to HE	<input type="text" value="1"/>
Ministry/governmental body:During HE studies	<input type="text" value="1"/>
Ministry/governmental body:At graduation	<input type="text" value="1"/>
Ministry/governmental body:After graduation	<input type="text" value="0"/>
Independent bodies/agencies:At entry to HE	<input type="text" value="1"/>
Independent bodies/agencies:During HE studies	<input type="text" value="1"/>
Independent bodies/agencies:At graduation	<input type="text" value="1"/>
Independent bodies/agencies:After graduation	<input type="text" value="1"/>
Other:At entry to HE	<input type="text" value="0"/>
Other:During HE studies	<input type="text" value="0"/>
Other:At graduation	<input type="text" value="0"/>
Other:After graduation	<input type="text" value="0"/>
No systematic monitoring:At entry to HE	<input type="text" value="0"/>
No systematic monitoring:During HE studies	<input type="text" value="0"/>
No systematic monitoring:At graduation	<input type="text" value="0"/>
No systematic monitoring:After graduation	<input type="text" value="0"/>

III.5.1. Please specify which other organisation monitors the composition of the student body

III.5.2. If at certain stages you chose several options, please explain the distribution of responsibilities between different parties involved:

Statistical data and pertinent explanatory information are regularly collected and made available in Germany. Examples of such efforts include:

- The social surveys of Deutsches Studentenwerk (DSW; umbrella organisation of the Studentenwerke student services organisations) relative to the economic and social situation of students, and pertinent special analyses. The social surveys ("Sozialerhebungen") have been carried out for over 50 years, at three-year intervals. They provide a comprehensive picture of the social and economic situation of students in Germany. The continuity of the surveys makes long-term comparisons possible. As a whole, the time series in the chapter on education participation ("Bildungsbeteiligung") are one of the most important indicators of changes in equal opportunity in higher education access.
- "Internationalisation of studies – foreign students in Germany and German students abroad" ("Internationalisierung des Studiums – ausländische Studierende in Deutschland und deutsche Studierende im Ausland"). The data collected via these efforts also serve as the basis for EUROSTUDENT, an international comparative study that provides key information relative to the further design of the social dimension of the European Higher Education Area.
- "Education in Germany" ("Bildung in Deutschland") is an independent experts' report that is prepared every two years for the Conference of Ministers of Education and Cultural Affairs (KMK) and the BMBWF by an interdisciplinary team of researchers under the leadership of the German Institute for International Educational Research (DIPF). The reporting on the education sector is part of a comprehensive monitoring system that also includes comparisons of scholastic achievement – such as PISA – and contributions provided by education research.
- Publications of HIS GmbH. The HIS regularly conducts surveys of persons with higher education entrance qualifications, as well as surveys of students and of graduates. It also carries out studies of special issues. Examples of such studies include "Academic biographies of foreign students" ("Studienverlauf im Ausländerstudium"; HIS 2004); "Aspects of internationalisation of German higher education institutions" ("Aspekte der Internationalisierung deutscher Hochschulen"; HIS 2007); "Trends in student dropout rates at German higher education institutions" ("Die Entwicklung der Studienabbruchquote an den deutschen Hochschulen"; HIS 2008).
- Regular publications of the Federal Statistical Office and of the Länder statistical offices (such as "Higher education institutions at a glance" ("Hochschulen auf einen Blick"); "Students at higher education institutions" ("Studierende an Hochschulen"); "Examinations at higher education institutions" ("Prüfungen an Hochschulen"); "Non-monetary index statistics for higher education institutions" ("Nichtmonetäre hochschulstatistische Kennzahlen");
- In addition, Germany participates in relevant international comparative studies, and it publishes the results of its own supplementary national surveys (PISA, OECD);
- The task of developing the education system necessitates solidly founded empirical education research. The Federal Government's framework programme for promotion of empirical education research supports measures for structural reinforcement of such research, and it promotes thematically focused research emphases. The programme has been developed in close cooperation with the Länder and with the science sector. The Federal Government and the Länder also plan to cooperate closely in the implementation of the framework programme.
- The long-term study "Study situation and student orientation" ("Studiensituation und studentische Orientierung"), at universities and universities of applied sciences: Ongoing monitoring, since the 1982/1983 winter semester, of trends in the situation (for studies) at German higher education institutions. Relevant surveys are carried out at intervals of 2 to 3 years.
- The publication "Wissenschaft weltweit" yearly edited by the German Academic Exchange Service (DAAD) together with the HIS-Institute for Higher Education Research publishes facts and figures on the International Nature of Studies and Research in Germany. It provides information on foreign students at Germany's higher education institutions, foreign graduates from Germany's higher education institutions, German students abroad, German graduates abroad, international mobility of students, foreign academic staff at Germany's higher education institutions, foreign academics and researchers working in Germany, and German academics and researchers working abroad.
- The Student Survey (Studierendensurvey) is the only long-term survey in Germany which provides complex data on the following topics from the students' perspective:
 - Access to higher education, choice of subject, motives and expectations
 - Study strategies and progress
 - Intensity and duration of studies and time involved
 - Study requirements, regulations and examinations
 - Specialized studies, situation of teaching and quality of studies
 - Student life, social situation, gainful employment
 - Higher education policy: Participation and student representation
 - International dimension and European Higher Education Area (Bachelor)
 - Choice of career, professional values and areas of activity
 - Job prospects and labour market response
- The Studienqualitätsmonitor provides regular data on the following topics, mainly viewed from a student perspective: requirements and study success, teaching evaluation and adverse effects, advice and support, equipment and services, benefit from and quality of studies.

III.5.3. Comments

III.6. In your country, are there legal restrictions on collecting or publishing data on certain student characteristics (e.g. ethnic background of students)?

...collect data on certain student characteristics No legal restrictions apply to... Some legal restrictions apply to... No answer
...publish data on certain student characteristics No legal restrictions apply to... Some legal restrictions apply to... No answer

III.6.1. Please specify which data cannot be collected or published and why.

To safeguard data protection, Higher Education Institutions may only collect data about the students which they need for administrative purposes.

III.7. Are the results of monitoring activities related to different stages (i.e. at entry, during studies, at graduation, after graduation) publicly available?

Yes ▼

III.7.1. How are these results published?

Information is aggregated

III.7.2. Please provide details on where the results of the monitoring activities can be consulted.

See above.

Federal Statistical Office, Fachserie 11 Reihe 4.1, Studierende an Hochschulen (HE students)

Federal Statistical Office, Fachserie 11 Reihe 4.2, Prüfungen an Hochschulen (HE examinations)

Federal Statistical Office, Fachserie 11 Reihe 4.3.1, Nichtmonetäre hochschulstatistische Kennzahlen (non-monetary HE statistics)

Federal Statistical Office, Erfolgsquoten 2011 (success rates)

Data can be found at the website of the Federal Statistical Office

<https://www.destatis.de/DE/Publikationen/Thematisch/BildungForschungKultur/Hochschulen/BroschuereHochschulenBlick.html>

OECD, Education at a Glance

III.8. From the data collected in your monitoring system, what have been the main changes in the composition of the student body during the last ten years?

The composition of the student body has not changed significantly during the past ten years (see 20th Social Survey).

III.9. Please choose the statement that best describes your country-specific situation:

Individuals that meet standard entry requirements have...

- a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:Universities 1 ▼
- a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities 1 ▼
- a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities 0 ▼
- a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities 0 ▼
- a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:Universities 0 ▼
- a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities 0 ▼
- a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities 0 ▼
- a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities 0 ▼
- no guaranteed right to higher education:Universities 0 ▼
- no guaranteed right to higher education:HEIs other than universities 0 ▼

III.9.1. Please specify which fields are excluded:

III.9.2. Comments

There is a difference between entry restrictions and admission restrictions (numerus clausus). Admission restrictions are in place depending on the capacity of the HEI and the subject field.

III.10. Please explain on what basis higher education institutions most commonly select students:

- Level of achievement in standard entry requirements:Universities 0 ▼
- Level of achievement in standard entry requirements:HEIs other than universities 0 ▼
- Entry examinations for all programmes:Universities 0 ▼
- Entry examinations for all programmes:HEIs other than universities 0 ▼
- Entry examinations for some programmes, and level of achievement in standard entry requirements for others:Universities 0 ▼
- Entry examinations for some programmes, and level of achievement in standard entry requirements for others:HEIs other than universities 0 ▼
- Other:Universities 0 ▼
- Other:HEIs other than universities 0 ▼

III.10.1. Please specify which other criteria apply:

III.10.2. Comments

III.11. 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).

Route 1 "Gymnasium/Fachgymnasium/Gesamtschule (grammar school, specialised grammar school, comprehensive school)"

III.11. 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).

Route 2 "Fachoberschule (specialised upper secondary school)"

III.11. 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).

Route 3 "Berufs-/Fachschule, Fachakademie (vocational/trade school)"

III.11. 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).

Route 4 "Second-chance education (evening classes, adult education colleges)"

III.11. 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).

Route 5 "Third-chance education (with a vocational education certificate)"

III.12. The different routes are opening access to...

- {III_11_SQ001} all HEIs / IIE programmes some HEIs / IIE programmes No answer
- {III_11_SQ002} all HEIs / HE programmes some HEIs / HE programmes No answer
- {III_11_SQ003} all HEIs / HE programmes some HEIs / HE programmes No answer
- {III_11_SQ004} all HEIs / HE programmes some HEIs / HE programmes No answer
- {III_11_SQ005} all HEIs / HE programmes some HEIs / HE programmes No answer

III.12.1. For routes that only open access to some HEIs or programmes, please specify to which institutions/programmes they do open access and to which institutions/programmes they do not open access:

See: The education system of the Federal Republic of Germany, basic structure, page 30.

http://www.kmk.org/fileadmin/doc/Dokumentation/Bildungswesen_cn_pdfs/dossier_cn_cbook.pdf

III.13. Please provide the percentages of students entering through each access route. If you cannot provide the exact percentages, please provide at least approximate data (estimates). Please indicate in the appropriate text field whether the information is based on official data or an estimate.

{III_11_SQ001}:% of students entering HE through this access route	74.7
{III_11_SQ001}:Official data based on central level monitoring, including surveys	x
{III_11_SQ001}:Estimates	
{III_11_SQ001}:Impossible to say (no official data and impossible to estimate)	
{III_11_SQ002}:% of students entering HE through this access route	9.3
{III_11_SQ002}:Official data based on central level monitoring, including surveys	x
{III_11_SQ002}:Estimates	
{III_11_SQ002}:Impossible to say (no official data and impossible to estimate)	
{III_11_SQ003}:% of students entering HE through this access route	6
{III_11_SQ003}:Official data based on central level monitoring, including surveys	x
{III_11_SQ003}:Estimates	
{III_11_SQ003}:Impossible to say (no official data and impossible to estimate)	
{III_11_SQ004}:% of students entering HE through this access route	3.9
{III_11_SQ004}:Official data based on central level monitoring, including surveys	x
{III_11_SQ004}:Estimates	
{III_11_SQ004}:Impossible to say (no official data and impossible to estimate)	
{III_11_SQ005}:% of students entering HE through this access route	3.1
{III_11_SQ005}:Official data based on central level monitoring, including surveys	x
{III_11_SQ005}:Estimates	
{III_11_SQ005}:Impossible to say (no official data and impossible to estimate)	

III.13.1. Please indicate the source of the official data:

Statistisches Bundesamt (Federal Statistical Office), www.destatis.de

Data refers to German students only.

III.13.2. Comments

Source: Statistisches Bundesamt (Federal Statistical Office)

Data refers to German students only.

III.14. Are there any incentives for higher education institutions to admit non-traditional students?

Yes

III.14.1. Please indicate which incentives exist and how they operate.

Do they apply to all HEIs or only to some HEIs? If they only apply to some HEIs, please indicate to which ones.

For example:

The Quality Pact for Teaching (Qualitätspakt Lehre) and the 'Advancement through Education: Open Universities' (Aufstieg durch Bildung: Offene Hochschulen) programmes of the Federal Government and the Länder support projects at HEIs to improve entrance to HE for various target groups (people with vocational qualifications, students with a migration background, etc.) and/or assist HEIs with the implementation of diverse and diversified counselling.

Also, there are target agreements between HEIs and Länder governments.

III.15. Comments

III.16. In your country, are there any bridging programmes for HE candidates who do not possess standard qualification(s) opening access to higher education?

- Yes, such programmes exist and they are targeted at those who left school prior to the completion of any type of upper secondary education.
 Yes, such programmes exist and they are targeted at those who have completed an upper secondary programme which does not allow direct access to higher education.
 No, such programmes do not exist.

III.16.1. Please provide details on these programmes, the qualifications they lead to (e.g. standard upper secondary school leaving certificate, qualification/certificate that differs from the standard upper secondary school leaving certificate) and the number of participants completing the courses (latest available statistics):

See: The education system of the Federal Republic of Germany, basic structure, page 30.
http://www.kmk.org/fileadmin/doc/Dokumentation/Bildungswesen_en_pdfs/dossier_en_ebook.pdf

III.17. Comments

III.18. Can higher education candidates without standard qualifications be admitted to higher education on the basis of the recognition of their prior non-formal and informal learning?

Yes, this is possible in all higher education institutions/programmes.

III.18.1. Please indicate the steering documents on which admission to HE on the basis of recognition of prior non-formal and informal learning is based (if any):

Opening up higher education to people with vocational qualifications: According to Länder legislation, a combination of formal and informal learning (3 years vocational training and 3 years of working experience) gives access to HE.

III.19. Please choose the statement that best applies to your country-specific situation:

Access to the recognition procedures is a legal right for candidates and all/some HEIs (as indicated above) must provide relevant procedures.

III.20. In your country, do steering documents refer to any specific requirements for HE candidates who would like to gain access to HE based on the recognition of their non-formal and informal learning?

- Yes, steering documents refer to specific age requirements
 Yes, steering documents refer to requirements related to the duration of prior professional experience
 Yes, steering documents refer to other requirements
 No, there is no reference in steering documents to any requirements

III.20.1. If steering documents contain references to specific requirements, please provide the details on the exact formulation here:

Opening up higher education to people with vocational qualifications: According to Länder legislation, a combination of formal and informal learning (3 years vocational training and 3 years of working experience) gives access to HE.

III.20.2. Please also provide the full reference(s) to relevant document(s) here:

Regulations in the laws on higher education of the Länder

III.21. Based on official statistics or estimates please indicate the proportion of students entering higher education through the recognition of non-formal and informal learning (i.e. without standard HE entry qualifications):

1-5%

III.21.1. Please indicate the source of this information

Official data based on central level monitoring, including surveys

III.21.2. Please specify:

Data of the Federal Statistical Office (not published, available on request): 11,592 people with vocational qualifications entered HE in 2012, which is 2.34% of the total number of new students (495,088)

III.22. Comments

III.23. Is student retention and/or completion defined as an objective in the steering documents in your country?

Yes

III.23.1. Please specify how this objective is defined:

Qualification Initiative "Aufstieg durch Bildung", 22 October 2008: "In addition to consistently implementing the Bologna Process, the Länder endeavour to ensure that the institutions of higher education create study structures which ensure that courses of study can be completed within the standard period and expand innovative approaches to tailor-made courses (for example, sandwich courses, part-time courses, use of new media, block courses or measures to make universities more family-friendly) in order to significantly reduce the number of university drop-outs."

III.23.2. Please also provide the full reference(s) to all relevant document(s).

Qualification Initiative "Aufstieg durch Bildung", 22 October 2008
<http://www.gwk-bonn.de/fileadmin/Papers/Qualifizierungsinitiative-Beschluss-2008.pdf>

III.24. In your country, are targets set to measure progress regarding student retention and/or completion?

No

III.24.1. Please describe the targets:

III.24.2. Please also provide the full reference(s) to all relevant document(s).

III.25. Are under-represented groups of students specifically targeted in your policies to increase completion rates?

Yes, underrepresented groups of students are targeted

III.25.1. Please specify the groups of students that are targeted:

- Students by gender
- Students by social background
- Students with migration backgrounds
- Students with higher education entrance qualifications earned abroad ("education foreigners")
- Students with handicaps and with chronic diseases
- Students with children
- Vocationally qualified persons without formal higher education entrance qualifications

III.25.2. Please also provide the full reference(s) to all relevant document(s):

National report on the implementation of the Bologna-Process in Germany 2012
http://www.bmbf.de/pubRD/umsetzung_bologna_prozess_2012.pdf

III.26. In your country, are there any specific measures to improve retention rates of first year students?

Yes ▼

III.26.1. Please describe the measures:

The Quality Pact for Teaching set up by the Federal Government and the Länder aims at improving study conditions and the quality of teaching. This broad-based programme, which is organized in the form of a competition, encourages higher education institutions to introduce diverse measures to recruit and upskill staff and enhance the quality of teaching. The German Rectors' Conference (HRK) adopted recommendations for abandoning examination-relevant marking for first-year students. In addition, regular studies analyse the reasons why students discontinue their studies, with a focus on both foreign and German students; Studentenwerke provide information as well as counselling to students.

III.26.2. Please also provide the full reference(s) to all relevant document(s):

DZHW-Studien zu Studienabbruch: <http://www.dzhw.eu/ab21/archiv/stuf009>
Social survey, see answers to questions above.

III.27. Are there any incentives in your country encouraging students to complete their studies within a limited period of time (e.g. 3-4 years for a bachelor degree)?

Yes, there are financial incentives encouraging students to complete their studies within a limited period of time

III.27.1. Please provide details on the incentives that exist in your country:

There is no special incentive encouraging the students to complete their studies within a limited period of time. However, two aspects in the BAföG support system might encourage speedy completion:
- Half of the BAföG support for students is awarded as a loan (see answer to question 4.6.) that has to be repaid; therefore the shorter the study period the smaller the amount that has to be paid back (although nobody has to repay more than EUR 10,000).
- The provision of BAföG support is made dependent on the submission of evidence of academic progress (as a rule the students have to furnish evidence of progress in their studies at the end of the fourth semester)

III.27.2. Please also provide the full reference(s) to all relevant document(s):

Bundesausbildungsförderungsgesetz - BAföG

III.28. Does the improvement of completion/drop-out rates have an impact on HEIs' funding?

- Yes, within a funding formula
 Yes, as a performance-based mechanism
 No

III.28.1. Please provide details how:

Performance-based funding usually takes into account completion and drop-out-rates.

III.28.2. Please also provide the full reference(s) to all relevant document(s):

N/A

III.29. Are there any other non-financial mechanisms/incentives in place to help HEIs improve student completion rates?

Yes ▼

III.29.1. Please provide details:

- Audit Familiengerechte Hochschule, <http://www.beruf-und-familie.de/index.php?c=22>
- Diversity audit, http://www.stiftungsverband.info/bildungsinitiative/chancengerechte_bildung/diversity_audit/index.html
- Target agreements between HEIs and Länder governments

III.29.2. Please also provide the full reference(s) to all relevant document(s).

See above.

III.30. Comments

III.31. Are student completion rates systematically measured in your country?

- Yes, at the end of the 1st cycle
 Yes, at the end of the 2nd cycle
 No, completion rates are not measured

III.31.1. Please also provide the full reference(s) to relevant document(s):

Completion rates are measured for graduates achieving their first degree in HE. These include 1st cycle programmes and integrated long programmes (graduation equivalent to master's level).

Federal Statistical Office, Success rates 2011 (available only in German: <https://www.destatis.de/DE/Publikationen/Thematisch/BildungForschungKultur/Hochschulen/Erfolgsquoten.html>)

III.31.2. Comments

III.32. In your country, are completion rates calculated for underrepresented groups of students?

No ▼

III.32.1. Please specify for which underrepresented groups data is calculated:

III.32.2. Please also provide the full reference(s) to relevant document(s):

III.33. Based on your official data, please provide the following information:

Completion rate of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	74.3
Completion rate of 1st cycle programmes, most recent available year:Year	2011
Completion rate of 1st cycle programmes, most recent available year:not available	
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring	74.1
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):Year	2007
Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):not available	
Completion rate of 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring	
Completion rate of 2nd cycle programmes, most recent available year:Year	
Completion rate of 2nd cycle programmes, most recent available year:not available	x
Completion rate of 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring	
Completion rate of 2nd cycle programmes 5 years earlier:Year	
Completion rate of 2nd cycle programmes 5 years earlier:not available	x
Completion rate of programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring	66.7 (university diplomas), 76.0 (teacher training programmes at universities)
Completion rate of programmes not divided into two cycles, most recent available year:Year	2011
Completion rate of programmes not divided into two cycles, most recent available year:not available	
Completion rate of programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring	65.8 (university diplomas), 75.7 (teacher training programmes at universities)
Completion rate of programmes not divided into two cycles 5 years earlier :Year	2007
Completion rate of programmes not divided into two cycles 5 years earlier :not available	

III.34. Comments

III.35. Are student drop-out rates systematically measured in your country?

Yes, at the end of each year

III.35.1. Please also provide the full reference(s) to relevant document(s):

- Statistical data is collected on an annual basis. Most recently: Success rates 2011, figures for new students 1999 to 2003. The Federal Statistical Office collects data on the success of a specific student year group, that is, a cohort of students who first enrolled in the same year.

- The calculations of the German Centre for Research on Higher Education and Science Studies (DZHW) refer to a specific graduate year group and are carried out retrospectively at two year intervals with a focus on new students in first-degree courses.

https://www.destatis.de/DE/Publikationen/Thematisch/BildungForschungKultur/Hochschulen/Erfolgsquoten5213001117004.pdf;jsessionid=DDEF734ECF98C5450E5E8299AA26489F.cac3?__blob=publicationFile

DZHW-Studien zu Studienabbruch: <http://www.dzhw.eu/ab21/archiv/stuf009>

III.36. In your country, are drop-out rates calculated for underrepresented groups of students?

No

III.36.1. Please specify for which groups data is calculated:

III.36.2. Please also provide the full reference(s) to relevant document(s):

III.37. In your country, how are students who change study programme considered?

They are counted only in the cohort of their new programme

III.37.1. Please specify

III.38. Are data on drop-out rates publicly available in your country?

Yes

III.38.1. Please specify by which organisation and how frequently:

From the German Centre for Research on Higher Education and Science Studies (DZHW) at two- or three-year intervals.

III.38.2. Please also provide the full reference(s) to relevant document(s) or websites:

<http://www.dzhw.eu/ab21/archiv/stuf009>

III.39. Based on your official data, please provide the following information:

Drop-out in first year of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring

Drop-out in first year of 1st cycle programmes, most recent available year:Year	
Drop-out in first year of 1st cycle programmes, most recent available year:not available	x
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring	
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):Year	
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):not available	x
Drop-out in 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	
Drop-out in 1st cycle programmes, most recent available year:Year	
Drop-out in 1st cycle programmes, most recent available year:not available	x
Drop-out in 1st cycle programmes 5 years earlier:% according to official data based on central level monitoring	
Drop-out in 1st cycle programmes 5 years earlier:Year	
Drop-out in 1st cycle programmes 5 years earlier:not available	x
Drop-out in 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring	
Drop-out in 2nd cycle programmes, most recent available year:Year	
Drop-out in 2nd cycle programmes, most recent available year:not available	x
Drop-out in 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring	
Drop-out in 2nd cycle programmes 5 years earlier:Year	
Drop-out in 2nd cycle programmes 5 years earlier:not available	x
Drop-out in programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring	
Drop-out in programmes not divided into two cycles, most recent available year:Year	
Drop-out in programmes not divided into two cycles, most recent available year:not available	x
Drop-out in programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring	
Drop-out in programmes not divided into two cycles 5 years earlier :Year	
Drop-out in programmes not divided into two cycles 5 years earlier :not available	x

III.40. Comments

III.41. Note: While higher education institutions offer multiple services, in the following questions the focus lies on academic guidance services, career guidance services and psychological guidance services.

III.42. What kind of student services are commonly provided by higher education institutions?

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

III.42.1. Please specify

Psychological counselling services are mostly offered by the Studentenwerke.

III.43. In your country, can prospective higher education students receive professional advice about their further studies and careers?

Yes, advice is available to ALL prospective students

III.44. Information, advice and guidance services are provided to prospective HE students...

- by upper secondary schools:free of charge
- by upper secondary schools:for a fee
- by higher education institutions:free of charge
- by higher education institutions:for a fee
- by external services:free of charge
- by external services:for a fee
- by other service providers:free of charge
- by other service providers:for a fee

III.44.1. Please specify which other service providers offer information, advice and guidance services:

III.44.2. If steering documents refer to professional advice about further studies and careers for prospective students, please provide the details on the exact formulation here:

III.44.3. Comments

In particular services by the Employment agency, Studentenwerke (student services), special conferences, Open Days of HEIs

III.45. Do information, advice and guidance services specifically target certain categories of prospective higher education students? If yes, please provide details on the groups targeted and the services provided:

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 measures that make higher education more attractive also for social groups that have been underrepresented in the past.

The measures aimed at all students and potential students include

- Increasing numbers of available study places, via the Higher Education Pact 2020 and corresponding programmes of the Länder;
- Provision of transparent, simplified admission procedures for vocationally qualified persons;
- Provision of options for crediting skills acquired outside of higher education to higher education studies (up to 50%);
- Provision of suitable services and counselling/advising prior to studies, and in all phases of studies;
- Provision of subject-related and socially oriented advising and additional support, also with regard to financing;
- Enhancement of opportunities for support via the Federal Training Assistance Act (BAföG); provision of loans for financing tuition fees and study related expenses; implementation of criteria for granting exemptions in connection with loan repayment (BAföG and tuition-related loans);
- Enshrinement of handicap-compensation provisions for students with handicaps and chronic diseases, in admission to higher education and in various phases of studies; and review of handicap-compensation provisions in the framework of accreditation;
- Improvement of the structural and organisational framework for studies, also with consideration of the needs of students in special life situations; strengthening of vocationally relevant skills;
- Promotion of mobility, via efforts including provision of grants and promotion of integrated study programmes;
- Establishment and expansion of career services, with the aims of reinforcing a practical orientation during studies, imparting workplace-relevant qualifications and supporting transitions into the workplace;
- Support of associations for the promotion of the gifted, as well as of agencies working to internationalise studies, science and research.

The ongoing measures that are aimed at selected groups include the following:

- Students by gender

Schools and higher education institutions are cooperating intensively in efforts to awaken further interest in studies, especially studies in MINT subjects (mathematics, computer science, natural sciences, technology). Such efforts include project weeks, "Girls' Days", summer workshops, pupils' societies, open houses, exploratory courses, pupils' laboratories, pupils' computer centres, training and further training courses, pupils' competitions in mathematics, physics and natural sciences, establishment of Internet platforms and education portals, and development of self-tests that can be downloaded from the Internet.

- Students by social background

The measures being carried out in this area include early provision of information to parents and young people, regarding opportunities for studies and for relevant support; special support for school pupils; financial aid programmes for higher education; socially oriented structuring of fees (where fees are levied), via introduction of socially oriented exemption criteria and/or repayment options for loans; improvement of opportunities for mobility between vocational and academic education (access to higher education for vocationally qualified persons; crediting of relevant past achievements).

- Students with migration backgrounds

This effort is seeking to increase educational participation by approaching children directly in pre-school and school. Options for migrant-specific support in support for education and for gifted students have been expanded; since January 2007, persons seeking such support can apply directly to associations for the promotion of the gifted. Under the 22nd Act amending the Federal Training Assistance Act (BAföG), as of 1 January 2008 students with migration backgrounds, including both students with higher education entrance qualifications earned in Germany and students with higher education entrance qualifications earned abroad ("education foreigners"), have easier access to BAföG support. The main criterion on which support is now based is whether applicants have options, within their status under residence laws, for long-term residence in Germany. In addition, private foundations have been playing a growing role in supporting young people with migration backgrounds. The University Graduates Programme (Akademikerprogramm, AKP), in conjunction with the Federal Government's "Berufsrückkehrer/innen" project, a pilot project for persons re-entering the labour force, offers supplementary qualification programmes for migrants with higher education qualifications.

- Students with higher education entrance qualifications earned abroad ("education foreigners")

The emphasis in this effort is on counselling and support, with the aim of intensifying information provision and of enhancing integration. Intercultural Competence (Interkulturelle Kompetenz), a service centre that is housed within the Deutsches Studentenwerk (DSW; umbrella organisation of the Studentenwerke student services organisations) and that is supported by the Federal Ministry of Education and Research (BMBWF), supports student services organisations in their efforts to enhance the quality of services and counselling and to provide a hospitable framework for international students. It does so by offering counselling, information and publications, as well as training courses for promoting intercultural skills. It thus helps to intensify interaction between foreign students and German students. The existing services and counselling programmes for international students include: a services package for new students; contact and sponsor programmes; student tutorials; assistance for persons in difficult financial situations; and advising and support programmes, including efforts using multi-lingual Web sites and intercultural programmes. "Studienkollegs" (programmes providing special preparatory courses) play an important role in integration of foreign students, in imparting key qualifications and, thus, in shortening the time foreign students need to complete their studies.

- Students with handicaps and with chronic diseases

All higher education institutions have the task of ensuring that students with handicaps suffer no discrimination and are able to pursue their studies with little or no outside assistance. In addition, regulations for examinations must take account of the special needs of students with handicaps to ensure equal opportunities for such students (Framework Act for Higher Education (HRG), higher education acts of the Länder). A total of six Länder now have legal provisions in place calling for the appointment of commissioners for the needs of students with handicaps and with chronic diseases. Deutsche Studentenwerk's "Studies and Handicaps Information and Counselling Centre" ("Informations- und Beratungsstelle Studium und Behinderung"; IBS), which operates nation-wide, adds to the available information and counselling. In addition, IBS, in cooperation with other experts, represents the interests of students with handicaps to the policy and administration sectors. As of January 2008, study programmes are eligible for accreditation only if the pertinent examination regulations explicitly take account of the needs of students with handicaps, in connection with studies and examinations.

- Students with children

Under the 22nd Act amending the Federal Training Assistance Act (BAföG) of 23 December 2007, BAföG-support recipients who have at least one child that has not yet turned 10 are eligible to receive a monthly, non-repayable child-support allowance of €113 for their first child and of €85 for each additional child. Pregnant women and female students taking maternal leaves normally have the option of taking leaves of absence. By agreement with the responsible examination authorities, women who are pregnant or who are rearing small children can obtain extensions of the time within which they must complete their examinations. Similar extensions are normally available for examination "free attempts" ("Freiversuche"). Higher education institutions, students' associations, authorities for youth affairs, student government organisations and commissioners for equality (Gleichstellungsbeauftragte) all offer counselling and support. Nation-wide, students' associations maintain some 180 day-care facilities for children, with total space for about 5,500 children. University service offices for parents provide assistance for university staff and guest scientists and academics. Along with BAföG-based support and housing allowances, parental and child benefits are available.

- Vocationally qualified persons without formal higher education entrance qualifications

Procedures for giving vocationally qualified persons access to higher education are to become simpler and more transparent. Work is currently underway on practical instruments for crediting previous work completed outside of higher education toward higher education studies (up to 50% of a programme).

III.46. Are there any measures/incentives in your country encouraging HEIs to provide support for the transition of newly admitted students to higher education?

Yes

III.46.1. There are measures/incentives encouraging HEIs to provide...

- introductory courses
- tutoring or mentoring programmes
- support to acquire learning skills and/or organisational skills
- other measures / incentives

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

introductory courses "see below"

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

tutoring or mentoring programmes "see below"

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

support to acquire learning skills and/or organisational skills "see below"

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

other measures / incentives "see below"

III.46.3. Comments

Institutions as well as Studentenwerke provide Counselling Services, Resident advisors, buddy-programmes, welcome sessions, welcome packages, infopoints, specific multi-lingual information, cultural activities, intercultural training.

The Quality Pact for Teaching (Qualitätspakt Lehre) and the 'Advancement through Education: Open Universities' (Aufstieg durch Bildung: Offene Hochschulen) programmes of the Federal Government and the Länder support projects at HEIs to improve the HE entrance phase for various target groups (people with vocational qualifications, students with a migration background, etc.) and/or assist HEIs with the implementation of diverse and diversified counselling.

Agreed targets and services for specific forms of counselling or counselling for specific groups and the related award of funding: for example, measures benefitting students with disabilities and chronic diseases (advisory services), female students in MINT (mathematics, informatics, natural science and technology) courses.

III.47. In your country, is public funding allocated to improve career guidance services in HEIs?

- Yes, to career guidance services for current students
- Yes, to career guidance services for graduates/alumni
- No

III.47.1. Please provide the details here:

III.47.2. Please also provide the full reference(s) to relevant document(s):

III.48. In your country, are there any career guidance services targeting underrepresented groups of students?

No

III.48.1. Please provide the details on such services here:

III.48.2. Please also provide the full reference(s) to relevant document(s):

Data entry: (IV_Fees_support_portability)

IV. The focus of the questions is on all first and second cycle students and is not limited to full-time daytime students. 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.

IV.1. 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!)

Yes ▾

IV.2. Which home students at public higher education institutions have to pay fees?

1st cycle All students Specific groups of students No students No answer
2nd cycle All students Specific groups of students No students No answer

IV.3. Which amount of fees do home students at public higher education institutions pay in the first and second cycle?

1st cycle:Most common amount 500 Euro per semester
1st cycle:Minimum amount 400
1st cycle:Maximum amount 800
2nd cycle:Most common amount 500 Euro (fee differs)
2nd cycle:Minimum amount 400
2nd cycle:Maximum amount -

IV.3.1. Which amount of fees do home students at public higher education institutions pay in the first cycle?

1st cycle:Most common amount
1st cycle:Minimum amount
1st cycle:Maximum amount

IV.3.2. Which amount of fees do home students at public higher education institutions pay in the second cycle?

2nd cycle:Most common amount
2nd cycle:Minimum amount
2nd cycle:Maximum amount

IV.4. Which of the following criteria determine whether a student has to pay fees?

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

Depending on the type of programme (bachelor and master programmes of further education for working persons) and long-term-students. Private HEIs charge fees at their decision.

IV.5. Concerning fees, are international students treated differently in your country from home students?

No ▾

IV.6. Which amount of fees do international students pay in the first and second cycle?

1st cycle international students:Most common amount
1st cycle international students:Minimum amount
1st cycle international students:Maximum amount
2nd cycle international students:Most common amount
2nd cycle international students:Minimum amount
2nd cycle international students:Maximum amount

IV.7. Who defines the fee amounts?

1st cycle home students HEIs HEIs, within limits set by government Government Other No answer
2nd cycle home students HEIs HEIs, within limits set by government Government Other No answer
1st cycle international students HEIs HEIs, within limits set by government Government Other No answer
2nd cycle international students HEIs HEIs, within limits set by government Government Other No answer

IV.7.1. Please specify

IV.8. Comments

IV.9. This section concerns only 1st and 2nd cycle studies. Only national support should be taken into account. Support from EU programmes or private initiatives are not within the scope of this section.

IV.10. Please shortly describe what kinds of student financial support are offered in your country.

General public student support (BAföG) is awarded as a grant for one half of the individual amount and as an interest free loan for the other half. Total amounts range from EUR 10 to EUR 670/month for 12 months/year. Eligibility and amount are determined by assessment of student need based on income, family situation, housing situation. A maximum of EUR 10 000 needs to be paid back. Students need to be under the age of 30 (35 for master studies) to be eligible for public student support.

Merit-based support is awarded entirely as a grant. Generally, the amount awarded is also determined through an evaluation of student need. Total amounts of scholarships range from EUR 300 to EUR 970 per month for 12 months/year. Additional support is determined by assessment of the family situation.

Study loans are available to cover living costs. They are available as a Bildungskredit of up to EUR 7.200 in the final studies period and as a Studienkredit of up to EUR 54.600. Both loans are paid out in monthly instalments.

IV.11. Please shortly describe what student financial support arrangements from your home country can students use if they study abroad.

Scholarships by the German Academic Exchange Service (DAAD) for study and research purposes (e.g. study visits, group and language programmes, academic internships, semester and annual scholarships) as well as other scholarships (e.g. merit-based scholarships by Begabtenförderungswerke and the Deutschlandstipendium). Study loans are available.

The German student support act (BAföG) foresees need-based portable student support for credit and degree mobility (degree mobility only within the EU and Switzerland).

IV.12. Do at least some students receive public financial support in the form of grants/scholarships?

First cycle Yes No No answer

Second cycle Yes No No answer

IV.13. What is the proportion of students receiving grants/scholarships by cycle?

% of students receiving grants:First cycle	28 of all students. 4 % of all students receive scholarships. In both cases, there is no data available for the specific cycles (http://www.sozialerhebung.de/erhebung_20/soz_20_haupt).
% of students receiving grants:Second cycle	28 of all students. 4 % of all students receive scholarships. In both cases, there is no data available for the specific cycles (http://www.sozialerhebung.de/erhebung_20/soz_20_haupt).

IV.14. Can students use grants/scholarships for studying abroad?

All grants are portable

IV.15. Are there any additional requirements for using the grant/scholarship abroad?

Yes ▼

IV.16. Which additional requirements need to be met for using the grant/scholarship abroad? Please check any that apply.

Citizenship:Grant 1	0 ▼
Citizenship:Grant 2	0 ▼
Citizenship:Grant 3	0 ▼
Citizenship:Grant 4	0 ▼
Residency:Grant 1	1 ▼
Residency:Grant 2	1 ▼
Residency:Grant 3	0 ▼
Residency:Grant 4	0 ▼
Recognised HEIs/programmes only:Grant 1	0 ▼
Recognised HEIs/programmes only:Grant 2	0 ▼
Recognised HEIs/programmes only:Grant 3	0 ▼
Recognised HEIs/programmes only:Grant 4	0 ▼
Course load (e.g. full-time):Grant 1	0 ▼
Course load (e.g. full-time):Grant 2	0 ▼
Course load (e.g. full-time):Grant 3	0 ▼
Course load (e.g. full-time):Grant 4	0 ▼
Only certain countries:Grant 1	1 ▼
Only certain countries:Grant 2	1 ▼
Only certain countries:Grant 3	0 ▼
Only certain countries:Grant 4	0 ▼
Only certain study programmes (e.g. where mobility is mandatory):Grant 1	0 ▼
Only certain study programmes (e.g. where mobility is mandatory):Grant 2	0 ▼
Only certain study programmes (e.g. where mobility is mandatory):Grant 3	0 ▼
Only certain study programmes (e.g. where mobility is mandatory):Grant 4	0 ▼
Equivalency condition:Grant 1	0 ▼
Equivalency condition:Grant 2	0 ▼
Equivalency condition:Grant 3	0 ▼
Equivalency condition:Grant 4	0 ▼
Programme not available in the national system:Grant 1	0 ▼
Programme not available in the national system:Grant 2	0 ▼
Programme not available in the national system:Grant 3	0 ▼
Programme not available in the national system:Grant 4	0 ▼
Other:Grant 1	1 ▼
Other:Grant 2	1 ▼

Other:Grant 3

Other:Grant 4

IV.16.1. If there is more than one type of grant, please specify:

Loan 1: BAföG
Loan 2: Begabtenförderungswerke
Loan 3: Deutschlandstipendium

IV.16.2. Which other requirements exist?

According to our understanding of the question our answer refers to additional criteria compared to BAföG requirements for studies in Germany. We understand that the question does not refer to general requirements to receive BAföG support.

•“Only certain countries”: BAföG support for degree mobility, and some scholarship programmes are granted only within EU and CH whereas portable support for credit mobility is offered world-wide.

Other additional requirements:

- Equivalency: To receive BAföG support or to continue receiving a scholarship the training abroad must be equivalent to the training in Germany. The equivalence will be confirmed if the training abroad is comparable to the training in Germany with regard to the entrance requirements, the character and the content of the training and the diploma to be awarded.
- Length: BAföG support for credit mobility is in principle limited to one year. Under special circumstances BAföG support for credit mobility can be granted up to a maximum of 2 ½ years. There is no such limit for degree mobility.

The Begabtenförderungswerke apply corresponding conditions for the portability of their scholarships.

While the Germany Scholarship (Deutschlandstipendium) can be used abroad for a limited period, one can only apply for the scholarship if one studies initially at a German HEI.

IV.17. Can at least some students take publicly subsidised or guaranteed student loans to cover their expenses during their higher education studies?

First cycle Yes No No answer

Second cycle Yes No No answer

IV.18. What is the proportion of students who take out student loans? Please provide link(s) or full reference(s) to relevant document(s).

On the BAföG loan part: In 2012, 28% of all students received need-based support (http://www.bmbf.de/pubRD/20_BAfoeG-Bericht.pdf). The data does not distinguish between cycles.

Studienkredit: There is no official data calculated with regard to the proportion of students who take the Studienkredit each year (in proportion of all students). Since the start of the Studienkredit in 2006 there have been more than 173.000 individual contracts for the loan. In 2013 more than 33.000 new contracts were signed.

IV.19. Can students use loans for studying abroad?

All loans are portable

IV.20. Are there any additional requirements for using the loan abroad?

IV.21. Which additional requirements need to be met for using the loan abroad? Please check any that apply.

Citizenship:Loan 1

Citizenship:Loan 2

Citizenship:Loan 3

Citizenship:Loan 4

Residency:Loan 1

Residency:Loan 2

Residency:Loan 3

Residency:Loan 4

Recognised HEIs/programmes only:Loan 1

Recognised HEIs/programmes only:Loan 2

Recognised HEIs/programmes only:Loan 3

Recognised HEIs/programmes only:Loan 4

Course load (e.g. full-time):Loan 1

Course load (e.g. full-time):Loan 2

Course load (e.g. full-time):Loan 3

Course load (e.g. full-time):Loan 4

Only certain countries:Loan 1

Only certain countries:Loan 2

Only certain countries:Loan 3

Only certain countries:Loan 4

Only certain study programmes (e.g. where mobility is mandatory):Loan 1

Only certain study programmes (e.g. where mobility is mandatory):Loan 2

Only certain study programmes (e.g. where mobility is mandatory):Loan 3

Only certain study programmes (e.g. where mobility is mandatory):Loan 4

Equivalency condition:Loan 1

Equivalency condition:Loan 2

Equivalency condition:Loan 3

Equivalency condition:Loan 4	<input type="text" value="0"/>
Programme not available in the national system:Loan 1	<input type="text" value="0"/>
Programme not available in the national system:Loan 2	<input type="text" value="0"/>
Programme not available in the national system:Loan 3	<input type="text" value="0"/>
Programme not available in the national system:Loan 4	<input type="text" value="0"/>
Other:Loan 1	<input type="text" value="1"/>
Other:Loan 2	<input type="text" value="1"/>
Other:Loan 3	<input type="text" value="0"/>
Other:Loan 4	<input type="text" value="0"/>

IV.21.1. If there is more than one type of loan, please specify:

Loan 1: BAföG loan part
Loan 2: Bildungskredit

IV.21.2. Which other requirements exist?

BAföG loan part:

• “Only certain countries”: BAföG support for degree mobility, and some scholarship programmes are granted only within EU and CH whereas portable support for credit mobility is offered world-wide.

Other additional requirements:

• Equivalency: To receive BAföG-support or to continue receiving a scholarship the training abroad must be equivalent to the training in Germany. The equivalence will be confirmed if the training abroad is comparable to the training in Germany with regard to the entrance requirements, the character and the content of the training and the diploma to be awarded.

• Length: BAföG support for credit mobility is in principle limited to one year. Under special circumstances BAföG support for credit mobility can be granted up to a maximum of 2 ½ years. There is no such limit for degree mobility.

For the Bildungskredit corresponding conditions apply.

IV.22. Additional comments on public grants and loans

IV.23. This section concerns only outbound mobility, namely the opportunities to take financial support from the home country for studies abroad. It includes only 1st and 2nd cycle studies, for which both credit mobility and degree mobility are considered. Only national support should be taken into account.

Additional support for studying abroad in this context means funding that is available from national sources in addition to regular student grants or loans that might be portable.

IV.24. Is there any additional public financial support for studying abroad?

IV.25. What kinds of additional public financial support are available for studying abroad?

Grants/scholarships for...

1st cycle credit mobility:Study costs/ fees abroad (host institution)	<input type="text" value="1"/>
1st cycle credit mobility:Travel costs	<input type="text" value="1"/>
1st cycle credit mobility:Living cost difference	<input type="text" value="1"/>
1st cycle credit mobility:Language courses	<input type="text" value="1"/>
1st cycle credit mobility:Other	<input type="text" value="0"/>
2nd cycle credit mobility:Study costs/ fees abroad (host institution)	<input type="text" value="1"/>
2nd cycle credit mobility:Travel costs	<input type="text" value="1"/>
2nd cycle credit mobility:Living cost difference	<input type="text" value="1"/>
2nd cycle credit mobility:Language courses	<input type="text" value="1"/>
2nd cycle credit mobility:Other	<input type="text" value="0"/>
1st cycle degree mobility:Study costs/ fees abroad (host institution)	<input type="text" value="1"/>
1st cycle degree mobility:Travel costs	<input type="text" value="1"/>
1st cycle degree mobility:Living cost difference	<input type="text" value="1"/>
1st cycle degree mobility:Language courses	<input type="text" value="1"/>
1st cycle degree mobility:Other	<input type="text" value="0"/>
2nd cycle degree mobility:Study costs/ fees abroad (host institution)	<input type="text" value="1"/>
2nd cycle degree mobility:Travel costs	<input type="text" value="1"/>
2nd cycle degree mobility:Living cost difference	<input type="text" value="1"/>
2nd cycle degree mobility:Language courses	<input type="text" value="1"/>
2nd cycle degree mobility:Other	<input type="text" value="0"/>

IV.25.1. Please specify which other additional public grants/scholarships are available:

IV.26. Higher loans for...

1st cycle credit mobility:Study costs/ fees abroad (host institution)	<input type="text" value="1"/>
1st cycle credit mobility:Travel costs	<input type="text" value="1"/>

1st cycle credit mobility:Living cost difference	1
1st cycle credit mobility:Language courses	0
1st cycle credit mobility:Other	0
2nd cycle credit mobility:Study costs/ fees abroad (host institution)	1
2nd cycle credit mobility:Travel costs	1
2nd cycle credit mobility:Living cost difference	1
2nd cycle credit mobility:Language courses	0
2nd cycle credit mobility:Other	0
1st cycle degree mobility:Study costs/ fees abroad (host institution)	1
1st cycle degree mobility:Travel costs	1
1st cycle degree mobility:Living cost difference	1
1st cycle degree mobility:Language courses	0
1st cycle degree mobility:Other	0
2nd cycle degree mobility:Study costs/ fees abroad (host institution)	1
2nd cycle degree mobility:Travel costs	1
2nd cycle degree mobility:Living cost difference	1
2nd cycle degree mobility:Language courses	0
2nd cycle degree mobility:Other	0

IV.26.1. Please specify which other additional public loans are available for studying abroad:

IV.27. Additional comments

Portable BAföG-support (both credit and degree mobility) foresees (according to "BAföG-Auslandszuschlagsverordnung") the following additional amounts for studies outside of Germany:

1. Lump-sum for travel costs (500 EUR for studies within the EU; 1.000 EUR for studies outside of the EU the lump-sum is paid out half as a grant and half as a loan; students cannot take just the grant)
2. max. 1 year of tuition fees (max. 4.600 EUR - paid out fully as a grant)
3. additional costs of health insurance abroad (if necessary – paid out half as a grant and half as a loan; students cannot take just the grant)
4. additional payments for living cost difference only for studies outside of the EU (varying by country – paid out half as a grant and half as a loan; students cannot take just the grant)

If the general requirements for BAföG portability (see above) are met, the additional public financial support is paid automatically as part of the general BAföG-support.

DAAD-Support for language Courses at state HEI (both credit and degree mobility, 3 weeks (min.) to 6 months (max.) foresees:

1. Travel costs (depending on the travel distance)
2. Lump-sum for course fees (500 EUR)
3. Part-cost grant of 300 Euro per month

IV.28. Are there any specific eligibility criteria for receiving additional public financial support?

Yes

IV.29. Please specify the eligibility criteria for receiving additional public financial support.

If there are more types of additional support, please add them in the text field below.

Need-based criteria:Grant/loan 1	0
Need-based criteria:Grant/loan 2	0
Need-based criteria:Grant/loan 3	0
Need-based criteria:Grant/loan 4	1
Merit-based criteria:Grant/loan 1	1
Merit-based criteria:Grant/loan 2	1
Merit-based criteria:Grant/loan 3	1
Merit-based criteria:Grant/loan 4	0
Course load (e.g. full time):Grant/loan 1	1
Course load (e.g. full time):Grant/loan 2	1
Course load (e.g. full time):Grant/loan 3	1
Course load (e.g. full time):Grant/loan 4	0
Criteria based on field of studies:Grant/loan 1	0
Criteria based on field of studies:Grant/loan 2	1
Criteria based on field of studies:Grant/loan 3	1
Criteria based on field of studies:Grant/loan 4	0
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 1	0
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 2	0
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 3	0
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 4	0

IV.29.1. If there is more than one type of grant or loan, please specify:

The here mentioned grants are only examples. DAAD offers a wide-range of grants for different study purposes and target countries to undergraduate and graduate students. For an overview, have a look at our database:

<https://www.daad.de/ausland/studieren/stipendium/de/70-stipendien-finden-und-bewerben/>

Grant/loan 1: DAAD scholarship for studying abroad (undergraduate and graduate)

Grant/loan 2: Master programmes at Sciences Po Paris for graduates
Grant/loan 3: Research-related studies abroad in information technology (FIT weltweit) - graduates
In these kind of programmes, only full-time studies are supported.

Grant/loan 4: BAföG

If the general requirements for BAföG portability (see above) are met, the additional public financial support is paid automatically as part of the general BAföG-support.

IV.29.2. If there are more than 4 types of additional support, please specify and provide details on the eligibility criteria here:

IV.30. Please provide links and/or full references to relevant documents related to public funding of grants and loans:

<https://www.daad.de/ausland/studieren/stipendium/de/70-stipendien-finden-und-bewerben/>

<http://www.bafoeg.bmbf.de/>

IV.31. Additional comments

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

Other

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

IV.33. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?

The main funding source for doctoral candidates is employment at higher education institutions (which are entitled to award doctorates) with jobs financed by institutional or external third-party funding as part of larger research projects. According to estimates by the Federal Statistical Office, almost two thirds of the approximately 200,000 doctoral students follow this traditional path. Almost one fifth of them are employed by a non-university research institute or another employer. One quarter of doctoral students are supported by public funding for doctoral studies. The leader in this area is the DFG (German Research Foundation), followed by the support programs of the Länder Ministries of Science, major organisations that fund young talented students, foundations and the DAAD. (Source: Bundesbericht Wissenschaftlicher Nachwuchs 2013 (2013 National Report on Junior Scholars), Bielefeld 2013, p. 28.)

IV.34. Please explain any differences in the fees that third cycle candidates are required to pay, compared to your answers for first and second cycle students, as well as differences in grants, loans and other support that may be provided.

Doctoral studies at German universities are in principle for free.

If enrolled as a doctoral student a semester contribution of approximately 150 to 200 euros per semester might be required. If this is the case, there is no difference compared to first and second cycle students. Doctoral students do not pay tuition fees.

Scholarships for doctoral candidates are normally higher compared to those for first and second cycle students.

IV.35. Additional comments on doctoral education

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

Data entry: (V_Employability)

V.1. Do higher education steering documents focus on issues related to employability (e.g. higher education institutions' need to respond to labour market demands, involving employers, their responsibility in educating graduates who can find employment soon after graduation, etc.)?

Yes

V.1.1. Please provide the details on the exact formulation here, including references to the 1st or the 2nd cycle if necessary. Please also provide the full reference(s) to relevant document(s).

§ 2 Higher Education Framework Legislation (HRG): They (HEI) shall prepare students for occupations which require the application of scientific findings and scientific methods or creative ability in the artistic field.

§ 19 para. 2+3 HRG:

(2) On the basis of an examination for qualification to enter a profession, the institution of higher education may confer a Bachelor's or Baccalaureate degree. The standard period of study shall be at least three and not more than four years.

(3) On the basis of a further examination for advanced qualification to enter a profession, the institution of higher education may confer a Master's or Magister degree. The standard period of study shall be between one year and two years.

Common structural guidelines of the Länder for the accreditation of Bachelor's and Master's study courses: The Bachelor has its own profile qualifying for a profession - distinct from the Diplom and Magister qualifications - which must be evident in the content transmitted within the specified standard period of study. As study courses leading to a professional qualification, the Bachelor's study courses must provide the academic foundation, methodological skills and qualifications related to the professional field corresponding to the profile of the higher education institution and of the study course. http://www.kmk.org/fileadmin/veroeffentlichungen_beschluesse/2003/2003_10_10-Laendergemeinsame-Strukturvorgaben.pdf

V.1.2. Are there references made to under-represented groups of students in connection with employability issues in the steering documents?

No

V.1.3. Please define the under-represented groups of students mentioned in relation to the above issues and indicate the nature of the connection. Please also provide the full reference(s) to relevant document(s).

V.2. In your country, are there any initiatives in the area of labour market/skills forecasting?

Yes

V.2.1. Are there initiatives in labour market/skills forecasting on national level?

Yes

V.2.1.1. Is forecasting on national level done in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.2.1.2. Are there initiatives in labour market/skills forecasting on regional level?

No

V.2.1.3. Is forecasting on regional level done in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.2.1.4. Please provide the details here (institutional mechanisms, sectors included, regularity, scope of forecasting studies, etc.). Please also provide the full reference(s) to relevant document(s).

There are relevant surveys for individual areas, for example:

• 2013 Report of the Cologne Institute for Economic Research concerning demand in MINT subjects (mathematics, informatics, natural sciences and technology): www.iwkoeln.de/_storage/asset/.../MINT-Fruehjahrsbericht-2013.pdf

• German Council of Science and Humanities (Wissenschaftsrat): Empfehlungen zu hochschulischen Qualifikationen für das Gesundheitswesen (recommendations on academic qualifications for the health sector): <http://www.wissenschaftsrat.de/download/archiv/2411-12.pdf>

• <http://www.kmk.org/bildung-schule/allgemeine-bildung/lehrer/lehrerbedarf.html>

• <http://www.kmk.org/statistik/schule/statistische-veroeffentlichungen/lehrcerinstellungsbedarf-und-angebot.html>

• Surveys by Prognos AG on skills requirements

• Labour supply forecasts up to 2050: <http://doku.iab.de/kurzber/2011/kb1611.pdf>

V.2.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

Yes

V.2.2.1. Please specify which educational authorities use this kind of labour market information and indicate the mechanisms through which such information is used (e.g. through quantitative targets for study fields in the 1st or the 2nd cycle etc.). Please also provide the full reference(s) to relevant document(s).

Forecasting is taken into account by the Länder ministries for higher education.

V.3. In your country, are employers involved in higher education planning and management?

Yes

V.3.1. How are they involved?

- | | | | | |
|--|--|--|--|---------------------------------|
| Curriculum development in higher education | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Teaching | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Participation in sectoral/national/regional bodies that influence decision-making in higher education institutions | <input checked="" type="radio"/> Employers have to be involved | <input type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Participation in governing bodies of HEIs | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |

V.3.2. Please provide the details and the source of evidence here.

Employers have to be involved in quality assurance processes. They are also involved in the national implementation of the Bologna Process as a member of the National Working Group on the Bologna Process.

V.3.3. If employers can be, or they have to be involved in other ways than described in the previous question, please provide the details and the source of evidence here.

Legislation of the Länder, Law for the Establishment of a Foundation for the Accreditation of Study Courses in Germany, Participation in advisory boards of specific study programmes, members of HEI/university councils, contract teachers from industry

V.3.4. In your country, is public funding allocated into cooperation projects between the higher education sector and business?

Yes

V.3.5. Please provide the details on how public funding aims to facilitate university-business cooperation projects. Please also provide the full reference(s) to relevant document(s).

The Germany scholarship (Deutschlandstipendium) matches donations for talented and high achieving students by private sponsors with donations by the German Federal Government. The programme has been in force since 2011. In order to receive a scholarship it is not only relevant to show success in school or university grades. Of the same importance are the personal situation of the student and his or her family, for example to be a first generation student or to have a migratory background. www.deutschlandstipendium.de

V.3.6. In your country, are there any specific degree programmes that have been developed with the close involvement of employers?

Yes

V.3.7. Please describe these specific higher education degree programmes here. Please also provide the full reference(s) to relevant document(s).

Dual study programmes combine a higher education course with vocational training in a business enterprise. In addition, private institutions of higher education offer customised continuing education in master's programmes.

V.4. Within the European Union, Directive 2013/55/EU on the recognition of professional qualifications regulates the insertion of practical training into certain, professionally oriented study programmes (these programmes lead to the following professions: doctor/specialised doctor, midwife, nurse responsible for general care, dental practitioner/specialised dental practitioner, veterinary surgeon, pharmacist and architect).

In your country, are there requirements on the inclusion of work placements/practical training in higher education programmes leading to other qualifications?

No, higher education institutions are autonomous beyond the scope of Directive 2005/36/EC (if this Directive applies)

V.4.1. Please provide the details on the regulatory framework here. Please also provide the full reference(s) to relevant document(s).

N/A

V.4.2. Please provide the (approximate) proportion of students participating in work placements/practical training during their studies as part of the programme they are studying in for the latest available year.

1st cycle 0% 1-10% 11-30% 31-50% 51-70% 71-99% 100% Not available No answer

2nd cycle 0% 1-10% 11-30% 31-50% 51-70% 71-99% 100% Not available No answer

1st and 2nd cycle combined 0% 1-10% 11-30% 31-50% 51-70% 71-99% 100% Not available No answer

V.4.2.1. Please provide the source information here.

N/A

V.4.3. In your country, are there any incentives given to higher education institutions to include work placements/practical training for students in the 1st or 2nd cycle or both in higher education programmes (e.g. through covering the costs of internships by public funding)?

No

V.4.3.1. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

V.4.3.2. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

V.5. Besides quality assurance (QA), are there any other mechanisms to evaluate the employability performance of higher education institutions/programmes?

No

V.5.1. Please provide the details on these mechanisms, their compulsory/optional nature and the consequences of evaluation (financial or other). Please also provide the full reference(s) to relevant document(s).

V.5.2. Do graduate employment rates have an impact on higher education institutions' funding?

- Yes, within a funding formula
- Yes, as a performance-based mechanism
- Yes, within a different funding mechanism (please specify)
- No

V.5.2.1. Please provide details how. Please also provide the full reference(s) to all relevant document(s).

V.6. In your country, is the labour market situation of recent graduates examined through graduate tracking/tracer studies?

Yes

V.6.1. Are there tracer studies conducted on national level?

Yes

V.6.1.1. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
- On an ad hoc basis

V.6.1.2. Are there tracer studies conducted on regional level?

Yes ▾

V.6.1.3. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.6.1.4. Are there tracer studies conducted on institutional level?

Yes ▾

V.6.1.5. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.6.1.6. Please provide the details about tracer studies here. Please also provide the full reference(s) to relevant document(s), especially to results published.

Funding/initiating authority and institution conducting the survey:

DZHW/German Centre for Research on Higher Education and Science Studies, (formerly HIS), funded by the Federal Ministry of Education and Research Regularity: Every four years (latest published survey on graduates 2009, survey on graduates 2013 in progress)

Target group: Graduates are surveyed one year, five years and ten years after graduation

Sample: 75,000 graduates

Results: studies and mobility, entry to employment and first years of work

Funding/initiating authority and institution conducting the survey:

KOAB: International Centre for Higher Education Research (INCHER); funded by HEIs

Regularity: Every year

Target group: Graduates are surveyed 1.5 and 4.5 years after graduation 80,000 graduates

Results: mobility, entry to employment and first years of work

V.6.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

Yes ▾

V.6.2.1. Please specify which educational authorities use information on the labour market situation of graduates and indicate the mechanisms through which such information is used (e.g. through performance evaluation/payment by results/Quality Assurance). Please also provide the full reference(s) to relevant document(s).

Information is taken into account by the Länder ministries for higher education.

Data entry: (VI_Lifelong_learning)

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

No ▼

VI.1.1. Please provide the details on the exact formulation here (including references to relevant steering documents):

VI.1.2. Please explain the common understanding of lifelong learning in higher education in your country:

A coherent national strategy for lifelong learning in higher education does not yet exist. This area is still under development. But there are various initiatives and programmes (some of them jointly supported by the Federal Government and the Länder) which identify lifelong learning in higher education as an education policy goal (e.g. the competition 'Advancement through Education: Open Universities' / Aufstieg durch Bildung: Offene Hochschulen of the Federal Government and the Länder).

There is no specific definition of lifelong learning in higher education. Reference is made to European definitions.

A strategy paper published by the Bund-Länder Commission (the predecessor of today's Joint Science Conference / Gemeinsame Wissenschaftskonferenz, GWK) in 2004 contains a common working definition of lifelong learning: "Lifelong learning is defined as including all forms of learning – whether formal, non-formal or informal – taking place at different learning sites and extending from early childhood into retirement. 'Learning' is understood to mean the constructive conversion of information and experience into knowledge, insights and skills." (from: Strategy for Lifelong Learning in the Federal Republic of Germany, BLK 2004, p. 11)

The Conference of Ministers of Education and Cultural Affairs (Kultusministerkonferenz, KMK) looked at the situation of lifelong learning in higher education and indicated problems and possible solutions in its report adopted in 2001 (see background document).

Legal grounds/steering documents:

- BLK, Heft 115 (2004): Strategie für Lebenslanges Lernen in der Bundesrepublik Deutschland. <http://www.blk-bonn.de/papers/heft115.pdf>
- English Version: BLK Volume 115: Strategy for Lifelong Learning in the Federal Republic of Germany <http://www.blk-bonn.de/papers/volume115-english.pdf>

Background documents:

- 'Advancement through Education: Open Universities' competition of the Federal Government and the Länder: <http://www.wettbewerb-offene-hochschulen-bmbf.de/wettbewerb/bund-laendervereinbarung>
- KMK: Sachstands- und Problembereich zur "Wahrnehmung wissenschaftlicher Weiterbildung an den Hochschulen" (2001) (KMK report on progress and problems regarding lifelong learning in higher education)

VI.2. Is lifelong learning a recognised mission of higher education institutions?

Yes, all institutions

VI.2.1. Please indicate whether there are any legal requirements for higher education institutions to offer lifelong learning provision. Please also provide references to relevant steering documents:

In accordance with higher education legislation in the Länder, continuing education is part of the mission of higher education institutions alongside research and teaching (see Framework Act for Higher Education (Hochschulrahmengesetz, HRG), Part I, Section 2).

Only a few efforts are currently being made by higher education institutions in this field so that lifelong learning programmes are not generally offered in the HE sector. The THEMP 2012 survey gives possible reasons. Higher education institutions account for about 5% of all lifelong learning provision. There is a general consensus among institutions of higher education about the need for lifelong learning and the necessity to develop a broader range of programmes to be offered in future.

Fees are normally charged for participation in lifelong learning at institutions of higher education. Other conditions are stipulated in the higher education laws of the Länder.

Legal grounds/steering documents:

- Hochschulrahmengesetz (HRG), 1. Abschnitt - §2: http://www.bmbf.de/pub/HRG_20050126.pdf

Background documents:

- Institute for Work and Technology (IAT): Mapping of the German Landscape of Tertiary Lifelong Learning. THEMP – Discussion Paper 2012/4.3 (2012) http://www.themp.eu/sites/default/files/rcports/DP_2012_4_3.pdf

VI.2.2. Please provide details on the institutions for which it is/it is not a recognised mission:

VI.2.3. If necessary, please provide comments here:

VI.3. What are the main forms of lifelong learning in which higher education institutions are involved? For each form, please indicate approximate % of institutions involved.

Formal HE programmes provided under flexible arrangements

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

Non-formal courses open to all (e.g. languages)

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

Preparatory courses for HE entrance examinations

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

Professionally-oriented upgrading of already achieved qualifications

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

Tailor-made provision for industry

0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

VL3.1. Are there any other forms of lifelong learning in which higher education institutions are involved?

Yes

VL3.2. Please specify which forms and provide % of HE institutions involved.

N/A

No reliable data is available. A survey on adult education was made in 2012: <http://www.bmbf.de/pubRD/2013-weiterbildungsverhalten-01.pdf>

VL3.3. If you have any comments regarding different forms of lifelong learning in which HE institutions are involved, please provide them here.

VL4. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?

Yes

VL4.1. Please explain these restrictions.

In accordance with higher education legislation in the Länder, continuing education is part of the mission of higher education institutions alongside research and teaching (see Framework Act for Higher Education (Hochschulrahmengesetz, HRG), Part I, Section 2). The 16 Länder adopt their own specific provisions on this basis.

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

General public higher education budget (%) "0"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Special budget for lifelong learning (%) "0"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Private contributions from students (%) "0"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Private contributions from business and industry (%) "0"

VL5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Other (%) "100"

VL5.1. If relevant, please specify the option "other" here. You can also use this space to provide any comments regarding the previous question.

No reliable data is available for the funding contributions to lifelong learning in higher education.

VL5.2. If you have any further comments regarding this section, please provide them here:

VL6. In your higher education policy, is there a focus on promoting the flexible provision of higher education studies/programmes (e.g. changing the intensity of study programmes according to personal circumstances)?

Yes, HE policy focuses on promoting the flexible provision of HE studies/programmes

VL6.1. Please provide a short description of specific policy measures that exist in your country.

See answers to the Questionnaire on Social Dimension.

VL7. Which of the statements on student statuses best describes the situation in your country?

There is only one status for all students (i.e. the status of student) without any further distinctions

VL7.1. Please explain what student statuses exist in your country and how you define them.

VL7.2. If there is only one student status without any further distinctions, please specify whether HE students in your country can change the pace of their studies (e.g. apply for a limited number of credits) and follow de facto part-time studies.

Yes, HE students can change the pace of their studies and follow de facto part-time studies

There is no definition of full-time and part-time studies. The criterion used is the amount of time spent studying: The study time of full-time students is 40-45 hours per week. Consequently, part-time studies can be assumed in cases where students (can) at least work 50 per cent of full-time (see resolution of general meeting of the HRK of 10 November 1997).

Approximately 10% of study programmes are offered as formal part-time courses (Source: Higher Education Compass of the German Rectors' Conference HRK).

In addition to this formal status, there are also de facto part-time students in Germany (that is, students who are enrolled in a full-time course but do not take on the full study load so that they cannot complete the course within the standard period of study).

VL7.3. Please indicate which fees apply to students studying part-time.

VL7.4. Please indicate which fees apply to de facto part-time students.

De facto part-time students pay the same amount of fees for the same volume of study (i.e. the same number of credits) as students enrolled in typical study arrangements

Tuition fees will no longer be charged for full-time and part-time study programmes at public institutions of higher education from the 2014/15 winter semester. This applies to first-degree courses.

However, semester dues have to be paid by students enrolled in these courses.

Students enrolled in continuing education courses as a rule pay cost-covering tuition fees. The amount is generally the same for full-time and part-time studies.

VL7.5. Please indicate the amount of financial support, to which are eligible students holding a formal alternative student status.

VL7.6. Please indicate the amount of financial support, to which are eligible de facto part-time students.

De facto part-time students are eligible for the same amount of financial support for the same volume of study (i.e. the same number of credits) as students following typical study arrangements

Part-time students can now also receive a KfW student loan. They can fix the monthly amount paid out to them, which can vary between 100 euros and 650 euros. BAföG grants are not awarded to formal part-time students, while de facto part-time students can receive support under the Federal Training Assistance Act (BAföG) only during the standard period of study or upon furnishing evidence of the credits earned.

The formal status of a full-time student is a requirement to receive BAföG support. In some cases students can receive support for a longer period than the maximum grant period (the duration of financial assistance awarded to students is based on the regular duration of the discipline chosen which is ruled by the respective HEI) and may consequently be called de facto part-time students. When this period is extended for instance due to disability, pregnancy, caring for and bringing up children until the age of 10 or other serious reasons, the students can receive the same amount of BAföG support as regular students for a longer period.

VL8. Are there any higher education programmes in your country designed as 'part-time' programmes?

Yes ▾

VL8.1. Please provide details on these programmes (in particular, how they differ from conventional higher education programmes). Please also specify whether students following these programmes pay the same amount of fees (or higher/lower fees) and are eligible for the same amount of support (or higher/lower support) as students enrolled in conventional programmes.

Standard periods of study in part-time courses are as a rule twice as long as in conventional programmes and the number of credit points is adjusted. Many part-time programmes are based on distance learning.

As regards financing, see question above.

VL9. Which of the following statements best describes the extent to which HE institutions offer part-time studies or other alternative forms of study?

Higher education institutions have autonomy to decide but most of them offer part-time studies or other alternative forms of study

See www.hochschulkompass.de on PROGRAMMES offered by HEI: 11% of first cycle programmes at HEIs are offered as part-time study. 19% of second cycle programmes are offered as part-time study. Hence, most HEIs offer part-time study.

VL9.1. If you have any further comments regarding this section, please provide them here:

VL10. In your country, can prior non-formal and informal learning be taken into account/ accredited towards fulfilment of a higher education study programme?

Yes

See questionnaire 3, question on recognition of informal and non-formal learning for access to HE.

VL10.1. Please choose the statement that best applies to your country-specific situation.

HE institutions can autonomously decide whether they will provide relevant procedures

VL10.2. Please specify whether the process can lead to a complete award of a higher education qualification or whether it can only lead to a limited number of credits.

Recognition of non-formal and informal learning can only lead to a limited number of credits (please use comments to specify the maximum amount of credits)
Up to 50 % according to a decision by the KMK.

VL10.2.1. Please specify whether this possibility applies to all higher education qualifications or only to some higher education qualifications.

Please also specify whether this possibility is commonly used in practice.

VL10.3. If your answers to the three preceding questions were based on steering documents please specify the source (i.e. title of the document and link). If they are based on other sources (e.g. common practice of HE institutions), please specify it as well.

Decisions by the Länder/KMK:

Anrechnung von außerhalb des Hochschulwesens erworbenen Kenntnissen und Fähigkeiten

entsprechend dem Beschluss der Kultusministerkonferenz (I) vom

28.06.2002

http://www.kmk.org/fileadmin/veroeffentlichungen_beschluesse/2008/2008_09_18-Anrechnung-Faehigkeiten-Studium-2.pdf

VL10.4. Do steering documents in your country refer to any specific requirements towards those HE candidates/students who would like to fulfil their higher education modules/programme through the recognition of non-formal and informal learning?

No

See questionnaire 3, question on recognition of informal and non-formal learning for access to HE.

VL10.4.1. Please specify these requirements.

- Specific age requirements (please specify)
- Requirements related to the duration of prior professional experience (please specify)
- Other (please specify)

VL10.5. Is it possible to provide data on the proportion of HE institutions which commonly use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies)?

There are no official data and it is impossible to provide estimates

VL10.5.1. Please indicate the proportion of higher education institutions which use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies).

VL10.5.2. Please indicate the source and the reference year.

VL10.6. Is it possible to provide data on the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements?

There are no official data and it is impossible to provide estimates

VL10.6.1. Please indicate the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements.

VL10.6.2. Please indicate the source and the reference year.

VL10.7. Are there any plans to create such a possibility? If yes, please provide details on the on-going debates.

VL10.6.3. If you have any further comments regarding this section, please provide them here:

VL11. Besides the approaches mentioned throughout the LLL section, are there any other approaches to enhancing lifelong learning and flexibility of higher education in your country?

Yes ▼

VL11.1. Please specify what they are.

The Federal Government and the Länder launched the Qualification Initiative (Aufstieg durch Bildung) in 2008 with the aim of increasing education opportunities for all people in Germany. The Initiative covers all phases of life and learning.

The 'Advancement through Education: Open Universities' competition of the Federal Government and the Länder is part of this Qualification Initiative. Innovative, demand-oriented and sustainable strategies of higher education institutions are funded in a competitive procedure in order to

- secure the supply of skilled labour on a long-term basis
- improve opportunities for transfer between vocational and academic education
- apply new knowledge quickly in practice
- enhance the international competitiveness of the academic sector through sustainable profile-building in academic lifelong learning and training during employment.

<http://www.wettbewerbs-offene-hochschulen-bmbf.de/>

Data entry: (VII_Internationalisation_mobility)

7.1. Do higher education steering documents refer to internationalisation of higher education?

Yes

7.1.1. In your higher education steering documents, there are:

- Clear aims and objectives regarding internationalisation of higher education
- Concrete measures for implementing internationalisation of higher education

7.1.2. Please specify:

The Federal Government and the Länder have adopted a strategy for the Internationalisation of the Higher Education Institutions in Germany. Therein they have defined nine fields of action for promoting the internationalisation of the higher education institutions and have developed a joint policy goal with strategies for each field.

1. Strategic internationalisation of the individual higher education institutions
2. Improving the legal framework for internationalisation
3. Establishing a culture of welcome
4. Establishing an international campus
5. Increasing the international mobility of students
6. Enhancing Germany's international attractiveness as a place to study
7. Attracting excellent (young) academics from abroad
8. Expanding international research cooperation
9. Establishing transnational higher education courses

In particular the strategy sets two national mobility targets:

- For 50 per cent of graduates to have study-related experience abroad and for at least one in three to spend a period abroad corresponding to at least three months abroad and/or 15 ECTS credit points.
- To raise the intake of foreign students to approximately 350,000 – that is to say by around a third – by the end of the decade.

The strategy indicates approaches to reach the objectives of every field of action.

7.2. Which national level public institutions are involved in the internationalisation of higher education in your country?

- No designated institution
- Specific Department in the Ministry responsible for Higher Education
- Agency for the internationalisation of higher education
- Stakeholder organisations
- Other

7.2.1. Please specify the name and provide a link to its website (if available) and a brief description of its main activities:

All Ministries responsible for higher education (<http://www.kmk.org/wir-ueber-uns/kultus-und-wissenschaftsministerien.html>; www.bmbf.de), Deutscher Akademischer Austauschdienst (www.daad.de), Alexander von Humboldt Stiftung (www.humboldt-foundation.de), Hochschulrektorenkonferenz, www.hrk.de students ([fzs](http://www.fzs.de), www.fzs.de), BDA (www.arbeitgeber.de), Deutsches Studentenwerk (www.studentenwerke.de)

7.3. Does your country have a formal national strategy for internationalisation of higher education?

Yes

7.3.1. Please provide a reference and link to the document (if available, also in English):

The strategy was adopted in April 2013. http://www.bmbf.de/pubRD/Internationalisierungsstrategie_engl.Fassung.pdf

7.3.2. Has the impact of the strategy been assessed?

No

7.3.2.1. Please specify by whom, and provide a reference/link:

7.3.3. What percentage of higher education institutions have adopted an internationalisation strategy?

51-75%

7.3.3.1. Please provide a source for this information:

54 institutions of higher education have already been fully audited or are still being audited under the HRK audit 'Internationalisation of Universities'. The member institutions of DAAD and HRK committed to adopting their own internationalisation strategies. The Internationalisation Strategy of the BMBF and the Länder called upon the institutions of higher education to adopt such strategies.

7.3.4. What percentage of higher education institutions are engaged in internationalisation actions without having adopted a formal strategy?

26-50%

7.3.4.1. Please provide a source for this information:

All HEI in Germany are involved in internationalisation actions, only few of them without having adopted a formal strategy (See answer to question 7.3.3.). Nearly all HEI provide explicit information on its internationalisation actions at its website. www.hochschulkompass.de, www.eu.daad.de

7.4. Has your country defined targets for mobile students (if yes, please state the target)?

Credit mobility:Outgoing mobility	50 %
Credit mobility:Incoming mobility	350.000 per year
Degree mobility:Outgoing mobility	50 %
Degree mobility:Incoming mobility	350.000 per year

7.4.1. Has your country defined targets for incoming international students with a first degree obtained outside the EHEA?

No

7.4.1.1. Please specify:

7.4.2. Has your country defined other targets related to the internationalisation of higher education (e.g. mobile academic staff, types of partnership in higher education and research etc.)?

Yes

7.4.2.1. Please specify:

See answer to question 1

7.5. Is there a specific budget for funding internationalisation activities in higher education in your country?

Yes

7.5.1. Please specify:

The Federal Ministry of Education and Research funds internationalisation activities and programmes of the German Academic Exchange Service (DAAD).

7.6. Are there other incentives for higher education institutions to engage in internationalisation activities in your country?

Yes

7.6.1. Please name and describe them:

Goals and performance agreements as well as performance-based funding.

HRK-Audit Internationalisierung: The audit offers an independent and systematic, tailor-made advisory process to HEI, considering all the stakeholders, structures, and processes related to internationalisation. Since the beginning of the project (09/2009) 120 higher education institutions have applied for participation in the audit project financed by the German Federal Ministry of Education and Research and 42 have been audited by now, more are to follow.

7.7. Does your country provide specific, additional funding to higher education institutions for the development and implementation of joint/double degree programmes?

Yes

7.7.1. Please explain this funding, and how it is allocated:

DAAD programme "Double degrees-integrated international study programmes"

Funding is allocated to the German institution by an endowment contract. It covers structural costs for personnel and material costs when planning, elaborating and introducing the degree programme, scholarships for German students and allowances for students from developing countries as well as from East European countries, which do not take part in the EU mobility programmes.

7.8. Is there a legal requirement for higher education institutions to publish vacancy notices for academic staff in media operating outside your country?

No, such practice is not required and would be very unusual

7.8.1. Please provide a reference:

7.9. Do any higher education institutions have campuses abroad?

Yes

7.9.1. How many campuses do your higher education institutions have abroad?

55,0000000000

7.9.2. In which countries do they have these campuses?

Roughly 235,000 students at more than 40 locations study in German higher education projects abroad, ranging from bi-national universities to branch campuses and faculties/study programmes abroad. The majority of these projects comprise individual degree programmes offered at partner Higher Education Institutions. In addition, German universities currently engage in 14 branch campuses and bi-national universities abroad.

The above-mentioned branch campuses and bi-national universities are located in Egypt, Jordan, Oman, Turkey, China (2), South Korea, Vietnam, Singapore, Mongolia, Kazakhstan, Kyrgyzstan, Hungary and Bulgaria. Further projects are based in a variety of countries, among them Argentina, Azerbaijan, Armenia, Ethiopia, Brazil, Chile, Georgia, Indonesia, Japan, Malaysia, Morocco, South Africa, Russia, Thailand, United Arab Emirates.

7.10. Do any higher education institutions (HEIs) in your country offer massive open online courses (MOOCs) in your country?

Yes

7.10.1. Please provide:

The percentage of HEIs offering MOOCs (%) "0"

7.10.1. Please provide:

The number of MOOCs currently offered (1,2,3 n) "0"

7.11. Does your country have main regions of operation for international student mobility?

Yes

7.11.1. Which are the main regions of operation for student mobility?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically

- Middle East
- North Africa
- Central and southern Africa
- Australia, New Zealand
- Other

7.11.2. Please specify

7.11.3. Does your country have main regions of operation for joint/double degrees?

Yes

7.11.4. What are the main regions of operation for joint/double degree programmes?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.5. Please specify

7.11.6. Does your country have main regions of operation for campuses abroad?

Yes

7.11.7. What are the main regions of operation for campuses abroad?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.7.1. Please specify

7.11.8. Does your country have main regions of operation for international cooperation in research?

Yes

7.11.9. What are the main regions of operation for international cooperation in research?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.9.1. Please specify

7.11.10. Does your country have main regions of operation for other forms of internationalisation (please specify the forms)?

No

7.11.11. What are the main regions of operation for other forms of internationalisation (please specify the form)?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically

- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.11.1. Please specify

7.12. Comments:

The Federal Government and the Länder have adopted a strategy for the Internationalisation of the Higher Education Institutions in Germany which sets the following targets:
 “The Federal Government and the Länder consider it a realistic target for 50 per cent of graduates to have a study-related experience abroad and for at least one in three to spend a period abroad corresponding to at least three month abroad and/or 15 credit points. This target refers to mobility in all three Bologna cycles.”
 “Germany must raise its intake of foreign students to approximately 350,000 – that is to say by around a third – by the end of decade”

On MOOCs: German HEIs are involved in MOOCs but there is not reliable data available.

7.13.1. Please tick the three most important obstacles to incoming student mobility for your country.

- Funding
 - Recognition
 - Language
 - Curriculum/Study organisation
 - Legal issues
 - Motivating and informing students
 - Personal and family life
- finding accomodation

7.13.1.1. Please specify:

7.13.2. Please tick the three most important obstacles to outgoing student mobility for your country:

- Funding
 - Recognition
 - Language
 - Curriculum/study organisation
 - Legal issues
 - Motivating and informing students
 - Personal and family life
- delay in study progress

7.13.2.1. Please specify:

7.14. Are at least some of the obstacles that you ranked above particularly important in / relevant for:

- Specific study cycles Yes No No answer
- Specific fields of studies Yes No No answer
- Credit mobility Yes No No answer
- Degree mobility Yes No No answer

7.14.1. Please specify:

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

Mobility of foreign and German students is promoted in all three cycles, especially via financial support (BAföG); individual grants; mobility allowances; structural and partnership programmes of German higher education institutions; provision of comprehensive information about Germany's higher education and research sectors; financial support for higher education institutions' efforts to support and assist foreign students.

For outgoing mobility, the DAAD offers a wide range of support schemes, e.g. various scholarships: A special support scheme is the Bologna Mobility Package which consists of a series of programmes especially targeted at fostering mobility in a structured way (integrated exchange programmes, based on inter-university agreements, double degree programme, 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 Central and Eastern Europe, language preparation for other languages than English to balance mobility within the EHEA).

Furthermore, the DAAD promotes the introduction of mobility windows in the curricula.

Outgoing students with lower socio-economic background receive financial support including additional mobility support (Auslands-BAföG).

For incoming mobility, the DAAD also offers support schemes and scholarships. German higher education institutions offer a wide range of measures to support, inform and welcome foreign students (orientation days, buddy programmes, help to find a room in a students' residence etc.). At national level, the German Government finances a wide range of programmes to both attract and inform foreign students and scholars to Germany (Marketing) as well as to enhance support activities and support structures at German higher education institutions. The DAAD administers these programmes and acts as agency for German universities. To name some of the support programmes: PROFIN (Programme to support the integration of foreign students) and STIBET (scholarships and support), the DAAD Prize for outstanding and excellent foreign students at German higher education institutions (1000 EUR per person, about 220 awardees a year), the Prize of the Federal Foreign Office for the excellent support of foreign students at German universities (20,000 EUR per year), and different German Alumni programmes (e.g. Alumni Portal Deutschland). The Accreditation Council made mobility a focal topic in its strategic planning for 2013–2017. The aim is to identify and if possible remove any remaining obstacles to mobility in the area of study organisation.

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

Yes

7.16.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) "Higher education institutions, DAAD, Federal Ministry of Education and Research"

7.16.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) "All programmes are continuously monitored. Most programmes offered by DAAD are financed for a certain period and are subject to evaluations (at least at the end)."

7.16.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) "-"

7.17. Comments:

7.18. Do you have a central website which provides information about all mobility schemes for national and international students?

Yes

7.18.1. Please provide a link to the website:

<https://www.daad.de/en/>,

<http://stipendienlotse.de/> (Please note: The focus of the website <http://stipendienlotse.de/>, available in German only, provides information on funding opportunities for studying in Germany as well as abroad.

7.18.2. Is the website linked to Bologna website?

Yes

7.19. Do your national institutions/agencies responsible for internationalisation:

Provide information on the EHEA, with links to other national systems and European programmes

7.19.1. Please provide a link to such information:

<https://eu.daad.de/de/> (EU programmes) and <https://www.daad.de/laenderinformationen/en/> (country information)

7.20. Do higher education programmes taught in widely spoken, non-native languages fall under the same legal regime as programmes taught in official languages of the country?

Yes

7.20.1. Do students have to pay additional fees?

Please choose..

7.20.2. Are there any other differences? Please specify:

7.21. Comments:

7.22. Since 2012, has your higher education minister participated in:

- the 2012 Bologna Policy Forum
- other bilateral and/or multilateral ministerial dialogues
- international events other than ministerial meetings

7.22.1. Please specify with which countries:

The Ministers of the Länder and Federal level have attended a great number of bilateral and multilateral meetings since 2012.

7.22.2. What were the main higher education issues addressed in these events?

These meetings dealt with different topics in the field of education and research.

7.23. Comments:

7.25. Are there national policy goals regarding staff mobility in higher education?

Yes

7.25.1. Please specify and provide reference:

Strategy of the Federal and Länder Ministers of Science for the Internationalisation of the Higher Education Institutions in Germany (April 2013):

- expanding international research cooperation (networking, exchange, international funding programmes)
- establishing an international campus
- establishing a culture of welcome

7.26. Are there any national mobility programmes for higher education staff?

- Researchers** Yes No No answer
- Teaching staff** Yes No No answer
- Doctoral candidates** Yes No No answer
- Technical staff** Yes No No answer
- Administrative staff** Yes No No answer
- International officers** Yes No No answer
- Guidance counsellors** Yes No No answer
- Others** Yes No No answer

7.26.1. Please provide details and a link for further information on relevant programmes

Researchers: DAAD scholarships for participation in congresses abroad/lecture tours
Alexander von Humboldt-Stiftung offers fellowships and awards.
The German Research Foundation (Deutsche Forschungsgemeinschaft - DFG) offers portable research scholarships to postdocs.
Max-Planck-Gesellschaft offers scholarships for postdocs abroad and visiting researchers.

Teaching staff: DAAD lecturer programme, Programme for lecturers at DAAD Information centres, DAAD programme for short- or long-term stays abroad of teaching staff

Doctoral candidates: DAAD postdoc programme, DAAD Postdoctoral Researchers International Mobility Experience (P.R.I.M.E.)

DFG finances currently 44 international graduate schools. Doctoral candidates will in general spend approximately six months in a partner institution abroad.

Within the 63 International Max Planck Research Schools international mobility is one of the targets.

The Alexander von Humboldt Foundation and the Deutscher Akademischer Austauschdienst (DAAD) are the main specific providers of international mobility schemes, the Deutsche Forschungsgemeinschaft (DFG), the Fulbright Commission and the Carl Duisberg Gesellschaft also offer funding opportunities. Mobility of scientists is promoted via individual awards and grants (for example, for long-term and short-term teaching posts) or in the framework of partnerships (for example, with higher education institutions in Central, Eastern and Southeastern Europe and in CIS countries).

The measures that increase mobility of teaching staff include financial support; flexibility in structuring duration of stays abroad; options for integration of research activities; and opportunities to credit such stays against home teaching duties. The German Mobility Centre, located within the Alexander von Humboldt Foundation, is a partner of Euraxess, the European network of mobility centres. The Euraxess network offers a range of information and advising to internationally mobile researchers, serving as the first point of contact for mobile researchers who come to Germany, or who travel to other countries from Germany, as well as for German researchers who return to Germany.

7.27.1. Does your country define quantitative targets for any incoming staff mobility?

- Researchers** Yes No No answer
- Teaching staff** Yes No No answer
- Doctoral candidates** Yes No No answer
- Technical staff** Yes No No answer
- Administrative staff** Yes No No answer
- International officers** Yes No No answer
- Guidance counsellors** Yes No No answer
- Others** Yes No No answer

7.27.1.1. Please specify any targets that exist:

No targets on incoming staff mobility.

7.27.2. Does your country define quantitative targets for any outgoing mobility?

- Researchers** Yes No No answer
- Teaching staff** Yes No No answer
- Doctoral candidates** Yes No No answer
- Teaching staff** Yes No No answer
- Administrative staff** Yes No No answer
- International officers** Yes No No answer
- Guidance counsellors** Yes No No answer
- Others** Yes No No answer

7.27.2.1. Please specify any targets that exist:

No targets on outgoing staff mobility.

7.28. For each staff group, is information collected on participation rates in mobility?

- Researchers** Yes No No answer
- Teaching staff** Yes No No answer
- Doctoral candidates** Yes No No answer
- Technical staff** Yes No No answer
- Administrative staff** Yes No No answer
- International officers** Yes No No answer
- Guidance counsellors** Yes No No answer
- Others** Yes No No answer

7.28.1. Which organisation(s) collect this information? Please provide a link.

www.wissenschaft-weltopen.de

7.29. Are there any mechanisms to reward staff who participate in mobility?

- Career development advantages** Yes No No answer
- Financial benefits** Yes No No answer
- Non-financial benefits** Yes No No answer
- Other** Yes No No answer

7.29.1. Please specify how staff who participate in mobility are rewarded:

No rewards.

7.30. Is there a website which provides information about all international mobility schemes for staff?

7.30.1. Please provide a link:

http://www.euraxess.de/portal/funding_database.html

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Immigration restrictions "5"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Recognition issues "7"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Language issues "2"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of funding "6"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Administrative burden "1"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of personal motivation and interest "3"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Incompatibility of pension and/or social security systems "4"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Legal issues "8"

7.31.1.1. Additional comments:

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Immigration restrictions "3"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Recognition issues "7"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Language issues "6"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of funding "4"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Administrative burden "1"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of personal motivation and interest "5"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Incompatibility of pension and/or social security systems "2"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Legal issues "8"

7.31.2.1. Additional comments:

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

Eased immigration policies for foreign academics and highly skilled staff, German language packages, Competition "Best Welcome Centres for internationally mobile researchers" at German HE and research institutions (2006-2010), promotion of support schemes.

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

No

7.33.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) ""

7.33.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) ""

7.33.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) ""

7.34. Please provide any additional comments on internationalisation and mobility that should be taken into consideration: