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The Reform of Study Structures in German Undergraduate and Postgraduate Education

Tokyo, 28 February 2006

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- What does „Bologna“ mean for German universities?
- The Reform of Undergraduate Education
- New Structures in Postgraduate Education

What does Bologna stand for?

In June 1999, 29 European ministers in charge of higher education met in Bologna to lay the basis for establishing a European Higher Education Area by 2010 and promoting the European system of higher education world-wide.

In the Bologna Declaration, ministers affirmed their intention to:

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

What does „Bologna“ mean for German higher education institutions?

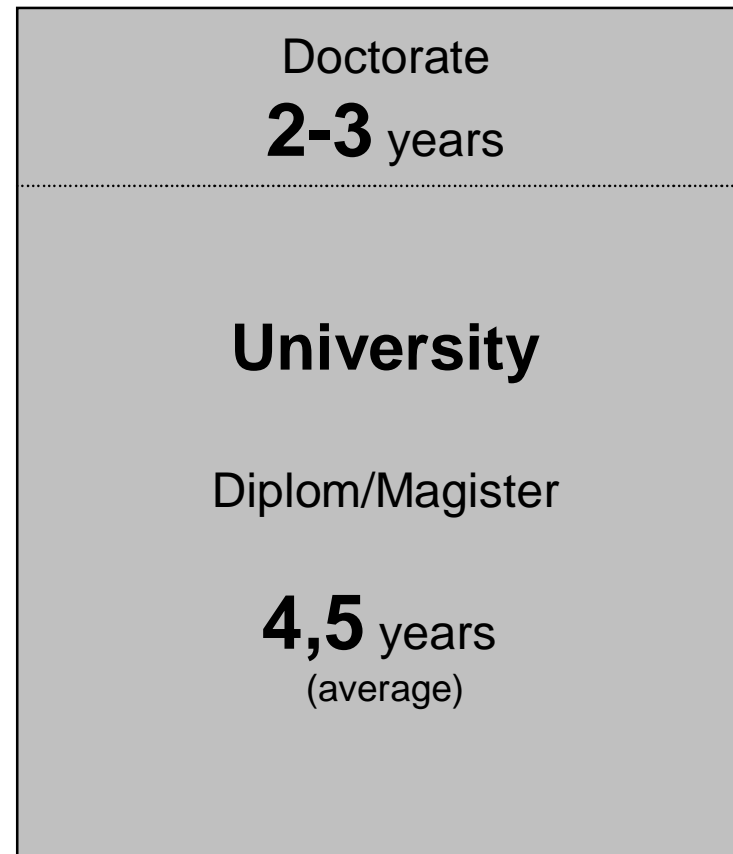
- Reform of degree programmes
- Change of paradigm: from teacher to learner perspective (modularisation of study programmes, calculation of overall student workload, focus on learning outcomes and competencies)
- Introduction of ECTS and Diploma Supplement
- Introduction of quality assurance procedures
- Employability of graduates as an explicit goal
- Strengthening of the European dimension in teaching, learning and research

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The Reform of Undergraduate Education

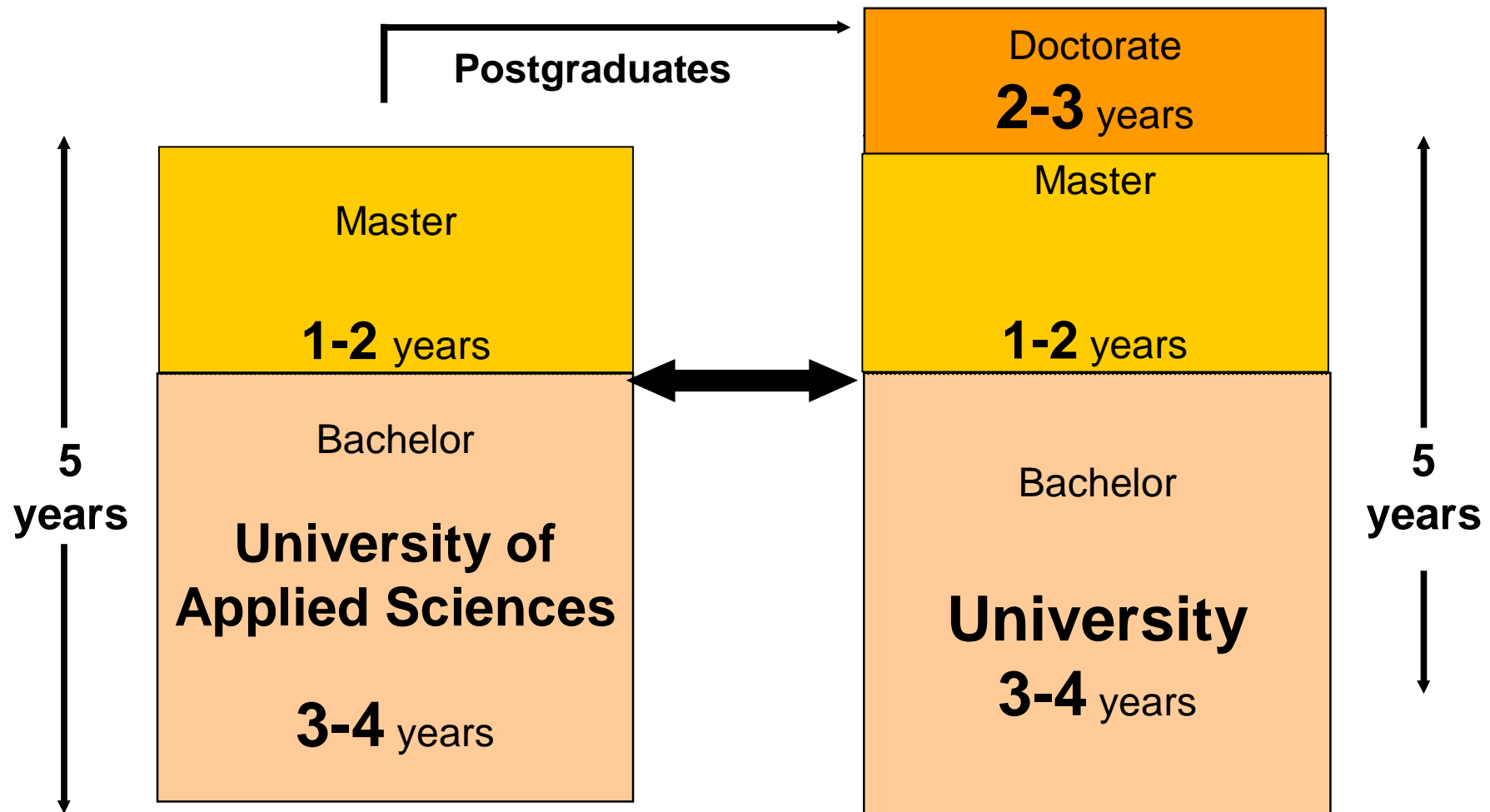
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Traditional Degree Structure : Magister and Diplom



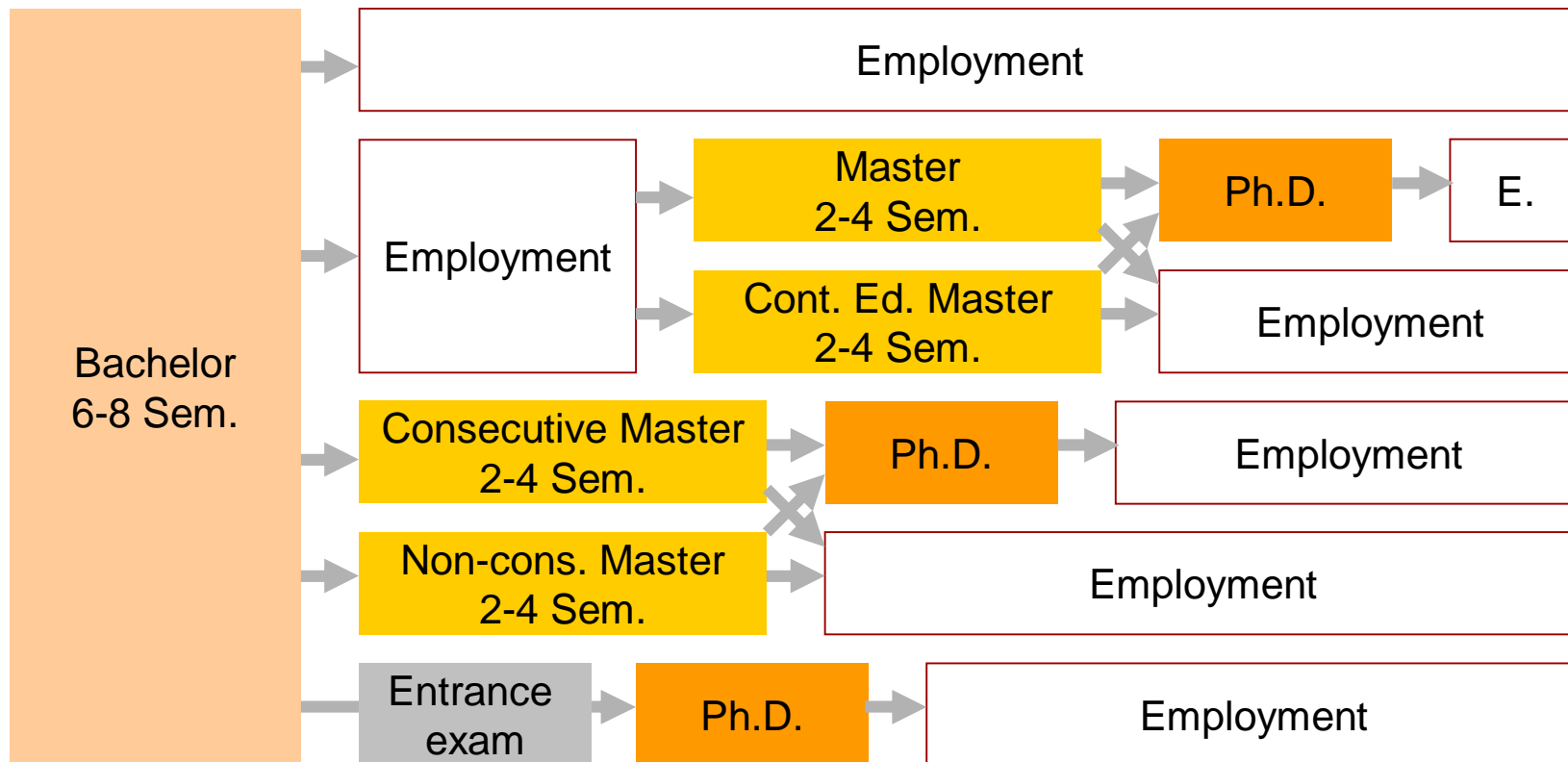
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New Degree Structure: Bachelor and Master



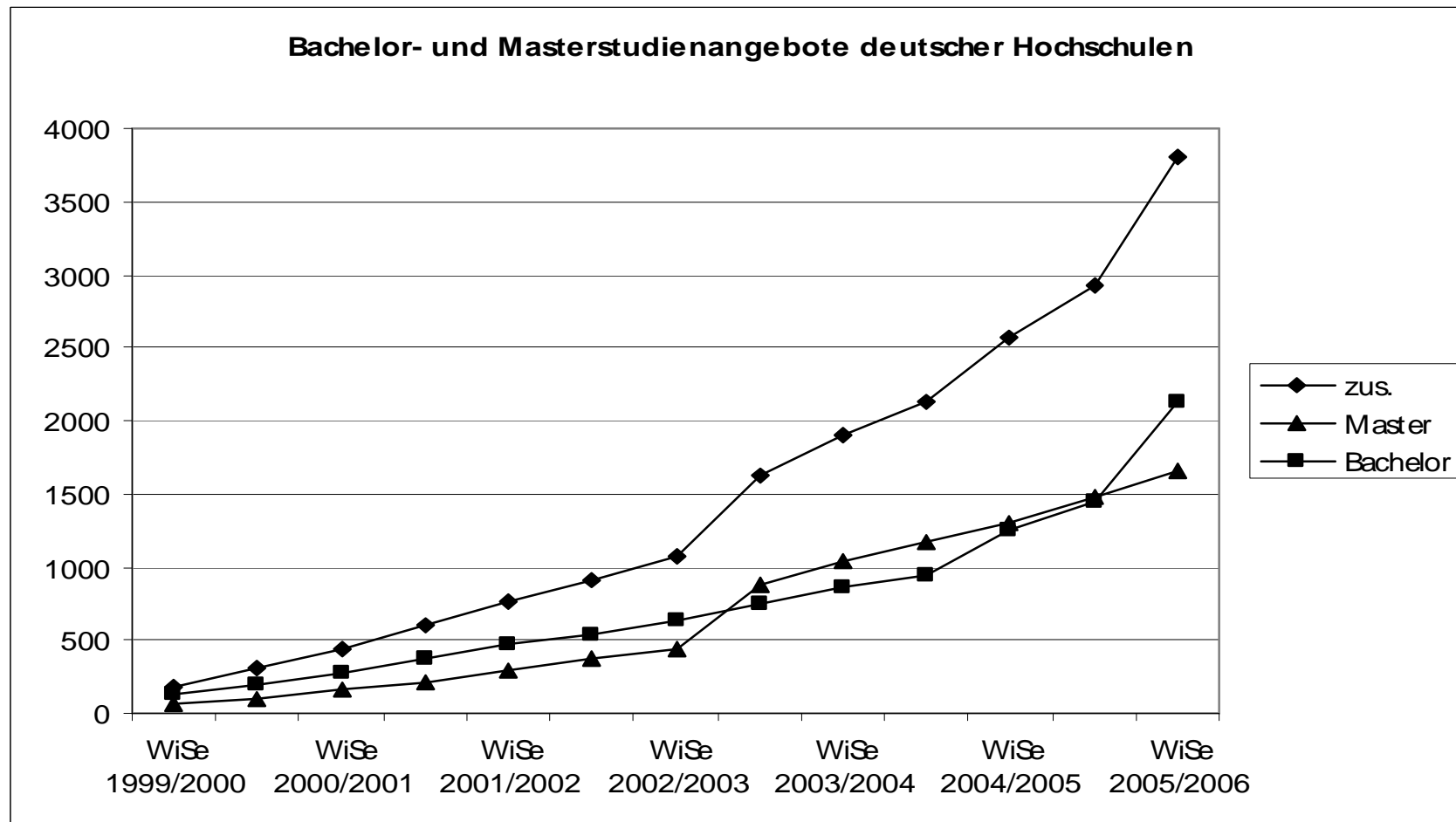
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The Potential of the Two-Tier System: A Wide Range of Study Opportunities



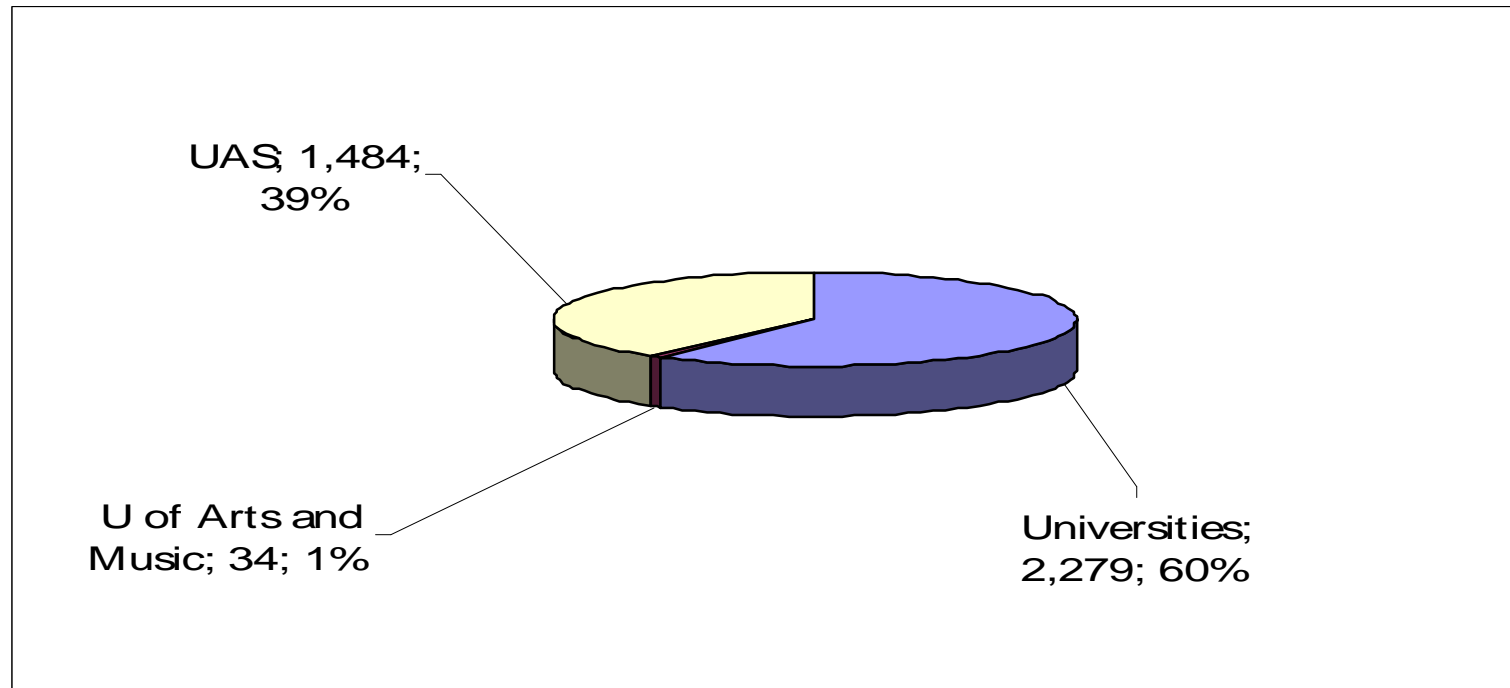
The Reform of Undergraduate Education

B.A./M.A. Study Programmes at German HEI



The Reform of Undergraduate Education

B.A./M.A. Study Programmes at German HEI



Winter Term 2005/2006

- 1,659 Master courses
- 2,138 Bachelor courses
- In total about 34% of all courses (11,186)

Organisational Implications for Higher Education Institutions

German universities want to use the opportunity for change to make their institutions more attractive places for learning and teaching:

- Improvement of student – teacher ratio
- Increasing need for student support services and tutoring
- Increased cooperation with business, industry and society
- Establishment of professional career services
- Increasing need for structured mobility at regional and international level

→ But all this does not come for free!

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New Structures in Postgraduate Education

Europe is not only about higher education, but also about research

At the Berlin Conference in 2003, ministers considered it necessary to go beyond the present focus on two main cycles of higher education.

They included the doctoral level as the **third cycle** in the Bologna Process and aim to promote closer links between the European Higher Education Area (EHEA) and the **European Research Area (ERA)**.

New Structures in Postgraduate Education

The Doctorate as a Core Element of Research

Doctoral education – as the first phase of individual research training – is a core element of research at universities.



Academic Support Structures are Key

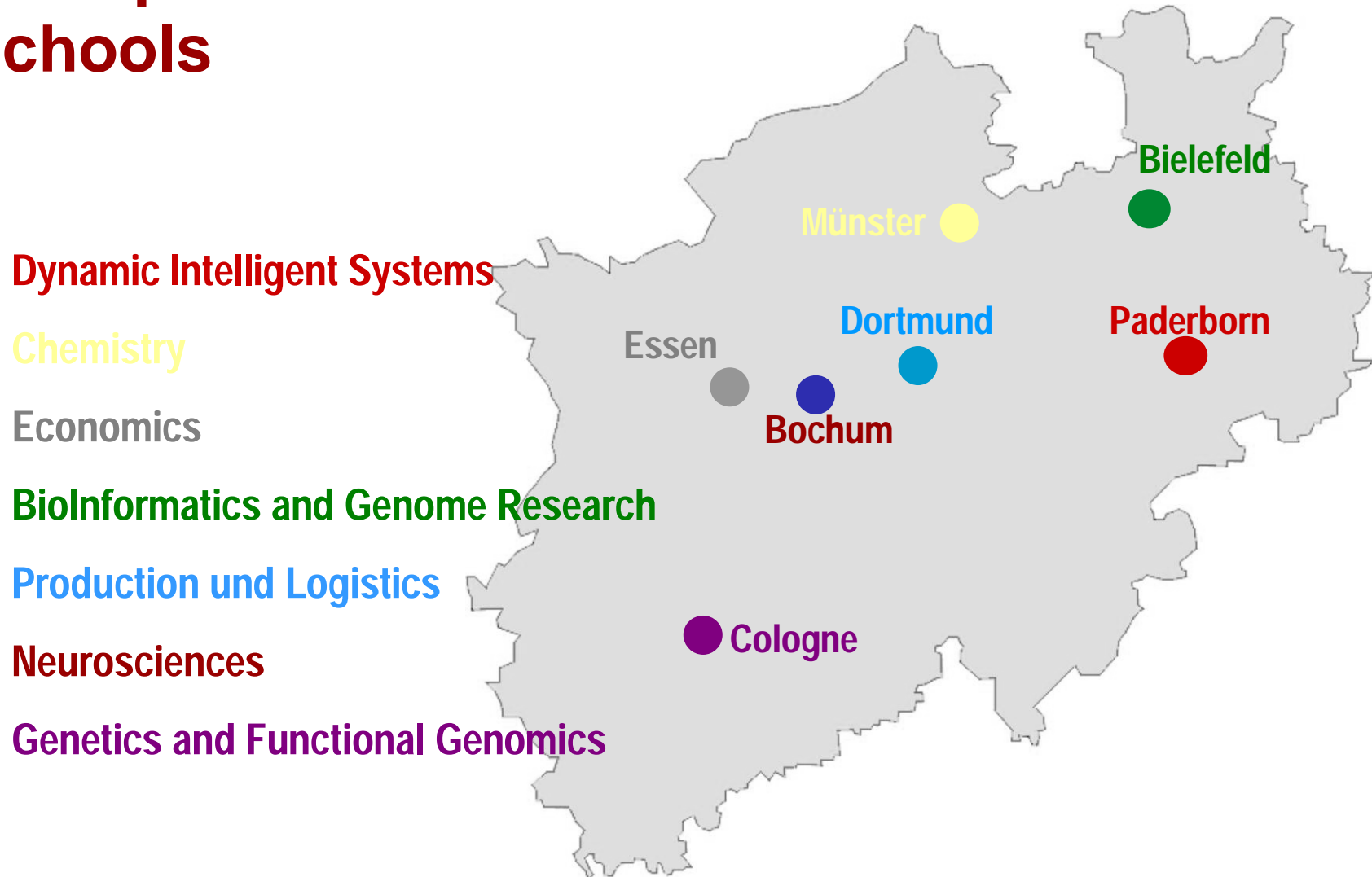
- Set up research training groups and graduate schools
- Select doctoral candidates on the basis of transparent criteria
- Deliver methodological and interdisciplinary competencies
- Provide intensive supervision for doctoral students
- Build up institutional responsibility
- Facilitate transfer of excellent FH graduates to university

Current Developments: National Level

- Doctoral training is being modernised: While individual supervision is still the rule, graduate schools are increasingly being established.
- Various models:
 - DFG Research Training Groups
 - International Max Planck Research Schools
 - Helmholtz – University Young Investigators Groups
 - Graduate Schools of individual universities

New Structures in Postgraduate Education

Example: NRW International Graduate Schools



NRW International Graduate Schools: Aims

- Positioning North Rhine-Westphalia/Germany as an attractive place for PhD Studies
- Promotion of the region as a location for business and science
- Internationalization of German universities: compatibility, competitiveness and international networking
- Building up centers of excellence
- Support of excellent students
- Preparation of graduates for executive positions in industry and academia

Current Developments: International Level

- Increasing number of Graduate Schools with European and worldwide partners:
e.g. first DFG Research Training Group with China in 2004 and first DFG Research Training Group with Japan (U Münster and U Nagoya) established in January 2006
- Increasing number of binational PhD programmes: Cotutelle de Thèse, e.g. with France and Italy

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**Vielen Dank für Ihre
Aufmerksamkeit!**

ご静聴ありがとうございました