

Synopsen der Nationalen Berichte Frankreichs und Deutschlands 2003 bis 2009

II.1 Frankreich

- a. Nationaler Bericht 2003
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II.2 Deutschland

- a. Nationaler Bericht 2003
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II.1.a Frankreich: Nationaler Bericht 2003

Frankreich	1998-2003
Tatsächliches Datum	? (last update: 19.08.2003/EN)
Autoren	Ministère de la Jeunesse, de l'Éducation Nationale et de la Recherche: Direction des relations internationales et de la coopération, sous-direction des affaires européennes et multilatérales (Bureau des affaires communautaires, DRIC B1/HL)
Titel	Implementation of the "Sorbonne/Bologna" Process objectives (1998-2003) Country Report

Zwischenüberschriften	Synopse	Erläuterungen	Chiffre
Initial remarks/Objectives	The Sorbonne/Bologna Process is an inter-government initiative which was launched in the Sorbonne university in Paris (in 1998), developed and carried out in Bologna (1999), then in Prague (2001). The Berlin Conference is the next stage to come. ...this initiative...is aiming at building up a EHEA by 2010, which is attractive for the rest of the world: it is meant in particular to develop and democratize the students', teachers' and researchers' mobility...recognition of degrees...to make this area readable and attractive world-wide. Readable and comparable degrees (1), Degree structure based on 2 main cycles (2), General use of ECTS (3), Promotion of mobility (4), Promotion of the European cooperation in QA (5), Promotion of the European dimension in HE (6), Lifelong learning (7), HEI and students [sic] (8), Promoting the attractiveness of the EHEA (9). While safeguarding each country's own culture, the process is aiming at adapting each national HE system, at putting it into the European and world-wide context and at making its visibility and quality possible at the international level.	QA: Quality Assurance; HE: Higher Education; HEI: Higher Education Institution	F 2003-0
1. Readable and comparable degrees			
1.a The Diploma Supplement	Ratification of the Lisbon Convention (4th octobre 1999) (1). ...so for international mobility purposes, this document will necessarily go along with the issued licence and MA's diplomas "in order to ensure, within the framework of internationally mobility, the readability of acquired learning and skills" (art.2 (4), decree no. 2002-482 of April 8th 2002) (2). This notion is mentioned as well in the texts on the validation of prior academic and professional learning, considering that the candidate's files must include: the diploma's descriptive annex and certificates testifying the credits acquired in case of studies undertaken abroad notably within the framework set by the EU in order to promote mobility (art. 4, decree of April 16th 2002 on the validation or studies undertaken abroad. And...when dealing with the VAE..., official papers corresponding to prior training and degrees (art. 4, 2002 April 24th decree) (3). Group set up by the MJENR working on the definition of a document allowing the international, professional, university readability of degrees to increase;...this document to be issued freely is compulsory for mobile students only, this working group suggests that any student might be given the DS, along with its translation into a foreign language (4).	VAE: Validation of prior academic and professional learning; "freely is compulsory" (gratuitement, pas obligatoire)	F 2003-1.a
1.b Validation of studies undertaken abroad	Reform of the prior learning validation (2002) [takes] students' prior learning into account, whether studies (also abroad), or acquired vocational skills are considered. Idea: more coherent learning paths and link initial and continuing education (1). Widened principle of the validation of prior academic learning, increases the right to have one's studies undertaken abroad validated by a HEI or organism which belongs to the public or private sector, whatever these studies' conditions and period were.		F 2003-1.b

2. Degree structure based on 2 main cycles	<p>1999: Creation...of the 'maitre' 's degree (which came to be added up to the 3 existing degrees baccalauréat, licence - bachelor's degree-, doctorate)...of the professionally oriented 'licence' ('licence professionnelle') which came up to make the 3 postsecondary years' educational study programmes broader (1). Decree (no. 2002-482) of april 8th 2002 which provides for implementing into the french HE system the shaping of the EHEA...core principles (2): 4 degrees (French: grades) (instead of 3): the 'baccalauréat', the 'licence', the new master's degree and the doctorate (2.1). Programme structure divided into semesters and modules (2.2). General use of ECTS (2.3). DS od D descriptive annex issued to any student wishing to do an international mobility (2.4). Decree (2002-481) of april 8th 2002 creates a new diploma, the Master's diploma, whose organization of studies is defined by the ministry act of april 25th 2002 (2.5). ...name of the existing maitre's degree is modified (decree 2002-604 of april 25th 2002) and substituted by the master's name...this degree, awarded on the State's behalf and conferred as a full right, as soon as 1999, to the DEA or DESS holders and of the graduates holding an engineer's diploma awarded by an "accredited" institution is also given, from now on, to the holders of a master's diploma or of other diplomas awarded on the State's behalf at a similar level of postsecondary education and mentioned on a legal list (3). MA degree professionally-oriented and research-oriented: 120 credits, 300credits altogether from the baccalauréat degree = 5 years; it can also be awarded by the Grandes Ecoles (4). Therefore, FR HEI are invited to work on a genuine indepth reconstruction of their educational offers in order to provide , for each cycle, a set of coherent, flexible learning paths in field of study to be set in relation to each institution's own strategy (5). Timeschedule: waves of 4-year contracts...this reform should be made real all around the country in 2005/06 (6).</p>	<p>Degree = grade (FR); Diplôme = diplôme (FR); 'accredited' HEI= établissement habilité (FR). The legal notion of a degree, used here in the sense of the LC as the french notion of grade, corresponds in France to a level of studies which is certified as such and is not linked to any discipline or specialization; a grade is given by a diploma you acquired in a given discipline.</p>	F 2003-2
3. General use of transferable European 'credits' (ECTS)	<p>Credits referring to capitalizable and credit giving modules on the basis of a european-wide agreed on scale of values (60 credits/year; 180 credits/BA; 300/MA)...This legal principle ...is stated in ministerial notes (1). The core idea behind it is to increase the readability of studies and degrees in respect to the Sorbonne/Bologna logic, and to use th ECTS tool as wenn (together with a modular curricular structure and prior learning validation) in order to build up 'flexible learning paths'. On condition that the coherence is guaranted by teaching teams, this greater flexibility in the educational offer and in diverdified learning paths to be provided to students makes it easier to have disciplines unusually combined with each other without actually meaning to create degrees systematically; it enables students to be more easily orientied and put into new streams with bridges (for instance, between a research-oriented MA and a professionally-oriented MA), and suits better the educational needs met by different sorts of public at university. Although the reform this way steering a logic of flexible learning paths, the national feature of each national degree is guaranteed by the 'habilitation' (accr.) and the recognition of such a degree by the State which sees national coherence of degrees and educational offers and to the complementarity of courses provided on a same location (2). With the ECTS approach an important change is being adopted in FR where the unusual notion of a student's workload must be substituted to the principle of 'hours attended by teachers and students' (3).</p>	<p>MA is translated in paths</p>	F 2003-3
4. Promoting mobility	<p>Action Plan for mobility (European Council, Nice 2000). Two boosts for action...the will to make the access to university easier to anyone is reflected into the ongoing Student Social Plan...with mobility grants rising (1)...and the broadened principle of prior learning validation (2)...The MJENR is promoting [mobility]...through the policy of contracts with institutions which are automatically asked to develop such an action line. Outgoing students 2003: more than 18000, institutions involved: more that 300). Mobility is now increasingly financed.</p>		F 2003-4

4.a Individual grants	Incentive systems for mobility: public funds by different ministries or grants attributed by local authorities...[Promotion of]...access to mobility for young people with low income...that makes mobility more democratic (1). Since 2000, ...support was strengthened by (2): tripled financial Erasmus top-up envelope (additional grant to the Erasmus grant) to 4,57347 Mio. Euros in 2003 (2.1). Creation of mobility grants (socially oriented): 36 000/384 Euro/monthly (2002), 45 000/389 Euro (2003) (+25%) (2.2). Gradually broadened right to HE socially-oriented grants which are still paid when studying in Europe - given to 5th-year students since last academic year 2002/03 (2.3). Students who are holding social grants can still have their grants paid if they go and keep studying in a member State of the European Council,...as long as these studies leading to a national HE degree (3).		F 2003-4.a
4.b Grants to institutions			F 2003-4.b
4.b.a Policy of contracts with universities	Encourage the HEI...to develop a genuine international strategy as part of their own institutional projects for the next 4 years to come, the MJENR modified the procedure: since 2002 indeed the institutional project must put the international dimension forward within its strategy for action, which is made real by an 'international policy statement' and an 'international section' (main one: European policy) as such.	MJENR: Ministère de la jeunesse, de l'éducation nationale et de la recherche	F 2003-4.b.a
4.b.b Specific educational costs fostered by international cooperation	Give opportunities to HEI for increasing provisions of new educational services and get new financial resources: The decree of april 30th 2002 gives to institutions the opportunity to state in an annex to their financial budgets the costs fostered by the specific educational services which are provided within the framework of international cooperation; these services must be provided to foreign students who are welcomed in FR, or who are staying abroad and are taking advantage of such courses with on-site or distance services (specific tailored courses, specific welcome services, tutoring and training backup, and providing persons in training schemes with continuous educational support, engineering services for training and general outcoming costs as well.	Decree 2002-654 of april 30th 2002	F 2003-4.b.b
5. Promoting the European cooperation in QA	The national system was consolidated with the legal principle of a regular national evaluation of HEI, educational offers and certification systems; the results from these assessments will be taken into account before the decision for the 'habilitation' (accr.) will be made by the State for a limited period of time (1.1). 4-year contract legitimacy and efficiency,...which binds the university, or another institution concerned by the contract policy, to the State once objectives for action are negotiated, are based notably on a permanent external assessment of all institution's activities whether these concern management, educational offer and methods, social activities or research (1.2). Engineering colleges: regular assessment every six years maximum, ...right to 'make' graduate engineers (Commission for Graduate Engineers, CTI) (1.3). Business and Management Colleges: Commission for the evaluation of management courses and degrees, created 2001 (Commission d'évaluation des formations et des diplômes de gestion)/assessment every 6 years maximum (1.4). National evaluation Committee, CNE: regularly examines and assesses activities of public institutions with scientific, cultural and vocational purposes in the fields related to the missions of the HE 'public service' (1.5).greater room is to be given from now on...to the efficiency criteria based on the teaching teams quality and on the analysis of the eventual results, in order to give a label to these studies courses...a particular attention, while evaluating MA and Doctorates, will be paid to the international dimension, notably to the quality of transnational partnerships. Bodies in charge of assessment can call on foreign experts in order to perform their mission well (2). Inner culture for QA: Principle of having study programmes and teaching methods evaluated while students are associated, and procedures must be set for the evaluation process (3). The intensification in the evaluation of HE courses in FR is the consequence of the greater freedom given to institutions - because an ex ante definition of the degree's content is given up-, entitled to design their own educational offers as long as the general LMD framework is respected (4).	CTI: Commission des titres d'ingénieurs; LMD: Licence Master Doctorat	F 2003-5

6. Promoting the European dimension in HE	The MJENR is backing up initiatives which are aiming at introducing the European dimension in courses, particularly the internationally-oriented ones (contract policy) and from now on an increasing attention is being paid to the development of "double degrees"...what matters notably is to make important efforts for the teaching of foreign languages (any graduates of MA degree should speak one of two foreign languages fluently) (1). European pilot projects (2): Joint MA programmes selected from EUA (10 from 11 MA, 8 FR HEI) (2.1). Tuning projects: 8 FR HEI and 5 major disciplines participating (2.2)	7 universities and 1 Grande École and 2 universities and 2 HE colleges)	F 2003-6
7. Lifelong Learning	The will is to open it all up. VAE: an important reform on the validation of prior professional learning was made in 2002 in order to develop the mobility between student life and professional life and vice-versa, for the sake of a genuine lifelong learning. The law on social modernization of January 17th 2002 broadened the opportunities to have one's prior professional learning validated in order to get a HE degree...the new system of validation of prior professional skills and experiences allows you to have not just your professional skills validated for the award of a degree, but the skills you acquired through socially-oriented or volunteer activities validated just as well (1). ...That doesn't mean the recognition of an automatic right to a degree, but the recognition of a right given to anyone to have one's experiences validated for the award of a degree (2). Mobility [notion]: Mobility between professional life and training life, mobility in order to go and study abroad (3).		F 2003-7
8. HEI and students	HEI: Participation in associations and commissions, contract policy. Students: Unions and national advisory commissions (CNESER) and boards within HEI...they take advantage from low tuition fees...quality of courses...grants.	CNESER: Conseil national de l'enseignement supérieur et de la recherche	F 2003-8
9. Promoting the attractiveness of the EHEA	About 23 000 grants/foreign students/19,5 Mio. Euro. Better welcome: [Creation] of a "national council for the development of the students' international mobility" (analyze what is existing and to make any suggestion to improvement), promotion of single information points in order to avoid foreign students from having many administrative steps,...the conditions of entry and residence of students and persons on training coming from non-member States of the EU were recently softened. Information policy ...about educational offer: Edufrance agency...and the development within institutions of a specific educational offer to be provided to foreign students.		F 2003-9

II.1.b Frankreich: Nationaler Bericht 2005

Frankreich	2004-2005
Tatsächliches Datum	25.01.2005
Autoren	MENESR: Direction for HE (Jacques-Philippe Siant-Gérard), Direction for international relations and cooperations (Florent Stora, Hélène Lagier)
Zulieferungen	Jean-Marc Monteil, Jean-Pierre Korolitski (MENESR)
Titel	National Report 2004-2005

Zwischenüberschriften	Synopse	Erläuterungen	Chiffre
1. Main achievements since Berlin			F 2005-1
1.1 Brief description of important developments, including legislative reforms	LMD reform (april 2002): For institutions under the competence of the MENESR), thanks to the privileged tool which is the contract policy between the State and the universities is, 3/4 of these latter ones adapted this scheme today and the whole...in 2007 at the latest (1). 3 fields is given a top priority (2): Reorganization of doctoral studies for which a decree (on January 6th 2005) changing the ways international co-supervision of theses (Co-tutelle) (2.1). Redefinition of the methods to evaluate and/or accreditate the quality of institutions (2.2). Clarification of our HE system by getting actual universities, grandes écoles and research institutions closer to each other (2.3).		F 2005-1.1
2. National Organisation			F 2005-2
2.1 structure of public authorities responsible for HE, the main agencies/bodies in HE and their competencies	Responsibility...belongs to the State. MENESR takes care of nearly 80% of post-secondary education...universities, grandes écoles and post-secondary courses in high schools. Other ministries are responsible for some grandes écoles. Local authorities (régions, départements, communes) bring some support (building, equipment). Chambers of commerce and industry bring a specific support to business and management schools. Private HE in FR is free, which means that any private institution can be created without any previous licence but any institution wanting its quality recognized has to be ready to have the quality of its functioning and of the training it provides by evaluations asked by the State.		F 2005-2.1
2.2 Institutional structure	2003/04: 2.255 000 students (1 511 000 universities: 67%/435 000 GE:19,3%/210 000 Post-secondary courses: 13,7%. Students of private institutions: 222 000/9,8%). Main part: Education national (80%). State is responsible for financing public institutions...it nevertheless contributes to finance the private institutions with a quality that proves to be so. Te state is only responsible for the quality of degrees. Such a guarantee is given after a regular national evaluation (every 4-6 year). This rule is applicable whatever legal status an institution has.	GE: Grande école	F 2005-2.2
2.3 Structure which oversees the implementation of the BP	Management of the process is made in an iner-ministerial framework, under the leading and coordinating authority of the MENESR, the process go on gradually: 1999 it concerned training courses (health excepted) and engineer schools, 2001 management schools, 2002 remaking of the educational offer based on new training courses and learning paths leading to a licence, a master and on the development of doctoral schools, creation of a new MA degree concerned both universities and GE which thus contributes to bring both institutions closer to each other, 2003 political science institutes, 2004 architecture schools and health training institutions (1). Reforms are based on the initiatives of the institutions whose spaces for educational freedom were considerable expanded with the LMD reform meant to enable institutions both to be better embedded in international standards and to have a strengthened autonomy. The institutional projects are evaluated at the national level and presented in the HE Parliament so to say (CNESER). This council involves representatives from the whole current stakeholders : teachers, students, professionals...on the basis of the advice...the states allows institutions - and this is a specific accreditation decision which is called habilitation in FR - to award degrees for a limited period (4-6 years) until the next national evaluation (2). This procedure concerning each institution is completed by consultative bodies dealing with common issues: Licence-follow-up Committee and Master follow-up committee (3).		F 2005-2.3

3. Quality assurance			F 2005-3
3.1 National quality assurance systems should include a definition of the responsibilities of the bodies and institutions involved. Please specify	<p>Evaluation of institutions: CNE, an independent body which makes publicly available its institutional reports based on analysis of on each institution's own strategy and results. Together with assessment of controlling bodies (Inspection générale de l'administration de l'éducation nationale et de la recherche, Cour de Compte), this evaluation is taken into account when making the 4-year contract to be approved by the State and the HEI (1).</p> <p>Evaluation of research programmes implemented by HEI is ensured by research organizations (CNRS, INSERM...) when the programme is under the authority of a joint research unit (HEI and a research institution) (2.1) or a scientific, technical and educational Mission (Mission scientifique, technique et pédagogique, MSTP), a mission set up at the national level in 2002, when research unit is only under the authority of a HEI (2.2).</p> <p>Evaluation of persons:...it is ensured by a body, the National University Council, Conseil National des Universités) for university teachers and by research institutions' evaluation committees for researcher (3). All things considered, the FR HE and research system has many quality assurance bodies which echoe to the diversity of evaluations' scope, types of institutions, education and research fields (4).</p>	<p>CNE: Comité national d'évaluation de l'enseignement supérieur; CNRS: Centre national de la recherche scientifique; INSERM: Institut national de la santé et de la recherche médicale</p>	F 2005-3.1
3.2 National quality assurance systems should include a system of accreditation, certification or comparable procedures	<p>[National degree means] licence given by the State allow autonomous institutions to award degrees with a state-guaranteed value...it is pointless to give it up. But, the BP and the so called LMD process allowed an important evolution of the FR conception about "habilitation". What mattered first was to reconcile 'institutional autonomy' with State 'habilitation' in a modern way: institutions' proposals are freed from any constraint (degree definition, contents, duration...). Regulation is exclusively done by evaluation (every 4 year, engineering/management every 6 year). Evaluation...is considered an assessment of the quality of the study programmes content: quality of study programmes in relation to objectives looked for, quality of training teams, quality of student integration into the labour market...Therefore, in the framework of a regular evaluation, institutions design their plans for study programmes or degrees...belong to an already agreed experience (1) or be based in new projects which must be justified both on the grounds of their own interests and of institutional capacity (2). These projects are assessed by national bodies (MSTP: LMD and MD programmes in GE; CTI: engineering programmes; Commission d'évaluation des formations et des diplômes de gestion: business and management schools; other bodies). Each body defines its own benchmarks and criteria fitted to purposes and specific features of the various education fields and levels.</p>		F 2005-3.2
3.3 National QA systems should include international participation, cooperation and networking. Are international peers included in the governing boards of the QA agencies?	<p>CNE, IGAENR are member of the ENQA, CTI wants to be a member of ENQA. Peer review principle is more and more often implemented, in particular by assessments made on the spot by the CNE and the CTI that call on foreign experts regularly....exchanges of best practice about methods are also easier by specific missions of experts (CNE: FR and UK, Italy, Belgium)....For a year, and once its legal status was revised, among its 25 members from now on the CNE involves 3 foreign members who mainly fulfill teaching and research missions in a foreign HEI</p>	<p>IGAENR: L'inspection générale de l'administration de l'éducation nationale et de la recherche</p>	F 2005-3.3
Comments	<p>The efforts made by FR within the framework of the BP aims to limit the drawbacks from the division into three parts inherited from the past - universities/GE/research institutions - in order to bring the HE closer to the main international references. From this point of view, QA is a powerful 'pull factor' for action...a reflection though is only starting to get different conceptions closer: At what level is the evaluation made? Is it institutions, training courses, curricula, degrees, teaching teams which are evaluated (1)? Which is the part devoted to internal institutional evaluation, which is the other part for external evaluation (2)? Who must evaluate? What does independent bodies actually means...is the peer review always the best formula, how to involve professionals or students (3)? How can each country set standards and methods with a quality to be recognized in the EHEA? (4). Its urgent to define...first of all the set for issues before giving answers or designing institutional processes without having any core issued tackled.</p>	<p>BP: Bologna Process</p>	F 2005-3: Comments

4. The two-cycle degree system	Objectives of LMD (1) 50% of an age group has access to HE: 3 qualifications when getting out of HE into the professional life (1.1), intermediate level degrees allowed, notably professionally-oriented degrees when specific needs existed (1.2), strong professional dimension (1.3). Access to university is made without any selection...licence aims, through differentiated learning paths, to ensure the best success of students. In 1999: Creation of professionally-oriented Licence, 2004: 1000 training courses of this type (2): Professional organizations are very much concerned with the maintenance of vocational degrees after 2 years (Bac+2) (DUT, BTS [and are thus] maintained) (2.1). So far, Licence was an an exclusively monopoly of universities in the strict sense of the word. There again, the LMD made a change possible. So for instance, it is planned that architecture schools organized in schools under the ministry of Culture, adopt the LMD scheme and award at the first level a degree recognized as belonging to the licence level of training (2.2). Licence training course thus contributes in FR to what is agreed to call the democratization of HE and what is from now on connected to the objective to build a Knowledge economy and society...the MA training courses for its part must focus on the objective of excellence and attractiveness (3). MA (4): Integration into the labour market or into further doctoral studies (4.1). High level of curricula...by a strong link with research (4.2). [Gathering] strengths between various HEI and research institutions to rise power and quality and to widen the joint degrees procedure (4.3). Offer must have as much as possible a European and international dimension (4.4). This MA conception is implemented for the whole of the FR HE system: universities and GE...For the first time, the MA degree is an object commonly shared (4.5). Universities are the only ones to award degrees at the three levels LMD. BP strengthens the HEI autonomy and capacity for action [by making them think over their offer of training courses] (5). Whole process goes on with DS and ECTS that, beyond its vocation to make mobility easier, woks like a major pull factor for the organization of more flexible learning paths (6)...For the first time, a HE reform was not forced on institutions but only proposed to them (7).	DUT: Diplôme universitaire de technologie; BTS: Brevet de technicien supérieur; DS: Diploma Supplement	F 2005-4
5. Recognition of degrees and periods of study	Reform of the recognition of previous learning (2002), decrees of april 14th and 16th 2002) (studies made abroad, learning from professional experience, in public or private institutions) (1). Recognition is not an automatic right of degree, but the recognition of a right given to any individual person to have all one's experience and learning validated for the award of a degree (2). Ratification of LC on october 4th 1999 (3).	LC: Lisbon Convention	F 2005-5
6. Doctoral studies and Research			F-2005-6
6.1 Organisation of third cycle studies	Training through research, duration: 3-4 years, concluded by a thesis defense, awarded by universities and some GE. Organized in doctoral schools based on a whole set of labs and research units who's quality is assessed at national level every 4 years. [Schools] favor the pluri- even interdisciplinary approach and scientifique culture. The idea of school is a core idea in the system (from a tradition of a doctoral student embedded in a limited dialogue with his/her thesis director to a collective conception of the doctoral students training). Schools organize seminars and training courses. Decree of January 6th 2005: International supervision of thesis. It allows FR universities to depart from the Fr regulation whenever applicable regulations in both countries are incompatible...it embeds within the doctoral studies' regulation the possibility to award a joint degree. 11 000 doctorate degrees/year, 315 schools, 4000 students benefit every year of a 3-year grant (1200/month).		F 2005-6.1
6.2 Links between HE and research	Close link between HE and research, training courses are taught by teachers-researchers (1). MA degree...is accredited...only if it is run by teaching teams assessed on the basis of the scientific results of their members, members themselves to recognized research teams and labs (2). Doctoral programmes are developed within universities and linked to labs and teachers-researchers (3). 60% of public research is made in universities, organic link between universities and research institutions by generalization of joint research units (unités mixed de recherche) (4). Link research-HE: participation of doctoral graduates or students...to teaching provided in different cycles (5).		F 2005-6.2
7. Mobility of students and staff			F 2005-7

7.1 Main factors influencing mobility of students from as well as to your country	Main problem is structural (cultural and linguistic obstacle). Creation of a National Council for the development of the student international mobility (Conseil national pour le développement de la mobilité internationale des étudiants): incentive measures.		F 2005-7.1
7.2 Special measures taken by your country to improve mobility of students from as well as to your country	Incentive schemes for mobility: grants and various individual support financed on public funds (Erasmus top-up grant, state-funded grants, mobility grants/bourse de mobilité of the MENESR on the basis of social criteria) or local authorities. (1) Portability of these grants for disadvantaged students to make student mobility more democratic (2).		F 2005-7.2
7.3 Main factors influencing mobility of teachers and staff from as well as to your country	Main factor: ...status issues related to constraints linked to the fulfillment of their missions and to the weak concern in their careers for their international mobility periods which are hardly taken into account. Further constraints: available time to catch up with teaching courses...break in the current research works...the framework of an agreement between universities...solve most of the problems on the basis of mutual exchange.		F 2005-7.3
7.4 Special measures taken in your country to improve mobility of academic teachers and staff from as well as to your country	Temporary assignment. What is at stake is to enable careers to speed up thanks to the international factor taken into account in the career management. Besides several HEI chose, on their own budget for running costs, to allow their administrative teams to take advantage from an exchange of practices at international level		F 2005-7.4
8. HEI and students			F 2005-8
8.1 Aspects of autonomy of HEI	1968, universities are given an educational, scientific, administrative and financial autonomy. They are managed by an administrative board and run by an elected Rector (1). State still has an important power (creates institutions, gives jobs, defines regulations, financial resources) (2). [Autonomy grows] in the fields of governance, organization and administrative and financial regulations (full freedom for actions in teaching and research, sign contracts). 4-year Contracts: HEI defines its project, which means the strategic guidelines and priorities of its policies for 4 years (3). More and more, the system is regulated by evaluations and contracts: National Framework - autonomy of the project - national assessment - negotiation and contract - financial resources and labels. This approach...will be...strengthened in the next years by an organic law for financial laws (LOLF) which is going to make all State administrations link to the allowance of public funds to indicators based on results, that is to say, performance-related (4).	LOLF: Loi organique relative aux lois de finances	F 2005-8.1
8.2 Actions taken to ensure active participation from all partners in the process	Internally: statutory bodies (1), externally: incentives given to the universities with contracts...get in touch with local authorities, economic, industrial and social partners (2.1). Seeking for genuine network policies (encouraging partnerships and cooperation) [because] FR institutions will be in trouble with finding the critical mass enabling them to be visible and cooperate on equal terms with their partners at the European and international level (2.2).		F 2005-8.2
8.3 How do students participate in and influence the organization and content of education at universities and other HEI and at national level?	1968/1984: students were recognized as actors of the university. Proportion of students representatives: governing boards 20-25%, scientific committee 7,5-12,5% (doctoral students), training and university life committee: equal to the teachers-researchers (1). Student vice-president (2). Unions and associations are regularly attending meetings of bodies such as the CNESER (3).		F 2005-8.3
9. The social dimension of the BP			F 2005-9
9.1 Measures which promote equality of access to HE	Low tuition fees, entrance to university without any selection (baccalauréat= first degree of FR HE) (1). Grants awarded on social criteria: 2002 1,3 Bio. (27% more than 1997) (2): students from such grants are ...exempted from tuition fees and social security fees. Social grants are given in FR for public training courses ore private one...and also for training in a country which is member of the Council of Europe (conditions: under authority of a ministry in charge of HE, official degree). 2002: 95% public grants were social grants, 30% of FR students (1296-3501 €/year). 2001, Mobility grants for students who are social grants holders. 2003-04: 5000 grants (389 €/month) (2.1). Grants awarded on university criteria on MA level: 2002 12 600 students (3456-4077 €/year) (2.2). Merit-based grants: brilliant baccalauréat-holders from modest backgrounds: 2002 600 students (6102/year) (2.3). Interest free loans: 2002 2700 students (3). University solidarity funds (FSU) copes quickly with urgency situations of the most disadvantaged students (4). FR organized last January, on the 27 th	FSU: Fonds de solidarité universitaire	F 2005-9.1

	and the 28th, a seminar focused on this issue (5).		
10. Developments in lifelong learning			F 2005-10
10.1 Measures been taken by your country to encourage HEI in developing lifelong learning paths?	The implementation of the BP in FR and the development of LLL are designed and made real within the same approach. The LMD scheme is set up to enable institutions to elaborate an offer of an integrated training which develops modular learning paths (ECTS), welcomes students in an unbroken training as well as adults going back to HE (1). The learning paths are optimized according to qualification objectives sought after by adults and in terms of time management by taking into account and recognizing prior learning (2)	LLL: Lifelong learning	F 2005-10.1
10.2 Procedures at the national level for recognition of prior learning/flexible learning paths	Recognition of prior vocational skills was instituted by the 1992 law (July 20th)...The social modernization 2002 law (January 17th) and the 2002 decree (April 24th) aim to institute a right for all...to ask for recognition of one's prior vocational skills and to widen this principle of all certificates and degrees [and]...to provide arrangements for some aspects of the procedure (1). Recognition of prior learning is made by a particular jury....Candidates can benefit from...a tailored follow-up and counsel provided by university (to better get acquainted with the approach, to determine more precisely the degree fitted to their own learning paths, to identify the strongest features of their experiences before the conversation with the jury) (2). The new law...is definitely modifying some aspects [of the 1992 law]: juries...can award a degree only from a candidate's experience, makes it possible to take into account other experiences than strictly vocational ones, tools and support which provide candidates the possibility their own experience, the practical organization and implementation of the procedure (3).		F 2005-10.2
11. Contribution to the European dimension in HE			F 2005-11
11.1 Legal obstacles identified by your country and any progress made in removing legal obstacles to the establishment and recognition of joint degrees and/or joint study programmes	[see 3.2], FR system is based on an habilitation given by the State to HEI entitled to award degrees...This framework does not create any specific obstacles when the partnership between a FR institution and a foreign institution in a joint study programme leads to award a double degree (1). An issue [of joint degrees] remains...the issue of tuition fees as far as European countries have very different systems (2)		F 2005-11.1
11.1.1 Extent of integrated study programmes leading to joint degrees or double degrees	Decree of January 6th 2005 [on the international joint supervision of doctoral thesis:] made joint doctoral degree easier (1): [examples] In FR the thesis supervisor has to be part of the jury, in other countries it is strictly forbidden. The possibility given to FR universities to depart from the regulation removes this obstacle (1.1). In some countries, the notion of joint degree doesn't exist...FR universities will be able to use the double degree (1.2). A dialogue has just started to widen this approach to other levels (LM), suggested principle: when FR institution was entitled (habilité) to award a degree at a given level for a given field, this institution has the right to make a partnership with a foreign institution which in its country is considered able to award a degree at the same level and in the same field, in order to set up a joint study programme and award a joint degree, without any previous supplementary State licence. Because habilitation are made in FR for a limited period, the regular assessment which will be following up the implementation a joint programme will check the quality (2)...This system is only possible from the moment when the partners' agreed on convention recognizes, for the doctorate degree and for the other degrees as well, the value of the joint degree in both countries (3).	LM: Licence Master	F 2005-11.1.1
11.1.2 How have these programmes been organised?	UFA best practice example: 3000 students, criteria: complementary programmes...common rules for training and learning assessments, ECTS, compulsory periods of study (from 2 to 5 semesters), the award of 2 national university degrees (1). The UFA is also willing to develop tri-national training courses: therefore, 10 partner institutions are responsible for making until the end of 2005 common rules (2). Engineering schools with training courses leading to double degrees and joint degrees are developing as well and are being encouraged both in Europe and outside it (3).	UFA: Université franco-allemande	F 2005-11.1.2

11.2 Transnational cooperation that contributes to the european dimension in HE?	Favor the setting up...of periods of study with a significant duration in partner institutions...What is aimed at in particular is to make the award of double degrees easier, while it is not excluded to award, after joint study programmes, a joint degree under the seal of two institutions which both signed an agreement for cooperation (1). Other schemes, by other networks which don't make it necessary to have either existing intergovernmental agreements or legal ex nihilo creation...of an institution benefiting from an autonomous structures and a budget...Such are the French-Greek programme of integrated training courses based on innovative subjects and leading to double or joint degrees (MD-level)...and, in the framework of the French-Dutch network of cooperation in HE, in which the Lille Nord/Pas de Calais European university Pole is involved (LM-Level)		F 2005-11.2
11.3 How reflects curriculum development the european dimension?	LMD reform...was run by the following principles: give a wider range to foreign languages, favor multidisciplinary approaches, encourage mobility and increase the FR trainings' attractiveness abroad, develop the adaptation of HE to the labour market. The 2002 decree 8 April 8th) which is in particular favors many comparative and multidisciplinary approaches integrating the opening up to Europe.		F 2005-11.3
12. Promoting the attractiveness of the EHEA			F 2005-12
12.1 actions taken by your country to promote the attractiveness of the EHEA	Development of international relations...[objectives:] Seeking a greater coherence, stopping the scattering of efforts and resources, introducing a logic of investment in the medium term (1). Internationalization of institutions...implies (2): Develop European convergence (recognition of prior learning, validation of study periods abroad, double and joint degrees, training schemes and placements in enterprises abroad, doctoral exchanges, summer university courses) (2.1). European dimension of research (research teams with a critical mass comparable to the teams working in partner countries, regularly assess and entitle these teams, networks to exchange information) (2.2). Doctoral studies (welcoming foreign doctoral students, joint supervision of thesis, international doctoral networks) (2.3). Cooperation of research units linked to great research institutions (international joint lab, training-research networks, EU framework program) (2.4). Strengthen the attractiveness of FR institutions: ...they need a coherent policy of international relations which take into account richness and diversity of themselves, genuine priorities, international culture, transnational partnerships, urgency to define network policies for each site or nearby sites intended to favor partnerships and to make institutional networks which makes it possible to pool complementary skills and competences (2.5). FR institutions are firmly asked to present their international and notably European own policies is a policy statement which must put forward strategic guidelines they set, their partnership priorities and their objectives to be met in the framework of their contracts (3).		F 2005-12.1
13. Concluding comments			F 2005-13
13.1 National BP Strategies	[The BP is] triggering off a dynamic that get regenerated with the willingness of actors themselves (institutions and students), which enables the process to grow wider and go further and more in-depth: to grow wider because it gradually involves new fields of the FR HE, to go further and more in-depth because it is based on the reflection on the contents and the objectives of the three great levels (LMD) and on quality criteria (1). The FR strategy is based on willing actors to make the national debate go further (2). The running process goes along together with the work of follow-up committees (LM level) (3)		F 2005-13.1

13.2 Main challenges	<p>Go on implementing the LMD reform...should be reached 2006 for universities and in 2010 for all other FR institutions (1.1). Implement...a network policy for a given site or nearby sites, which enable to better organize the FR educational offer in ist various locations and to better unite universities and GE (1.2). Strengthen the educational offer's international dimension (1.3). Develop the doctoral studies' place in the building of the EHE and research area (1.4). QA system shifts towards international standards (1.5). ...The FR government is involved i the making of a law about guiding principles and planning for research meant to set new objectives in order to unite scientific strengths of HEI and research institutions (2). From now on, it is made clear that it is not possible, unless we are together, to build the EHEA and the European research area which are - from our point of view - consubstantial, undivided and complementary to each other (3). This is why the Bergen conference must...adopt measures which make possible to better link HE and research together, while keeping alive the method which so far proved to be successful and which was based on the mutual agreement of commonly shared objectives to governments, HEI and research institutions, teachers, researchers and students (4).</p>		F 2005-13.2
Anhang	Decree of January 6th 2005 on the international joint supervision of doctoral thesis		F 2005-i

II.1.c Frankreich: Nationaler Bericht 2007

Frankreich	2005-2007
Tatsächliches Datum	29.12.2006
Autoren	MENESR: Directorate-General for HE DGES-/JPK-EF. Directorate for European and International Relations and Cooperation DREIC B1/HL
Titel	Bologna Process 2005-2007: Report for France. For the Bologna Follow-Up Group (BFUG)

Zwischenüberschriften	Synopse	Erläuterungen	Chiffre
A Information on the HE System			
1. Important developments since Bergen 2005	Evolution ...about the award of degrees in international partnerships (joint degrees) with the decree no 2005-450 (May 11th) (1). Generalization of LMD...to all universities and HEI which sign 4-year contracts with the MENESR. Extension to HE and programmes depending on other ministries (architecture, decree no. 2005-734 of June 30th) and eventually the integration of a short cycle qualification, the University degree of technology (DUT) (decree [no.?] of August 3rd 2005) (2). New organization of doctoral schools and d. programmes (decrees [no.?] of April 25th 2002 and of August 7th 2006) (3). Revised FR system of evaluation of the quality of research and HE with the new evaluation Agency for research and HE (AERES) (Research planning law) (4).	AERES: Agence d'évaluation de la recherche et de l'enseignement supérieur	F 2007-1
2. Changes in the structure of public authorities responsible for HE	No significant change. Responsibility mainly goes to MENESR (80%), [HEI] falls within the scope of other ministerial departments (Culture, Health, Defense...) (1). Creation of a new Agency (AERES) (2). In FR, [HEI]...are mainly depending on the MENESR for the number of jobs for civil servants (Professors and administrative officers). Number is determined...[by] two methods:...based on similar patterns...on negotiation of the 4-year contract. Universities are free to develop their own scientific activities (research)...for their training activities, they can only set up programmes leading to national degrees once the ministry has allowed them to do so, they can automatically get a public financial support.		F 2007-2
3. Institutional Structures	2006: 1500 HEI (public and private). 94 universities and prestigious institutions, 30 IUFM, 153 Engineering schools, 223 Business schools, about 1000 other HEI. 2,274 Mio. Students (1,61 universities, 350 000 other HEI, 314 000 in HE courses (STS, BTS, CPGE)	STS: Section de techniciens supérieurs	F 2007-3
Partnerships			
4. The Bologna structure at National Level	Implementation of the so called LMD...is under the responsibility of the MENESR (1). The change of legal state-of-play...requires to consult...representative bodies...where university professors and business partners are represented (CTI, LM follow-up committees, Committee for DUT issues. CPC consultative Commissions involving professionals and focused on BTS)...and above all the CNESER (2). Regular informal meetings involving the Bologna Promoters team which has 2 student representatives (3).	CPC: Commission professionnelle consultative	F 2007-4
5. Involvement of Students, HE staff and social partners in the Governing of HEI	...Democratic elections in all governing boards...in national representative boards (CNESER) and...within the universities...therefore [professors and students] are systematically consulted, through governing bodies, on budget decisions and on any development project, particularly the institutional project, training programmes (LMD and doctoral schools) and the 4-year draft contract.		F 2007-5
6. Cooperation with business and social partners	Business and social partners are associated in any reform, on the one hand, within national bodies as mentioned before (see 4), and on the other hand, in internal bodies within institutions themselves.		F 2007-6
B Stocktaking			
Degree System			

7. First and Second Cycle	LMD decree of April 8th 2002...implementing the EHEA principles. Further developments: architecture programmes, doctoral programmes, University degree of DUT connected to LMD (1). Consulting process...to bring further changes in MA degree...what is looked for in particular is to enable genuine integrated and 4-semester based training programmes, to open up opportunities of joint habilitation with any kind of HEI and of degrees organized within international partnerships...in health programmes as well (2). Soon to be published: further development in BTS, BTSa and CPGE (3)	BTSa: Brevet de technicien supérieur agricole	F 2007-7
8. Doctoral Study	Re-designed 2002: disconnected from the MA, upgrade the quality of doctoral programmes. Objective: ensure doctoral candidates a top level training and a better recognition of their PhD (1). Doctoral schools accredited by the ministry. [Doctoral programmes] lasting three years...lead to a PhD after writing a thesis and presenting it before a qualified jury...are supervised by a PhD supervisor (2). 2000: doctoral schools are linked to HEI. Each one melds several research teams responsible for students education and career potential. They provide the PhD graduate-to-be with high scientific supervision and training to integration to the labour market. 305 doctoral schools (2006) (3). New doctoral programmes are characterized (4): doctoral schools are responsible for structuring doctoral programmes...make them more visible and attractive (4.1). Schools are accredited by the State on the basis of assessment (AERES)(4.2). Schools are acknowledged as a vocational experience in research (4.3). It is possible for any HEI to be accredited after a national assessment, provided it brings a significant contribution to scientific and academic activities to the doctoral schools (4.4). No ECTS (5). Actions are undertaken in order to enhance specific skills doctoral candidates have been developing when studying and favor their integration into the labour market, including other activities than research...The PhD...is part of the QF (6). 2005: 70200 doctoral candidates (30% foreign students), 12000 with a research grant and 1200 of them have a CIFRE agreement (industrial agreement for training through research)	QF: Qualification framework; CIFRE: Convention industrielle de formation par la recherche	F 2007-8
9. Access to and transition between the cycles	All BA holders (180 ECTS) can have access to programmes leading to the MA degree (120 ECTS) [which] is the degree required to apply for doctoral programmes...No first cycle degrees can enable anyone to have access to programmes leading to a PhD		F 2007-9
10. National Qualification Framework	Care to enhance the qualifications readability...underpins the national Register of qualifications (RNCP, Répertoire national des certifications professionnelles), created by the law of January 17th 2002, it is aiming to provide people and enterprises a constantly updated information about degrees and vocational qualifications as well as on qualification certificates which are mentioned on the list set by joint commissions for employment with professional organizations from various economic sectors. The RNCP is the FR NQF (1). Any HE qualifications...are professionally oriented and are clearly connected to the overarching QF for the EHEA (2)	NQF: National qualification framework; RNCP: Répertoire national des certifications professionnelles	F 2008-10
11. Bachelor Professional Qualification	Vocational L was created (2005: 1438 voc. L, 40000 students, 2006 225 new voc. L). Issue of the link between HE and Jobs...is a major concern...Currently, 37% of people quitting initial training (280 000/year) hold a HE qualification. For 53,6% of them, this qualification recognizes a successful long cycle (L degree or further than that)...In order to improve the graduates' insertion into the labour market...the State is currently developing the following action lines (1): Increasing sandwich courses, training schemes in enterprises, of partnerships with the economic sector (1.1). Evaluation of the quality of HE-jobs-relationship (1.2). Improvement of student information, study and career guidance (1.3). Balanced distribution...of the labour market oriented programmes (1.4)		F 2007-11
Quality Assurance			
12. National Implementation of European Standards and Guidelines	Priority given to the evaluation of quality...the State alone is responsible, and the one and only, for the quality of national HE qualifications that HEI are accredited (habilités) to award...Since 2004...universities are strongly encouraged to have their own institutional development based on a genuine self-evaluation process...A whole set of indicators...help institutions in their own internal evaluation processes, according to the ESG...published by the CNE.		F 2007-12

13. National QA System	Until 2006 separate bodies were operational for the evaluation of programmes, of research and of institutions. HEI: CNE (self-evaluation, site visit, assessment made by experts, report, report goes public) (1). In the framework of the research agreement (pacte pour la recherche) with its legal set of measures, based on the Research Planning Law of April 18th 2006, FR decided to deeply renovate its evaluation system, to adapt it to European and international context, and to create a unique, independent body responsible for assessing...both HE and research: AERES... (Decree no. 2006-1334 of November 3rd 2006). The AERES has...to assess research and HE institutions, activities developed by research units of these institutions, programmes and HE qualifications, procedures for the assessment of research institution staffs. The AERES will be evaluating, but won't decide anything (2). Closing down of current evaluation bodies, such as CNE, the CNER and the MSTP (3).		F 2007-13
14. Student Participation	The CNE has increasingly involving students in its institutional evaluations (students were enrolled in 30% of their assessments made since 2004). Systematically represented within HEI on the basis of democratic elections, students are also fully involved in the internal evaluation processes.		F 2007-14
15. International Participation	CNE/CTI ...involve international experts in their assessment process (both are members of ENQA/INQAAHE). AERES...will be run by a board with twenty-five members, FR, EU or international members, acknowledged by their own scientific works, as required by article 9 of the Research Planning Law.		F 2007-15
Recognition of degrees and study periods			
16. Diploma Supplement	DS or descriptive appendix attached to the diploma, was adopted by the decree no. 2002-482 of April 8th 2002...The DS does not concern all the HEI in FR...is free of charge and issued automatically in FR and in an other widely spoken language as HEI prefer. It corresponds to the EU/CoE/UNESCO DS format. In 2007 a small share of students will ...get it.	CoE: Conseil Européen (Europarat)	F 2007-16
17. Lisbon Convention	Through recognition procedures developed by the national ENIC-NARIC centre (externalized body from the MENSER and connected to the CIEP since 2004), and via universities in the framework of recognition of prior learning, FR sees to implement the above-mentioned principles about transparency and transparent reliable criteria. On this issue, it must be reminded that the requirement to give the grounds on which individual decisions...are based on, is in FR a fundamental principle...Such a principle is of course to be implemented for decisions on academic recognition taken by the HEI (1). In order to make the developments and the recognition of genuine joint degrees easier - a joint degree is a single degree with the joint signature of several foreign partner universities put on the single diploma - FR made its legislation change by the decree of May 11th 2005 (2).		F 2007-17
18. ECTS	ECTS is implemented by all universities and other institutions which signed a 4-year contract with the State and which therefore redesigned their whole training programmes and awards offerings in this perspective. Supplementary documents: Recommendation on the criteria and Procedures for Recognition (2001); Recommendation on the Recognition of Joint Degrees (2004), Code of Good Practice in the Provision of Transnational Education (2001)		F 2008-18
19. National Plan for the Recognition for Foreign Qualifications	Attached to this report		F 2007-19
Lifelong Learning			

20. Recognition of prior learning, including non-formal and informal learning	Law of social modernization of January 17th 2002, Decree no. 2002-590 of April 24th 2002 broadened up opportunities for recognition. Indeed, from then on, arrangements for recognition of prior professional skills for graduation (VAE) mention such a principle in labour regulations and substitute it for the notion of professional experience recognition (VAP). In concrete terms, it is possible for anyone...to have his/her professional skills recognized for a degree award, but also to have his/her skills developed from social or voluntary activities recognized as well. Through recognition of prior learning, one can also get the whole degree...and not merely a part of the exam required for its award...That does not mean an automatic right to any degree at all, but that means there is a right given to everyone to have his/her prior experience recognized for a degree's award. Same way, decree no. 2002-529 of April 16th 2002...allows anyone to ask for the recognition of the prior studies he/she has undertaken either in FR or abroad (1). In FR, BP implementation and development of LLL are closely linked...cut between initial training and continuing education is an idea which is over now...enable them to build up various flexible learning paths, with a teaching unit-based organization of programmes, generalization of ECTS linked to learning outcomes, broadened up recognition of prior learning, optimized paths, together with the increasing mobility between HE training and professional life (2).	VAP: Validation des acquis professionnels	F 2007-20
21. Legislative and other measures taken to create opportunities for flexible learning paths	The concept of various flexible learning paths is made real with the LMD reform...developed for HE programmes: the teaching-unit based organization of programmes, ECTS, recognition of prior learning allow flexible learning paths with unusual combinations of subject areas and knowledge, and at the same time, a coherent approach guaranteed by teaching teams for any learning path. The national feature of the degree is guaranteed by the habilitation...The state sees to have qualifications and training programmes offerings consistent with and complementing one another, both on national level and for a given spot (1). The RNCP...is mentioning the ways on how access to the training corresponding to each degree (2).		F 2007-21
Joint Degrees			
22. establishment and recognition of joint Degrees	Building up of an attractive and competitive EHEA requires the development of partnerships between universities from several countries...to adapt this new reality, it was appropriate to set a framework allowing to award joint degrees...and ensuring the necessary reactivity of FR institutions to make international agreements easily and quickly (1). Principle: when a FR institution is recognized by the FR system to be competent to award, at a given level in a given field, a State-guaranteed degree, from now on it can make an agreement with a foreign institution, which can award a degree at the same level in the same field in its own country, in order to set up the training courses together and to award a joint degree. The FR institution must develop the partnership in accordance with the quality requirements demanded by the FR principles for evaluation and, at maximum, during the habilitation period left to run. The quality of the international partnership...will be assessed during the next cyclical national evaluation...This approach is based on trust...(2). All State-guaranteed HE degrees, university degrees and GE degrees alike, are concerned: it will be possible for them to jointly awarded with foreign institutions with the same quality...it makes students and teacher mobility easier, and cooperation between FR and foreign institutions as well, without creating any new binding formalities (3). This new policy was set by the decree of May 11th 2005, completed with a specific degree for the PhD degree (Joint supervision of doctoral thesis), agreed on by the three conferences (4). Investigation made in April 2006: 296 MA in international partnerships/ 57 institutions; 119 planned to be launched by 68 institutions in 2006/07 (5).		F 2007-22
C Current Issues			
Education and Research			

23. Relationship of Education and Research	[There is a] link between HE and research, which is not the case for all HEI...it is required that any MA should be backed up on teaching teams whose members are part of officially acknowledged research teams and labs (1). Ca. 60% research activities connected to public research is done in universities...the universities-research organization link is made...by ...the creation of mixed research units (UMR) (2). Strengthened synergy between HE and research by the Research Planning Law...aiming (3): Easier cooperation between research player through research and HE education centers (PRES enable to pool together activities and resources of public, private, research or/and HEI which are relatively close to each other locally) and advanced research thematic networks (RTRA) (3.1). Renovate evaluation system (AERES) (3.2). Embedding FR in the EHEA (3.3).		F 2007-23
24. Careers in Research	2004: 47% PhD holders took up 3 years after their thesis a teaching or research career in the public sector, 19% private sector. (CIFRE-holders: 43% private sector, 25% public sector; research grants: 69% public sector, 15% private sector. PhD holder in literature or humanities: 50% public sector, 5% private sector, exact sciences: 22-32% private sector) (1). Research Agreement (Pacte pour la Recherche)...to make scientific careers more attractive (reform of doctoral schools and programmes, quality of programmes, training through research, grants, trainings by CIES, position of ATER, additional grants besides the research grants). Grants: 12 000 in 2006 1417/Month. 1200 CIFRE. 94% PhD holders after CIFRE get a job, 80% of them in a company (2)		F 2007-24
Social Dimension			
25. Access to HE	Principle of equality of opportunities is quite a high value... "Education is the first national priority...The right to education is guaranteed to everyone. In order to guarantee this right in accordance with the equality of opportunities, support is given to pupils and students on the basis of the resources they can have and according to their merits.."(Code de l'éducation, article L111-1). Selection at the entrance to university is not allowed (1). Financial [issues]: tuition fees are remaining low, public grant and various support system (2): by the State (496427 grants based on social criteria in 2005-2006, 1450 merit based grants, interest free loans, exemption from tuition fees and social security fees). 1,3 Bio. MENESR/4 Bio. for social actions for students (2.1). By local authorities (2.2). MENESR is developing a policy based on equity of opportunities (3): Creation of ALINE allowance (allocation d'installation étudiante, 300 €) (3.1). Creation in september 2006 of a preparatory course for HE (CPES, Classe préparatoire aux études supérieures) (3.2). Better study and career guidance (3.3).		F 2007-25
26. Student Support	[LMD reform introduces] the principle of a specific scheme for student welcome, counseling, guidance, support (decree of April 23rd 2002), upgrade the training and qualifications and improve the student academic success (1). Universities are being asked for [quality efforts] (2): improving study and career guidance (2.1)...help students to succeed better, setting up genuine educational teams, appointing one or more dean(s) to ensure the quality of the way programmes and courses and awards are organized, as well as bridges-making (2.2)...improving the way success rate per institution is follow-up (2.3).		F 2007-26
Mobility			
27. Student Mobility	Ingoing student mobility (1): grants financed by the ministry for Foreign Affairs: Major excellence-based grants...for best foreign students up to MA...[who] hold the french baccalauréat (1.1); Eiffel excellence-based grants especially for engineering, economics-management, law-political sciences (1.2); French Government grants and bilateral grants...devoted to MA students (2nd year) (1.3). Public funds for the support of foreign students...are estimated to 2,4 Bio. Euros. Outgoing (2): Grants by the MENESR (ERASMUS top-up grants: 4,5 mio. Euros; HE grants based on social criteria which are by definition portable; mobility grants; travel grants for individual training schemes abroad) (2.1). Grants by the ministry of foreign affairs (Lavoisier grants...to doctoral or postdoctoral candidates for a period of 6 to 12 months selected on the basis of high-level research projects) (2.2). Grants by local authorities (2.3)		F 2007-27
28. Portability of Grants and Loans	Yes		F 2007-28

29. Staff Mobility	FR made its legislation change, ever since 2001 (by the Decree of May 16th 2001) in order to take the added value of periods abroad better into account when calculating the seniority for Professors (1). MENESR is encouraging universities to develop their recruitment of foreign teachers. Procedures about the submission, via online-application forms, of requests when applying for the job of Professor in FR are getting improved (2).		F 2007-29
Attractiveness of the EHEA and Cooperation with other Partners Worldwide			
30. Measures to promote attractiveness of the EHEA	FR promote the EHEA especially in Lebanon, in Syria, in Morocco, in Tunisia and in Algeria...FR tried hard to give them a European profile. Other actions were...undertaken in the Sub-Saharan part of Africa.		F 2007-30
Futures challenges			
31. Main Challenges	[FR] is aiming to reconcile the FR university tradition..which gives the State a strong power for regulation...and the requirement to make the FR system competitive in the European and international areas...The 2006 Research Planning Law (Creation of AERES, PRES, ANR and increasing financial support) provided HE with new development tools, which are all compatible with the EHEA....Next big work...concern universities with their governance to be made more efficient, their autonomy strengthened up and their funding improved through a better account of their action outcomes.	ANR: Agence nationale de la recherche	F 2007-31

II.1.d Frankreich: Nationaler Bericht 2009

Frankreich	2007-2009
Tatsächliches Datum	01.11.2008
Autoren	MESR (Hélène Lagier)
Zulieferungen	AERES, ENIC-NARIC France
Titel	National Report 2007-2009

Zwischenüberschriften	Synopse	Erläuterungen	Chiffre
1. Main developments since London 2007	Act on the freedoms and responsibilities of universities (LRU) dated 10 August 2007 (no. 2007-1119) defines 2 new public service missions of the universities: participation on the construction of EHEA [and] student guidance and professional integration. The LRU Act gives...universities...the ability to interact with their environment...they can implement a development strategy tailored to their needs, demonstrate improved management and student support capabilities (1). It provides stricter governance (Rector...has increased powers and becomes the boss of the institution; ...University board becomes the strategic body, reduced to 20 or 30 members and more open to the outside world with 7 or 8 external members, including at least one company manager...) (1.1). Greater autonomy...for the management of their assets, human resources and their budget (particularly...setting up ...foundations...to promote ...research and training projects with business) (1.2). Investment of 5 Bio. Euros over 5 years (1.3). 20 Universities will benefit from the new system as of 2009, and by 2012 all 85 universities will have attained their new status. 4 other projects (2): New welfare system/student living conditions since 2008 (simplification of the criteria for awarding grants, extension of the scheme to the middle classes, merit recognition, funds to promote international student mobility, renovation of 70000 rooms over 10 years and the building of 50 000 new rooms (2.1). Making HE Careers more attractive: All Universities will have total control over their human resources parameters within 5 years (2.2). Renovation of university buildings: modernization/Operation Campus (2.3). Improving degree pass rates: Long-term plan 2008-2012, to ensure that the diploma represents a real qualification for continuing studies or finding an employment (2.4). Plan is combined with an active guidance scheme based on the dissemination of objective information to clarify students' in their choices,... and closer students monitoring.	LRU: Loi relative aux libertés et aux responsabilités des universités	F 2009-1
2. Partnership			F 2009-2
Structure which oversees the implementation	The 4-year contractual policy for HEI under responsibility of MENESR [leads to]...regular consultation meetings...The discussions to prepare the 4-year contract...lead to the definition of shared targets which meet both the institution's strategic issues and national priorities (1). Local level: Institution's board completes the project after consulting all stakeholders (2). National level: CNERES (3)		
2.a Does your country have a national BFUG	No (N)		F 2009-2.a
2.b Does your national BFUG include representatives of...	See 2.a		F 2009-2.b
2.c Does your country have a Bologna promoters' group?	Y	= National Bologna Expert Team, s. F 2009-2: Additional comments	F 2009-2.c
2.d Does your national Bologna promoters' group include representatives of...	Ministry (/), Rectors Conference (Y), Academic staff (Y), Students (Y), Staff trade Unions (N), National Quality Assurance Agency (Y), Employers (N), Other (please specify, p.s.): /		F 2009-2.d

Additional comments	National Bologna Expert Team: 18 member chosen by the MESR (CPU, academics and students), task: advise HEI on the implementation of...LMD, ECTS, learning outcomes, question of authority, QF, DS, Quality approach (1). Providing information on the BP (2). Actions: conferences (ex. The challenge of quality in HE), meetings about the QF, translation of the EUA brochure on the "New European HE landscape". Regularly Consultation meeting with the CPU, CNPE, Europe Education Formation France, MESR. Two conferences are planned, one on "European tools for academic recognition, obtaining employment and the European QF", the other "Mobility in doctorate studies"	RNCP: National directory of professional qualifications. CNCP: National commission for professional qualifications, responsible for the RNCP	F 2009-2: Additional comments
Degree System			
3. Stage of implementation of the first and the second cycle			F 2009-3
3.a Progress made towards introducing the first and second cycles	Two decrees were published to complete this legal framework [as of 2002]: the first, published in April 2007 (no. 2007-540 of 11 April 2007), concerns courses leading to BTS (120 ECTS)...the other, published in May 2007 (no. 2007-692 of 3 May 2007), applies to CPGE for the competitive examinations to the GE (120 ECTS). Thus, since September 2006, almost all HE courses coming under the 1st or 2nd cycles in FR universities and HEI are now established in the LMD scheme...As far as the medical and paramedical sectors are concerned...negotiations are under way.		F 2009-3.a
3.b Percentage of the total number of all students below doctoral level enrolled in the TCS in your country	WS 2007/08: 2 072 763 (all), 1 752 384 (enrolled students): 84,53%		F 2009-3.b
3.c Comments	Negotiations...to allow paramedical courses to be included in the LMD scheme...should take effect as of September 2009 for the nursing courses, and will allow university recognition of the State Nursing Diploma by giving it degree status. This approach will soon be extended to all other paramedical training courses (1). Review is being undertaken with all interested parties on teaching courses leading to the medical..., pharmaceutical and odontological professions (not yet included in LMD scheme) (2). Plan for success in first degree courses has been launched for the coming 4 years in order to improve pass rates for first year HE students, who currently display the highest failure rate (3).		F 2009-3.c
4. Stage of implementation of the third cycle	Courses leading to doctorate, redefined 2002, have been restructured by the decree of 7 August 2006 to ensure better coordination with research...organized in schools...They provide students with teaching relevant to their research projects and necessary for the acquisition of a broader scientific culture (1). To ensure better visibility: PRES and the implementation of a cooperation process...in disciplines with a low critical mass: number of schools is dropping (2008: 289 schools, 2005: 315) (2). Doctorate is granted by universities, ENS and HEI authorized to do so...by a decree signed of the MESR. No ECTS (3). International PhD co-supervision have been extended by the decree of 6 January 2005 (4). About 40% doctoral students have employment contracts (ATER, CIFRE, research assistant)...Research allocations have been increased by 8% since October 2007 and the minimum salary of CIFRE has been increased by 16% (5). A new doctoral contract is planned, aimed at giving more weight to doctorates and making them the flagship diplomas in the FR teaching system. It will be a simpler, unique three-year contract for universities and research bodies, subject to holder registering as doctoral student, which can be adapted to individual cases, and will provide the same social security benefits as a work contract (6).	ENS: École normale supérieure	F 2009-4
5. Relationship between HE and research			F 2009-5

5.a Main trends in the role of HEI in research	Policy aimed at structuring the teaching provided at doctorate level around centers of excellence in research (association of universities and specialist schools) and improving the organization of doctorate studies through site policies (PRES) (1). This policy leads to a strengthening of the strong points of the university research system, consequences: emergence of major multidisciplinary sites, consolidation of the strong points of averaged-sized sites, specialization of other sites in scientific niches (2).		F 2009-5.a
5.b Measures to improve co-operation between HEI and other public and private institutions that undertake research	GDP (2006): 36,9% public, 63,1% private), 13,994 bio. public, 23,915 bio. private. Public funding of research undertaken in HEI: 95%, private: 1,7%. Pact for research (2006) reinforce synergy between HE and research in order to give stakeholders in research and HE a front-line role and international exposure (measures: Operation Campus, PRES, RTRA) (1): 12 PRES (Pool activities and resources in order to attain a genuine critical mass) (1.1). RTRA (networks for advanced research), created from the best FR research units with financial backing from the government, are intended to encourage the appearance of internationally recognized scientific centers for excellence. This enables a critical mass of High-Level researcher to be grouped around a cluster...and united in a shared strategy around a common scientific objective. These networks also provide a bridge between high-level teaching in and by research. To date 13 RTRA have been set up with 5900 researchers in nearly 40 institutions (1.2). Financing mechanisms: 1000 new assistant positions in 2007, 2250 in 2008. New system allows companies to sponsor doctorates (decree no. 2008-390 of 24 April 2008): Companies can now contribute to the financing of a specific doctoral research...Payments made in this way to the doctoral faculty, either to the institution entitled to award the doctorate, the institution associated with the doctoral faculty, are entitled to a 60% tax rebate. Companies contributions can make part or all of the remuneration (2)	GDP: Gross domestic product	F 2009-5.b
5.c Tracking system to follow the further career of doctoral graduates	Y, especially the professional integration....The decree of 7 August 2006 concerning doctoral teaching put finding employment at the centre of the responsibilities of the doctoral faculties, and employment is now a new public service mission for the universities...Informations about doctors' career development is taken into account by the AERES assessment agency when assessing doctoral faculties		F 2009-5.c
6. Access and admission to the next cycle		Access as the right of qualified candidates to apply and be considered for admission to HE	F 2009-6
6.1 Access and admission between the first and the second cycle			F 2009-6.1
6.1.a Percentage of first cycle qualifications that gives access to the second cycle	100%		F 2009-6.1.a
6.1.b First cycle qualifications that do not give access to the second cycle	Licence or any national diploma with an equivalent grade, is the diploma required to attain the second cycle, apart from specific provisions intended for the accreditation of prior and experimental learning if the candidate does not have those qualifications. Entry to second cycle is automatic with a Licence in a subject compatible with that of the national MA diploma...a selection takes place between the first and the second year of the MA		F 2009-6.1.b
6.1.c Special requirements for access to a second cycle programme in the same field of studies	Sit entrance exam (in some cases), complete additional courses (N), have work experience (N).	Yes (Y), No (N), In some cases	F 2009-6.1.c
6.1.d Further special requirements	N	Yes (Y), No (N), In some cases	F 2009-6.1.d
6.1.e to which students the above requirements apply	./	Yes (Y), No (N)	F 2009-6.1.e

6.1.f requirements apply to students coming from other fields of studies	entrance exam (N), additional courses (Y), work experience (N)	Yes (Y), No (N), In some cases	F 2009-6.1.f
6.2 Access and admission between the second and the third cycles			F 2009-6.2
6.2.a Percentage of second cycle qualifications that give access to the third cycle	100% of diplomas conferring the grade of MA or of foreign diplomas of the same level		F 2009-6.2.a
6.2.b Any second cycle qualification that not give access to the third cycle	Candidate must follow a study programme which established his/her aptitude for research. If the diploma condition is not met, students may be admitted by dispensation if they have follow studies overseas at an equivalent level or benefit from VAE.		F 2009-6.2.b
6.3.c Measures planned to remove obstacles between cycles	./		F 2009-6.2.c
7. Employability of graduates/ cooperation with employers			F 2009-7
7.a Measures are being taken to enhance the employability of graduates with BA qualifications	Improvements: Informing and counseling, active guidance (1), observation (2), professionalization of courses of study: internships and partnerships with the business sector (3), assistance with finding employment: employment assistance departments, employment platforms (4). CEREQ survey Generation 2004...measured rate of employment of graduates in 2007: 77% (all), 62% (L), 82% (M), 88% (D); [graduates from] sciences and technical sector: 89%, law, economic, management: 85%, arts and humanities: 71%. Professional Licence (1600 programmes) provide an opportunity for students of DUT and BTS to continue their studies (55% Lpro holders came from a BTS). More than 75% [are] in permanent employment. They are less affected by unemployment.	Lpro: Licence professionnelle	F 2009-7.a
7.b Dialogue in your country between HEI and employers on...	Curriculum design, work placement and international experience (Si, So); accreditation/QA (Si, So), University governance (Si),	Significant (Si), Some (So), A Little (Li), None (No)	F 2009-7.b
7.c Are first cycle graduates able to pursue careers in the public service on an equal footing with other graduates?	Y	Yes (Y), No (N), In some cases	F 2009-7.c
7.d Aligned recruitment procedures and career structures in the public service to take account of the Bologna changes?	Y. L is the minimum diploma required to be able to apply for the civil service competitive examination in category A (management staff). M, the conditions of eligibility for the competitive examination leading to a teaching profession in FR will be implemented from 2010	Yes (Y), No (N), In some cases	F 2009-7.d
8. Implementation of national QF			F 2009-8
8.a Has the national QF been prepared	Y. 2002: social modernization act instituted RNCP. Any HE diploma has a professional purpose...every holder of these diplomas must be able to find employment. Consequently every diploma has the right to be registered with the RNCP.		F 2009-8.a
8.b Does the QF include generic descriptors for each cycle based on learning outcomes and competencies?	Y. ...in learning outcomes, especially in terms of skills,...sets out the field of activities and specialties to which registration provides access...For special diplomas, the employment rate over the past three years is also shown. This description based on learning outcomes facilitates the implementation of the VAE, which is one of the means of obtaining any diploma registered with the RNCP		F 2009-8.b
8.c ECTS	Y. 180/120 (300)		F 2009-8.c
8.d Has the NQF been nationally discussed with all stakeholders?	Y. CNCP allows all interested parties to be associated in ensuring that diplomas are adapted to employment opportunities, making recommendations for special diplomas to the bodies that issue qualifications and proposing a comparison chart for understanding diplomas...to be registered with the RNCP, special diplomas must have received the approval of the CNCP prior to the publication of a decree by the ministry responsible for vocational training.		F 2009-8.d

8.e If the answer to 8.d is no...	/		F 2009-8.e
8. f Are all formal arrangements for implementing the framework in place and have the necessary formal decisions for establishing the framework been taken?	Y		F 2009-8.f
8.g How far has the implementation progressed?	[Please tick one:] There is significant progress on implementing the framework [answer b].	Fully implemented (a). Significant progress (b). The work of describing all qualifications in terms of learning outcomes and competencies has been completed (c). There is a timetable (d). Work on implementing the framework has not yet started (f). Work on implementing the framework has not yet started but there is no timetable (g).	F 2009-8.g
8. h What is the stage of progress on the self-certification of compatibility with the EHEA framework?	Started, but not yet completed	Completed/ Started/ Not yet started	F 2009-8.h
8. i Has the self-certification report been published?	N		F 2009-8.i
National implementation of the standards and guidelines for QA in the EHEA			
9. Reviewing the QA system against the ESG and national support for implementation			F 2009-9
9.a Has your national QA been reviewed against the ESG?	Not yet		F 2009-9.a
9. b Details	The assessment agency AERES, the MESR and the CPU have initiated a review process		F 2009-9.b
9.c Did the review process result in any of the following?			F 2009-9.c
Stakeholder consultation on changes required to the national QA system?	/		
Introducing of specific financial or other incentives aimed at improving the internal QA processes in institutions?	Y. Together with the PAP (annual performance project) indicators, contractual policy has given a central role to evaluation...so that contracts based on a genuine self-evaluation approach form the main management tool for both institutions and the ministry.	PAP: Projet annuel de performance	
Other measures?	Y. Comment: Quality assessment is placed at the centre of contractual policy, together with the LOLF [and the LRU]. From now on...each university is accountable and is required to provide more detailed proof of its performance using common indicators. ...when the development project is discussed between the responsible university and the MESR, the internal diagnosis to be undertaken by the institutions is an essential element.	LOLF: Loi organique relative aux lois de finances	

9.d If incentives and/or other measures have been introduced with the aim of improving the internal QA processes in institutions, has any evidence of the impact of these changes been gathered?	Y. Each institution submitting a project must undertake a shared internal diagnosis based on a genuine self-evaluation approach		F 2009-9.d
9.1 Internal QA in HEI	The contractual policy...strengthened the evaluation approach, especially internally...the emphasis is placed on the idea of performance and the creation of appropriate indicators. LOLF...implies that HEI must first procure the tools required for genuine internal control, allowing the definition of targets which are compatible with the allocated resources.		F 2009-9.1
9.1.a How many HEI have published a strategy for the continuous enhancement of quality?	Some HEI	All HEI, Most HEI, Some HEI, No HEI	F 2009-9.1.a
9.1.b How many HEI have arrangements in place for the internal improvement, monitoring and periodic review of programmes and awards?	Most HEI. Comment: internal procedure for installing new programmes in each institution, Students are included in this...evaluation procedures for existing programmes are available in some institutions	All HEI, Most HEI, Some HEI, No HEI	F 2009-9.1.b
9.1.c How many HEI have described their programmes in terms of learning outcomes?	Some HEI	All HEI, Most HEI, Some HEI, No HEI	F 2009-9.1.c
9.1.d Are student assessments at HEI designed to measure the achievement of the intended learning outcomes applied in a consistent way?	Some HEI. Comment: Particular engineering degrees	All HEI, Most HEI, Some HEI, No HEI	F 2009-9.1.d
9.1.e How many HEI publish up to date, impartial and objective information about the programmes and the awards offered?	Most HEI	All HEI, Most HEI, Some HEI, No HEI	F 2009-9.1.e
10. Stage of development of external QA system			F 2009-10
10.a Stage of implementation of the external QA system	AERES created by the programme act on research (no. 2006-450 of 18 April 2006), whose organization and operation laid down by decree no. 2006-1334 of 3 November 2006. Independent administrative authority...it has a board of 25 members (FR and foreign), whose chairman and 14 scientific members are designated on the basis of proposals by listed bodies, account being taken of their scientific work. 3 sections (institution section, responsible for assessing institutions and examining staff assessment procedures; research unit section assessing research activities; teaching section assessing courses of study and diplomas (1). Assessment of engineering degrees by the CTI (Code de l'Éducation L 242-1 to 12) (2).	AERES: Agence d'Évaluation de la Recherche et de l'enseignement supérieur	F 2009-10.a
10.b Does your external QA system operate on national level?	Y		F 2009-10.b
10.c Does external QA system cover all HE	Y		F 2009-10.c
10.d Which of the following elements are included in your external QA system?	Self-assessment report (Y); external review (Y); publication of result (Y); follow-up procedures (Y)		F 2009-10.d
10.e Has a peer-review of the national agencies according to the ESG already taken place?	N. [If no, is there a date set for the review]: Y, 2009		F 2009-10.e
11. Level of student			F 2009-

participation			11
11.a In governance of national agencies of QA	N	Yes (Y), No (N), In some cases	F 2009-11.a
11.b As full members in external review teams	Y		F 2009-11.b
11.c As observers in external review teams?	/		F 2009-11.c
11.d As part of the decision making process of the external review?	Y		F 2009-11.d
11.e In the consultation process during ex. Reviews?	Y		F 2009-11.e
11.f In internal QA	In some cases		F 2009-11.f
11.g In preparation of self-assessment reports	In some cases.		F 2009-11.g
11.h In follow-up procedures	Y		F 2009-11.h
Comments (a-h)			
12. Level of international participation: In which of the following is there international participation...			F 2009-12
12.a the governance of national agencies for QA	Y	Yes (Y), No (N), In some cases	F 2009-12.a
12.b external evaluation of national QA agencies	Y		F 2009-12.b
12.c teams for external review of institutions or programmes, either as members or observers	Y		F 2009-12.c
12.d membership of ENQA	Y		F 2009-12.d
12.e other international network	INQAAHE: International Network for Quality Assurance Agencies in Higher Education		F 2009-12.e
Recognition of degrees and study periods			
13. Stage of implementation of DS	[Application of] decree no. 2002-482 dated 8 April 2002..is always required for each accreditation process. In fact, all graduates do not yet receive the DS..the main difficulty residing in the new approach to the assessment of 'skills' ...to better clarify the question of learning outcomes and facilitate the description of diplomas...specific 'on site' meetings were held in 2007/08 by the DGES, the Bologna Experts, the CNCPC and the CPU (see 2.d)		F 2009-13
13.a Issued to students graduating from...	1st cycle (Y), 2nd cycle (Y), 3rd cycle (Y), remaining "old type" programmes (N), short higher education programmes (Y)	Yes (Y), No (N), Not applicable	F 2009-13.a
13.b Which of the following apply to DS issued in your country...	issued in a widely spoken European language (Y, FR, occasionally FR/EN), issued free of charge (Y), automatically (Y), corresponds to the EU/CoE/UNESCO DS (pos.), a national DS is used that is different from the EU/CoE/UNESCO DS (/)		F 2009-13.b
13.1 Describe the way in which the DS is used for the recognition of foreign qualifications (or studies)			F 2009-13.1
13.1.a The DS is used as reference document when admitting holders of foreign qualifications to the second and third cycles	N. No two DS are the same in Europe and they are drafted in a variety of ways, due to the lack of harmonization of the understanding of sections, which makes their interpretation difficult. So today the DS cannot be a standard reference document supporting a diploma presented by a foreign candidate.		F 2009-13.1.a

13.1.b Holders of foreign qualifications who present a DS in a widely spoken language do not have to provide official translation of their qualification?	Y and N. A sworn translation of foreign diplomas issued by non french-speaking countries is required by HEI in FR. ON the other hand the ENIC-NARIC centre does not require it when the document is written in GER, Arabic, Spanish, French, Italien or Portuguese.		F 2009-13.1.b
13.1.c Holders of foreign qualifications who present a DS in a widely spoken language do not need to prove through other documents the validity of the qualification in the awarding country (further studies or employment)?	N. Comment: The origin of the diploma...is always required		F 2009-13.1.c
13.1.d Specific actions has been taken at a National and Institutional level to enhance the use of DS as a communication tool towards the labor market?	Y. A survey on the perception of the DS by its users (ENIC-NARIC FR), ...chief partner: Business Europe, which enables employers' reactions to be taken into account, as well as representatives of the ESU, EUA, EURASHE		F 2009-13.1.d
14. National implementation of the principles of the Lisbon Recognition Convention			F 2009-14
14.a Legislation comply with the LC?	Y, LC ratified 1999, decree 2002-482 of 8 April 2002, Act no. 79-587 of 11 July 1979. The provisions adopted in FR for the accreditation of HEI of higher studies completed in FR or overseas (decree no. 2002-529 of 16 April 2002) and of prior learning (decree no. 2002-590 of 24 April 2002) allow for clear procedures, fair judgements...and the notification of the decisions to the candidate.		F 2009-14.a
14.b Does appropriate legislation comply with the later Supplementary Documents?			F 2009-14.b
14.b.i Recommendation on the criteria and procedures for recognition	N. ENIC-NARIC has undertake the reform of ist procedures in order to comply more closly with the principles of this Recommendation, which assume especially that the value of a foreign diploma can be compared with the national system. To this end ENIC-NARIC will use all available criteria, relating to learning outcomes, ECTS and quality factors other than academic and/or professional outlets and the duration of studies currently used.		F 2009-14.b.i
14.b.ii Recommendation on the Recognition of Joint Degrees	Y. Decree no. 2005-450 of 11 may 2005 provided the Possibility of awarding diplomas through international partnerships		2009-14.b.ii
14.b.iii Code of good practice in the Provision of Transnational Education	N		F 2009-14.b.iii
14.c Which of the following principles are applied in practice?			F 2009-14.c
14.c.i Applicants' right to fair assessment	Y. ENIC-NARIC gives its opinion regarding the diplomas submitted (national level). Locally, juries rely on any certificates likely to enlighten them: certificates for courses followed and diplomas obtained, any documents certifying the professional experience and duration...		F 2009-14.c.i
14.c.ii recognition if no substantial difference is proven	Y. This is the case für ENIC-NARIC, f.ex. The presence or absence of a year's studies, an internship or a dissertation will be qualified as a significant difference.		F 2009-14.c.ii
14.c.iii demonstration of substantial differences where recognition is not granted	Y. In FR, any must be justified in writing		F 2009-14.c.iii

14.c.iv Provision of information about your country's HE programmes and institutions?	Y. www.enseignementsup-recherche.gouv.fr, www.etudiant.gouv.fr, www.campusfrance.fr		F 2009-14.c.iv
14.c.v Do you have a fully operational ENIC?	Y. National level ENIC-NARIC attached to CIEP (Centre international d'études pédagogiques) has been responsible since 2004 for providing information on all questions related to diploma recognition (preparation of certificates of recognition of study levels for foreign diplomas, information about procedures for recognition of FR diplomas in other countries and foreign education systems). It is associated with the MESR, MEN, CPU, Commission for Engineering Diplomas, the conference of the GE and other institutional partners. ENIC-NARIC is specifically associated with the preparation of mutual recognition agreements between FR and partners, and the application of European directives (1). Internationally: it carries out survey conducted with ENQA on the perception of the DS by its users: it participates in a cooperation project with the Dutch body NUFFIC on the recognition of qualifications acquired through professional experience, chairs the ENIC-NARIC network in FR, associated with the UNESCO work for the creation of a MERIC network (2). ENIC-NARIC FR has also submitted a proposal to UNESCO to set up a working group on internationalization of the network (3).		F 2009-14.c.v
14.d Any action to implement fully the convention and the later Supplementary Documents	Updating procedures to take better account of the recommendations on assessment procedures and criteria...in this respect, new accreditations are being drafted which are more in phase with international texts. These developments will be presented to the universities in 2009 (1). ENIC-NARIC maintains regular contact with AERES (2).		F 2009-14.d
15. Stage of Implementation of ECTS			F 2009-15
15.a Percentage of the total number of HE programmes in which all programmes components are linked with ECTS	75-99%. Translation of paramedical, medical, odontological and pharmaceutical studies into ECTS is now underway. Doctoral level: it is not planned to quantify the study programme...in compliance with one of the principles of the EEES QF adopted at Bergen and with the research aspect of these courses of study, which is scarcely compatible with any kind of quantification	100%, 75-99%, 50-75%, <50%	F 2009-15.a
15.b ECTS credits linked with learning outcomes?	In some programmes	No, In some programmes/ the majority/in all	F 2009-15.b
15.c If you use a credit system other than ECTS, please give details...	This is of no interest for FR		F 2009-15.c
15.c.i Compatible with ECTS	./		F 2009-15.c.i
15.c.ii Ratio between ECTS and national credits?	./		F 2009-15.c.ii
15.d Action to improve understanding of learning outcomes	Y. Information meetings. Meetings will be continued in 2009 (MESR, CNCP, CPU, Bologna Experts Team)		F 2009-15.d
15.e Actions taken to improve measurement and checking students workload	Y. Bologna Experts Team informs and advises the HEI on the implementation		F 2009-15.e
15.f Actions to assist HE staff or other stakeholders in applying ECTS	Y. Bologna Experts Team provides assistance and advice to teaching staff regarding the correct implementation of ECTS. Conferences.		F 2009-15.f
Lifelong Learning			
16. Recognition of prior learning			F 2009-16
16.a Nationally established procedures in place to assess RPL as a basis for access to HE programmes	Y. VAE scheme..set up by Act no. 2002-73 of 17 January 2002...constitute an individual right open to all, on obtaining all or a part of a diploma or an accreditation by the VAE alone without a course of studies, since the legislation makes the VAE a new means of access to accreditation in the same way as initial training, apprenticeships or ongoing vocational training.	VAE: Validation des acquis de l'expérience; RPL: Recognition of prior learning	F 2009-16.a

16.b Established RPL procedures in place to allocate credits towards a qualification?	Y. Decree no. 2002-590 of 24 April 2002		F 2009-16.b
16.c Established RPL procedures to allocate credits for exemption from some programme requirements?	Y. Decree no. 2002-590 of 24 April 2002		F 2009-16.c
16.d To what extent are any such procedures applied in practice?	Comprehensively. 2006 (2007): 3705 (4199) approved VAE of which 1842 (2154) were for diplomas obtained entirely via the VAE. Activity increased in 2007, reasons: improved access to the VAE, translation of diplomas in terms skills, the creation of tools such as the interministerial web site www.vae.gouv.fr	Comprehensively, Some, A little, None	F 2009-16.d
17. Flexible learning paths	Modular organization of teaching: "study programmes...are consistent groups of teaching units which organize appropriate pedagogical developments". At a degree level, these programmes may be organized by structuring a major disciplinary field with one or more minor fields (1). To improve students success, ...the Plan for success in first degree courses launched in 2008...aims to encourage the fulfillment of projects which will allow universities to develop student support schemes (2).		F 2009-17
17.a Are there specific measures in place to promote flexible learning paths within the NQF	Y. The means of access...to each diploma registered with the RNCP is described.		F 2009-17.a
17.b Measures to support HE staff in establishing flexible learning paths?	Y. AERES...also gives assistance and advice to universities regarding their development project.		F 2009-17.b
17.c Flexibility in entry requirements aimed at widening participation	Y. conditions of access...allow for the VAE to be taken into account		F 2009-17.c
17.d Flexible delivery methods to meet the needs of divers groups of learners?	Y (LM)...the requirements of research connected with a doctorate are not compatible with total exemption from teaching, since each doctorate presupposes the preparation and the defense of a thesis	LM: Licence Master	F 2009-17.d
17.e Are there modular structures of programmes to facilitate greater participation?	Y. the modular organization of L and MA programmes, combined with the accreditation of prior learning, allows greater participation in these HE programmes by students from wider backgrounds		F 2009-17.e
17.f Provide statistics if possible	see 16.d		F 2009-17.f
Joint Degrees			
18. Establishment and recognition of joint degrees			F 2009-18
18.a Joint Degrees especially mentioned in legislation	Y		F 2009-18.a
18.a.i Does the legislation fully allow establishing joint programmes	Y		F 2009-18.a.i
18.a.ii Does the legislation fully allow awarding joint degrees?	Y		F 2009-18.a.ii
18.b Percentage of HEI which are involved in...			F 2009-18.b
18.b.i joint degrees	1-25%	75-100%, 50-75%, 25-50%, 1-25%, 0%	F 2009-18.b.i
18.b.ii joint programmes	75-100%		F 2009-18.b.ii
18.c Level of joint degree/programme cooperation	First cycle (L), second cycle (W), Third cycle (W)	None (No), Little (L), Widespread (W)	F 2009-18.c
18.d Subject areas/disciplines with the joint-degree/programmes co-operation most	They are above all the precise scientific disciplines: economic, sciences of nature, engineering sciences, engineering		F 2009-18.d

widespread			
18.e Number of joint programmes	Each university has numerous integrated programmes (1). FR aims to exceed the level of integrated programmes, in order to encourage a developed form of international partnership based on joint diplomas (2). Contractual negotiations: The number of joint diploma is an indicator for evaluating the annual performance project and measuring the results of the international policy (3).		F 2009-18.e
18.f Actions to encourage or allow joint programmes	Contractual policy...encourages HEI to develop programmes and diplomas in international partnerships (double or joint diplomas) (1). MESR develops bilateral support programmes for joint programmes and international partnerships programmes. GER, Italy and Spain are the leading partners...Greece, Poland, Portugal, and the Czech Republic. Outside Europe: MA created in international partnerships are the preferred instruments of inter-university cooperation. International joint thesis: currently [?] 1156, the target for 2012 is 1400.		F 2009-18.f
18.g Support systems for students?	Mobility grants		F 2009-18.g
Mobility			
19. Removing obstacles to student and staff mobility			F 2009-19
19.a Measures..to enhance student and staff mobility and overcome main obstacles?	Mobility is one of the priorities of the FR presidency of the EU: Conference in Nancy on 4-5 November 2008. Conclusions on mobility were adopted by the Council of Ministers on the 21-21 November 2008 (1). French level: reform of financial aids (2)		F 2009-19.a
19.b Arrangements for visas, residence and work permits	L 313-8 and R 313-11 of CESEDA: residence permit for foreigners marked "scientifique" (who hold a diploma equivalent to a MA or higher, and who are involved in research work or teaching at university level within the framework of a hosting agreement with a approved body)... The possession of a residence permit...constitutes a labour permit. The act of 24 July 2006 modifying acticle L 313-8 of the CESEDA and decree no. 2007-373 of 21 March 2007 modifying articles R 313-11 to R 313-13 transposed the European directive of 12 October 2005 relating to a specific admission procedure for nationals of non-European Union countries for the purpose of scientific research, important improvements (1): The approved body signing the hosting agreement may be a public or private body ...allows approval to be given to profit-making companies or institutions (1.1). Application is extended to students holding a MA who are preparing a doctorate, on condition that they produce a contract (1.2). Holders of this residence permit benefit from a mobility clause within the EU (3 month unpaid or paid research mission in the EHEA) (1.3). Advantages (2): group all hosted scientists together in the same system (2.1). Residence permit is issued rapidly as the temporary residence permit is issued as soon as the applicant presents a hosting agreement (2.2). Residence permit ...is valid as a labour permit for the spouses (2.3).	CESEDA: Code de l'entrée et du séjour des étrangers et du droit d'asile	F 2009-19.b
19.c financial support for national and foreign mobile students and staff?	Y. Incomig mobility (1): grants (Eiffel excellence grants, Major excellence grants, French government grants and bilateral grants), outgoing mobility (2): grants (based on social criteria, international mobility grants: 2-9 month, 400 Euros/month, 300000 students/year)		F 2009-19.c
19.d Are study periods taken abroad recognized	Y. Decree no. 2002-529 of 16 April 2002 confirms the legal principle of the accreditation by FR HEI of studies undertaken abroad (2007: 1153 students under joint thesis supervision). To encourage this recognition, ENIC-NARIC issues certificates for the recognition of foreign study periods for any period of one study semester or longer.		F 2009-19.d
19.e Accommodation for mobile students and staff?	Y. Institutions make contact with the CROUS, regional authorities, low-cost housing organizations and private citizens...Contractual policy encourages the implementation of a genuine hosting system...and support for foreign students, teachers and researchers	CROUS: Centres régionaux des œuvres universitaires et scolaires	F 2009-19.e

19.f Measures been taken to increase outward student and staff mobility?	Y. HEI are asked to encourage, facilitate and develop the mobility of FR students...The ultimate aim is to allow each student registered in a course of LMD studies to follow some of his or her studies abroad (1) and set up long-term integrated transnational partnerships, involving both studies and research, with the development of joint diplomas ...and international jointly supervised theses (2).		F 2009-19.f
20. Portability of loans and grants			F 2009-20
20.a Are portable grants available	Y		F 2009-20.a
20.b Are portable loans available	Y		F 2009-20.b
The Attractiveness of the EHEA and Cooperation with other partners in the world			
21. Implementation of strategy			F 2009-21
21.a measures to implement the strategy "European HE in a Global setting"	International cooperation is....a priority line of development for contractual policy		F 2009-21.a
21.b What has your country done to...			F 2009-21.b
21.b.i improve information on the EHEA outside Europe	Improvement of information from institutions (www.campusfrance.org, web portal of the EU commission Study in Europe) and of international awareness of doctoral courses and their content and setting up the CEF network (centers for studies in FR), which provides information on all HE courses provided by institutions.	CEF: Centres pour les études en France	F 2009-21.b.i
21.b.ii promote EHE, enhance ist world-wide attractiveness and competitiveness	Participation on ERASMUS Mundus programmes...aimed primarily at the best students and teachers from non-EU countries...Since 2004, extensive and repeated efforts have been made by FR (MESR, CPU) and European bodies (EUA, Conference of Spanish, Italian and Portuguese university rectors) to promote the EHEA, especially in Lebanon, Syria, Morocco, Tunisia and Algeria...other actions have been undertaken in sub-Saharan Africa		F 2009-21.b.ii
21.b.iii strengthen cooperation based on partnership in HE	Policy of international partnership diplomas, participation of many FR HEI in the European Erasmus Mundus programme and the development of partnerships with Non-European countries (1)...Negotiations are in progress to prepare mutual recognition agreements for study courses and diplomas, with the aim of eliminating a number of obstacles to student mobility. Agreements of this type have already been reached with China, Vietnam, Taiwan and should be signed soon with Australia and New Zealand. Negoziation are also under way with India.		F 2009-21.b.iii
21.b.iv intensify policy dialogue with partners from other world regions	Cairo Declaration (June 2007): creation of a Euro-Mediterranean area of HE...FR takes part in the Latin America, Caribbean and European Union area (EULAC) and in the EU/USA and EU/Canada programmes		F 2009-21.b.iv
21.b.v improve recognition of qualifications with other world regions	FR ...submitted a proposal to UNESCO, on behalf of the ENIC-NARIC network it currently chairs, to set up a working group on the internationalization of the network, with which the presidents of UNESCO's regional agreements on diploma recognition would be associated		F 2009-21.b.v
21.c Measures to implement the OECD/UNESCO guidelines for quality Provision in Cross-border HE	No specific measures, FR is concentrating on implementing the ESG		F 2009-21.c
21.d Are the guidelines applied to...			F 2009-21.d
21.d.i cross-boarder provision of your education programmes	N		F 2009-21.d.i
21.d.ii incoming HE provision	N		F 2009-21.d.ii

Future Challenges			
22. Main challenges for HE	All action undertaken by FR is aimed at reconciling its strong university tradition, based on the values of public service which give government a key regulating role, with the need to make the FR HE system competitive in the European and international arenas (1). The country is pursuing the modernization of its HE with the LMD approach (2.1), new development tools (PRES, RTRA, reform of doctoral studies, joint diplomas, AERES) (2.2), increased autonomy (2.3), new rules of the game for governance (LRU) (2.4) and start-up projects regarding the plan for success in the first degree studies, student life, and the careers of research professors (2.5).	PRES: Pôle de recherche et d'enseignement supérieur; RTRA: Réseaux thématiques de recherche avancée	F 2009-22

II.2.a Deutschland: Nationaler Bericht 2003

Deutschland	2003
Tatsächliches Datum	25.04.2003
Autoren	KMK, HRK, BMBF
Titel	Realizing the goals of the Bologna Declaration in Germany: Present situation and follow up until the conference of Berlin

Zwischenüberschriften	Synopsis	Erläuterungen	Chiffre
Kapitel I			
Present situation	Sorbonne...common frame of reference for higher education in order to improve external recognition and facilitate students mobility. Bologna...primary relevance in order to establish the European area of higher education and to promote the European system worldwide. Prag...importance of mobility, quality assurance and accreditation as well as the significance of the European dimension in education, of lifelong learning and involvement of universities and students in the creation of the EHEA. BFUG: all signatories and EU Commission, chaired by EU Presidency. Preparatory group: hosting state of the previous meetings and the next ministerial meeting; previous, present and next EU Presidency, 2 non EU member states and EU Commission. Observers: ESIB, EUA, EURASHE, Council of Europe. Goals: The objectives of the Bologna Declaration correspond to the goals which the Federal Government and the Länder developed in recent years for modernizing HE in Germany and enhancing the country's international attractiveness.		D 2003-i
1. Adoption of a system of easily readable and comparable degrees, also through implementation of the Diploma supplement	...the new graduation system supplements the traditional system (1)...against this background...DS is of great importance; HRK developed a DS Deutschland together with the Länder; files are available ...via the internet. The European version is now also available (2). In addition the Länder and the universities make joint efforts to develop the traditional ... courses further so that they fit in more easily with international structures (3)		D 2003-1
2. Adoption of a system essentially based on two main cycles	As a result of the amendment of the framework Act for HE of 20 August 1998, a new, two-tier degree structure was introduced to supplement the traditional "one-tier" graduation system...KMK has further specified the structure of the new graduation system (5 March 1999) (1) Qualification for a profession is an indispensable element of the first basic degree...standard period of undergraduate study shall be between three and four years (2). 18.945 students were enrolled in the 2000/2001 winter semester (BA/MA). This is still a rather modest number. It is to be expected that the dynamic development in the area of BA/MA courses will continue...some universities are currently preparing or planning...the large scale introducing of such a two-tier degree structure (3). In 2002 the Science Council issued a recommendation concerning the development of universities of applied sciences (Fachhochschulen)...the new graduation system should be introduced at Fachhochschulen in a consistent approach (Regelabschlüsse) (4) The HRK and the KMK introduced an accreditation procedure (5). The introduction of the new graduation system has been supported by numerous conferences, symposiums and other informations events in autumn 2001 ...and workshops...at the beginning of 2002 (5)		D 2003-2
3. Credit system and modularization	New Bachelor and master courses have to prove that the courses is modularized and includes a credit system (KMK 2001)...it is planned to develop the ECTS into a system for the accumulation of examination credits. KMK adopted general criteria for the introduction of credits systems and modularization. This provides a common basis...in order to ensure uniform development approach...[it] defined a system for converting German marks into ECTS credits (Common sense of HRK and KMK in 2000). 2001 Pilot scheme "Development of a system of credits at institutions of higher Education: It aims to ensure comparable standards for the allocation of credits to modules on the basis of student work load, to establish an edp-based system for examination administration and to incorporate the credit system in examination and study regulations. Modularization pilot scheme (1998-2002, BLK Drs. K		D 2003-3

	00-48)		
4. Promoting mobility by overcoming obstacles to the effective exercise of free movement	Alien Act were improved, revision of the provisions under sections 28 and 29 (1). The Federal Government's immigration bill (Einwanderungsgesetz) ...is now in the legislative process (2)...definitions are still needed with regard to income and work allowed during studies, the residence and work permit provisions to participants in preparatory and language courses...legal status of foreign researchers (3). Infrastructure at numerous higher education institutions: local offices, free courses of German, special students advisers, tutoring programmes, service packages, no tuition fees, courses taught in English, Test of German as a foreign language (Deutsch als Fremdsprache) (4).		D 2003-4
5. Promoting of European cooperation in quality assurance	Emerging of a inter-institutional system of quality assurance...the KMK and HRK established an accreditation system including a cross-Länder Accreditation council for the establishment of the new Bachelor/Bak. and Master/Magister courses. The aim of accreditation is to ensure minimum standards with regard to study contents and to assess the professional relevance of degrees awarded. Courses accreditation with regard to study contents is to be based on the provisions of the HRG and on the structural objectives defined for these courses by the KMK. [Procedure:]...The accreditation procedure is mainly implement by different agencies. Accreditation refers to individual, peer-reviewed study courses.... Accreditation Council (Vertreter von HEI, Ländern und Wirtschaft) accredits the agencies (sieben)...30.11.1999: Council adopted minimum standards and criteria...2001: AC and its Secretariat were evaluated...March 2002: tasks, procedures and organization of accreditation were specified. In future the Länder will, in this procedure, also fulfill the joint task pursuant to §9 HRG (ensuring equivalence of degrees and the possibility of transfer to another institution of HE) (2)...Science Council prepares recommendation on quality management at HEI. BMBF Programm Quality of teaching (3). KMK advocates major participation by Germany in the emerging European Network of Quality Assurance and has defined the conditions for German participation (4)		D 2003-5
6. Promoting the necessary European dimension in HE	European dimension with regard to curriculum development, cooperation between institutions, mobility schemes and integrated programmes of study, training and research. Examples: Large regional transborder collaborations..., the unitec International Project of the RWTH..., ...transnational cooperation between HEI in the Netherlands and in Lower Saxony, Fachhochschule Osnabrück/Saxion Hogeschool Enschede...(ENOTIS/TWENTOS), establishment of a central scientific "International School of Advanced Technology (ISAT)" at Kaiserslautern University....cooperations ...of Cologne University in the large international network PIM and CENS..., cooperation of universities of the Baltic region..., participation ...of Dresden Technical University in the development of an "Transport and Logistics" module together with five European universities, a consortium for cooperation in HE and in vocational education..., the HE cooperation centres in Bavaria..., cooperation of the "Palucca Schule Dresden (Hochschule für Tanz)" with colleges of dance...(1). Complex university cooperations projects such as the Coimbra Group...(2). The endeavors of individual universities are supported by specific programmes of the Federal Government and the Länder, one of them being the international study and training partnerships programme (3). Franco-German University...established on the basis of the Franco-German intergovernmental agreement of 19 September 1997, opened ... 5 May 2000 (4) Establishment of European postgraduate research groups at the DFG (5).		D 2003-6
Kapitel II	Follow-up until the conference of Berlin 2003		
From Prague to Berlin	The aim is to establish a EHEA...The Bologna process is characterized by open working structures. The EHEA will develop from a common basic understanding of training structures in Europe. It is based on the common views pf participants, on mutual trust and on tolerance towards the diversity which is characteristic of Europe rather than laws, regulations and procedures.		D 2003-II.0

II.1 A EHEA means	Follow-up and intensification of the seminars: According to the maxim Looking for solution together, learning from each other, all suitable organizational forms such as conferences, colloquiums and seminars should be used in order to promote exchange of ideas and further improve mutual understanding		D 2003-II.1
II.2 A EHEA means	Completing the Bologna concept by agreement on basic structures for doctoral studies:...in addition to educating students in a first and in a second cycle of studies, an important task of HEI in Europe is to provide training for young researchers....the phase of doctoral studies should therefore be included in the Bologna process as a third feature of the EHEA. The doctoral phase follows the master's examination or an equivalent qualification. It covers a period of usually 3 years. HEI are responsible for the provision of training for doctoral candidates. Doctoral students must be integrated in their institution's teaching and research activities...they enjoy a special legal status.		D 2003-II.2
II.3 A EHEA means	Mobility across national borders -European Master's and Doctor's degree: [The Bachelor] must become the pivot of European mobility for graduate when entering the world of work or continuing studies. In Europe it should become common practice to complete Bachelor and Master courses in different countries. Bachelor programmes must therefore be designed to prepare for continuation of studies in another European country. Learning foreign languages is a prerequisite...a master's degree earned in a country other than that which the awarded the graduate's Bachelor will be marked as an European Master. A European doctor's degree is earned if the degree has been awarded jointly by two university departments in different European countries...e.g. the cotutelle de thèse of German and French institutions		D 2003-II.3
II.4 A EHEA means	A common currency also in the higher education sector: Development of a Bologna student document (European course record booklet, DS, European student card)...introducing of a new European student document [unterstützt mit]...modern electronic means...providing information about: the HEI where the student has spent study periods, the area of studies, the modules completed and the European credits earned, the practical placement during the studies, possible in several European countries, the examinations passed and the degree awarded...The Bologna student document will at the same time serve as a student card valid throughout Europe, entitling its holder to the social benefits provided for students.		D 2003-II.4
II.5 A EHEA means	A quality mark "Trained in Europe": Development of European principles of good accreditation and evaluation: The objectives of the BP can be achieved only if comparable quality standards apply to HE throughout Europe...we should rather aim to achieve sufficient structural and formal similarity between study courses in order to ensure equivalence of the degrees with regard to the level of qualification attained...[gefordert sind folgende Prinzipien]: evaluating and accreditation institutions which are independent of universities, industrial entities and professional associations (1), national and international expertise at the evaluation and accreditation institutions for evaluating the courses offered (2), evaluation of the courses by independent scientists...(peer review) (3), clear presentation of the evaluation procedure and the results it produced (4). Evaluation and accreditation should be organized in a decentralized approach		D 2003-II.5
Anhang	Overview, Collaborations between Germany and universities in the signatory states of the Bologna Declaration vom 19.02.2002		D 2003-ii

II.2.b Deutschland: Nationaler Bericht 2005

Deutschland	2005
Tatsächliches Datum	18.01.2005
Autoren	BMBF (Birgit Galler), KMK (Birger Hendriks)
Zulieferungen	HRK, AR, DAAD, fzs, Sozialpartner (BDA, GEW)
Titel	National Reports 2004-2005

Zwischenüberschriften	Synopse	Erläuterungen	Chiffre
1. Main achievements since Berlin			
1.1 Brief description of important developments, including legislative reforms	Two-Cycles Degree structure: Germany's Länder aim to switch to the two-cycle system by 2009/2010. Bachelor and Masters Courses currently constitute some 26.3% of available degree programmes (1); Quality assurance... While the accreditation system for the new degree structure has been proven basically successful, it will be further developed on a number of counts in order to meet rising demands. On 1 February 2005,... the AR will be made a foundation under public law... Education and research is also subject to regular evaluation (2). National qualification Framework: Germany's draft... is currently in progress. Its approval... is expected by spring 2005 (3)		D 2005-1.1
2. National Organisation			
2.1 structure of public authorities responsible for HE, the main agencies/bodies in HE and their competencies	Responsibility for achieving the Bologna goals: HEI, Länder and federal government (federal structure)... The relationship between state and HE has changed significantly in recent years. The legal framework now allows room for reform and so for more flexible civil service employment law, more effective and target-focused training for young researchers and output-based funding. With the Länder retreating more and more from the micro-management role, HEI now enjoy greater autonomy and self-responsibility.		D 2005-2.1
2.2 Institutional structure	WS 2003/04: 365 HEI (174 universities and colleges and 191 Fachhochschulen, universities of applied science) (1); 1992/93: 318. The increase is a result of restructuring of either entire locations or individual departments to make them independent institutions and the opening of newly founded non-state institutions of HE (2003/04: 101; 1992/93: 62) (2). 2 020 000 students (non-state HEI 92/93: 33 200; 03/04: 65 100) (3). As a rule, non-state HEI offer only limited range of courses and, with an average of 652 students, are ... smaller than state-run institutions (about ten times as many students) (4). The minimum requirements for state recognition of non-state institutions are set in Germany's Framework Act for HE (HRG). The accreditation procedure is laid down and governed by the respective Länder (5).		D 2005-2.2
2.3 Structure which oversees the implementation of the BP	Working Group (BMBF, KMK, HRK, DAAD, fzs, AR and social partners) advises on current developments and on practical problems..., prepares resolution papers (nicht dasselbe wie die BFUG, aber gleiche Mitglieder) (1). HRK Servicestelle (online services, publications and events to support HEI in implementing) (2). Various players contribute... with a wide range of ... events and projects (studies, conferences...) (3).		D 2005-2.3
3. Quality assurance			
3.1 National quality assurance systems should include a definition of the responsibilities of the bodies and institutions involved. Please specify	See 2.3		D 2005-3.1

<p>3.2 National quality assurance systems should include a system of accreditation, certification or comparable procedures. Please describe</p>	<p>QA in Germany involves a combination of accreditation and evaluation (0). Accreditation of degree programs (1): § 9 HRG [says] the Länder are jointly responsible for ensuring equivalence of degrees, examination grades and qualifications and the possibility of their transfer from one HEI to another. The Länder have transferred implementation...to the AR. The AR is responsible for enforcing comparable quality standards within a decentralized accreditation system in which actual degree accreditation is performed by accreditation agencies . Accreditation involves a formalized, objectifiable peer review process...(1.1). Composition of cross-Länder AR: 4 HEI, 4 Länder, 5 Praktiker, 2 Studenten, 2 Internationale. Expert teams assess academic content (1.2). Studierende werden vom fzs rekrutiert (1.3). Duties of the AR: Agencies accreditation, Monitoring agencies, defining minimum requirements for the accreditation process, ensure a fair competition between the agencies, represents German interest in international quality networks (1.4). Accreditation of Institutions (private universities) by the Wissenschaftsrat as an institutional accreditation procedure (2). Other quality assurance procedures in HE (3): Evaluation has been included in the Germany's Framework Act for HE...Evaluation is designed...to assist universities and colleges in adopting systematic quality assurance and quality enhancement strategies (3.1). No nationally coordinating evaluation body...developed an infrastructure of institutions comprising initiatives at Länder level (agencies) and at regional cross-Länder level (networks and associations) (3.2). Project Q (3.3). The evaluation procedures meet Bologna requirements (in-house review, external peer review - often with international participation, involvement of student reviewers and publication of the results (3.4).</p>		<p>D 2005-3.2</p>
<p>3.3 National QA systems should include international participation, cooperation and networking. Are international peers included in the governing boards of the quality assurance agencies?</p>	<p>German QA system...is integrated into a range of international networks: international network for the QA agencies in Europe (INQAAHE), the European Network of QA in HE (ENQA), Joint Quality Initiative (JQI) (1). The European Consortium of Accreditation in HE (ECA) comprises Germany's Accreditation Council and many of its agencies. The aim of the ECA is to further develop accreditation within Europe and to achieve mutual recognition of accreditations. As a key prerequisite..., a tri-national network of accreditation institutions from Austria, Germany and Switzerland has already agreed a code of good practice...(2). AR defines the requirements for recognition of foreign institutions...agreement on common standards and criteria (3).</p>		<p>D 2005-3.3</p>
<p>4. The two-cycle degree system</p>	<p>2002 legal basis for...HEI to offer Bachelor and master degree courses as part of their standard portfolios (1). In 2003, the KMK agreed in principle to...the implementation of the two-cycle degree system (preferably nationwide) by 2010. They also agreed on the framework for further structuring of the Bachelors and Masters degree courses (2). 11 Länder began to restructure teacher training. The necessary conditions for adopting the two-cycle system for other state-examined degrees like law, medicine and pharmacy have yet to be created. (3) SS 2005: some 2.925 Bachelors and Masters degrees were offered (26,3% of all available degrees). A total of 716 are accredited (316 BA, 401 MA), 7,5% of new students opted for a Bachelors degree in the first semester (2003). Number of Bachelors and Masters graduates has risen to...5.500 in 2003. Half of the 3.000 Masters degree awarded in 2003 went to foreign students. WS 2003/04: some 108.000 students or 5,3% of students enrolled for either Bachelors or Masters degrees. Most popular...: economics and business studies, computer science and engineering (4).</p>		<p>D 2005-4</p>
<p>5. Recognition of degrees and periods of study</p>	<p>13 Intergovernmental agreements on mutual recognition since 1972 (1). Lissabon convention...The ratification process will now be initiated (2). ECTS is a purely quantitative measure of the overall students' workload...one unit comprises a total of 30 hours. ECTS is currently applied to some 67.7% of Bachelors and 62,5% of Masters degrees. (3) From 2005, students will automatically receive the Diploma Supplement at no extra charge. The DS will be issued with 44,8% of Bachelors and 44% of Masters degrees (WS 2004/05). To ensure uniformity of content, the HRK has developed a DS database for Germany from which HEI can download the DS (4).</p>		<p>D 2005-5</p>
<p>6. Doctoral studies and research</p>			

6.1 Organisation of third cycle studies	<p>Around 100.000 students are currently studying at doctoral level. About 24.000 students receive a doctorate every year. ...numbers of foreign doctoral students were around 10% (2003) In 2002, the number of graduates who went to study at doctoral level was 14,3%.. With medicine students included, the number was 20,3 % (1). Since 1998, Germany has offered more structured, cooperative forms of doctoral study...277 Research training groups of the German Research Foundation (DFG), 49 International doctoral programmes at German institutions of HE, 36 International Max Planck Research Schools, 22 Graduate schools (2). Around 5% of doctoral students (5.400) will take part in structured programmes (3). Holders of Masters degrees acquired at universities and colleges or at Fachhochschulen are qualified to study at doctoral level. Particularly talented holders of Bachelor's degrees may qualify to study at doctoral level by means of aptitude testing (4).</p>		D 2005-6.1
6.2 Links between HE and research	<p>Research in Germany is conducted by HEI, non-university research institutions and industry (1). State universities and colleges are funded by the Länder...Where large investments are necessary, the Federal government contributes to the costs. ...research to be conducted at state-run universities and colleges are essentially financed by the Federal and the Länder governments as a whole. About one third of the total amount of funding goes to research and development (9 Billion in 2002) (2).</p>		D 2005-6.2
7. Mobility of students and staff			
7.1 Main factors influencing mobility of students from as well as to your country	-		D 2005-7.1
7.2 Special measures taken by your country to improve mobility of students from as well as to your country	<p>No tuition fees in general (some Länder except second studies and long term students) (1). Mobilitätsprogramme (ERASMUS, DAAD, PROFIS, STIBET) (2). German students abroad: BMBF-free mover-Programme, Bafög ins Ausland transferierbar (3). Foreign students in Germany (4): 246 136 at German HEI (2003/04), of these, a total of 180.306 had acquired their university entrance qualification outside Germany. In 2003, DAAD supported approximately 10.000 of the 128.000 students from Bologna signatory states (4.1). The BMBF-funded Assist-service (Arbeits- und Servicestelle für Internationale Studienbewerbungen) was founded in November 2003 (4.2). The HEI also provide advisory and support services (4.3). Immigration law requires that students provide proof that they are financially secure in the amount of EUR 585 each month. Regulation governing work permits for foreign students have already been made more flexible and will be more flexible and will be further enhanced when the Immigration Act (Zuwanderungsgesetz) enters into force in 1 January 2005. Students from old EU-Member States and from Malta and Cyprus have equal status with domestic students. Students from non-EU states and from the Central and Eastern Europe states who joined the EU in 2004 may work in Germany for a full of 90 days without the need for a work permit (4.4).</p>		D 2005-7.2
7.3 Main factors influencing mobility of teachers and staff from as well as to your country	-		D 2005-7.3
7.4 Special measures taken in your country to improve mobility of academic teachers and staff from as well as to your country	<p>In 2003, DAAD enabled some 4.500 researchers, artists and higher education administrators from Bologna states to find a place at HEI in Germany. And through DAAD-provided funding, some 3.700 German researchers, artists and HE administrators found places in other Bologna countries (1). Germany's junior professorship scheme paved the way for more attractive and internationally competitive employment conditions for top-class young researchers to conduct research and to teach in HE without having qualified to lecture at professional level (Habilitation)</p>		D 2005-7.4
8. HEI and students			
8.1 Aspects of autonomy of HEI	-		D 2005-8.1
8.2 Actions taken to ensure active participation from all partners in the process	-		D 2005-8.2

8.3 How do students participate in and influence the organization and content of education at universities and other HEI and at national level?	The involvement of students as members of governing bodies of HEI is enshrined in HRG and is further defined in HE legislation in the various Länder. ...most Länder provide for the existence of a legally guaranteed student body which takes the form of a semi-public entity. At national level, student interests are represented by the fzs		D 2005-8.3
9. The social dimension of the BP			
9.1 Measures which promote equality of access to HE	Equal access to higher education institutions in Germany is guaranteed by law. As a social group, German students present a very heterogeneous picture with clear over-representation of students from higher social strata...confirmed in the 17th Social Survey conducted by the German Students Services Association (1). Direct student financing is governed by the Federal Training Assistance Act (BAföG), and is dependent of parental income. The BAföG is half grant, half loan...A ceiling of EUR 10.000 per student was set for BAföG loans. In 2001, the number of students receiving BAföG rose to 25,6% (2). Indirect student financing is largely facilitated by the 61 student service associations which provide subsidized meals and refreshments...and maintain a pool of affordable student accommodation (3).		D 2005-9.1
10. Developments in LLL		LLL: lifelonglearning	
10.1 Measures been taken by your country to encourage HEI in developing lifelong learning paths?	-		D 2005-10.1
10.2 Procedures at the national level for recognition of prior learning/flexible learning paths	HEI must also provide further education and training (1). Under the BMBF's Learning regions - Providing Support for Networks programme (Lernende Regionen - Förderung von Netzwerken), a large number of HEI contribute to the establishment and expansion of cross-sectoral education networks for the development and testing of innovative models for life-long learning. For the period of 2001-2007, a total of EUR 118 million has been made available (2). The ease of transition from technical and vocational education and training (TVET) to HE, the BMBF, KMK and HRK in September 2003 drew up a set of joint recommendations for higher HEI on the award of credits for TVET and counting those credits toward a degree. Applicants with vocational qualifications also have the opportunity to enter HE without an entry qualification (4).		D 2005-10.2
11. Contribution to the European dimension in HE			
11.1 Legal obstacles identified by your country and any progress made in removing legal obstacles to the establishment and recognition of joint degrees and/or joint study programmes			D 2005-11.1
11.1.1 Extent of integrated study programmes leading to joint degrees or double degrees			D 2005-11.1.1
11.1.2 How have these programmes been organised?			D 2005-11.1.2
11.2 Transnational cooperation that contributes to the european dimension in HE?			D 2005-11.2
11.3 How reflects curriculum development the european dimension?	13 ERASMUS Mundi study programmes in Germany (1). Double degrees and joint degrees awarded from DAAD, German-Franco University and German-Italian University Centre (2). Further clarification is needed on double degrees and joint degrees, especially as regards framework legislation and accreditation at national level (3)		D 2005-11.3
12. Promoting the			

attractiveness of the EHEA			
12.1 actions taken by your country to promote the attractiveness of the EHEA	Two initiatives started 2001: International marketing of Germany as an Educational and Research Location (enhancing conditions for international students) and GATE-Consortium Germany (Organization of marketing activities for all study and research services). Under DAAD coordination.		D 2005-12
13. Concluding comments			
13.1 National BP Strategies	k.A.		D 2005-13.1
13.2 Main challenges	Two-Cycle System: The ongoing aim is to integrate further state-examined degree programmes like law, medicine and pharmacy into the TCS (1). Issue 1: Transition from BA to MA study (no fixed quota, but what proportion of graduate with BA degrees will study for a MA degree immediately after graduating or following a period of employment depends on graduates' individual interests - which are also influenced by the demands of the jobs market-, on the qualifications required by the various HEI for entry to MA programmes and the capacities available at locations that offer MA degrees (1.1.). Issue 2: Transition from HE to employment depends on acceptance of BA and MA degrees in industry and society (1.2). Study periods abroad must be integrated into the curriculum and if it is ensured that the period of study abroad is recognized if long study periods abroad will be possible any longer (1.3). The HEI will continue to receive assistance in awarding ECTS, modularization, internationalization and producing DS. Any further developments of the national framework for HE qualifications must take into account of European trends (2). QA (3): State approval of new degree courses could be made subject to accreditation (3.1). Gender mainstreaming (3.2). Inhouse quality management (3.3). Social dimension of the BP: models must be developed throughout Europe to provide students with financial assistance during study periods abroad. It is necessary, therefore, to expand, for example, the Eurostudent Report to ensure activities are based on reliable data (4). Structured Doctoral Studies: [the expansion of structured programmes] must, however, take account of the fact that there is some interest in retaining a number of different paths to doctoral study according to personal factors, financial conditions and the situation of the HEI themselves (5)		D 2005-13.2
Anhang	Linksammlung: HE Policy players in Germany, HE Reserach and Consultation, QA, Student Organizations, Social Partners, International Players and Platforms, Other Online Sources		D 2005-i

II.2.c Deutschland: Nationaler Bericht 2007

Deutschland	2007
Tatsächliches Datum	Dezember 2006
Autoren	BMBF (Peter Greisler), KMK (Birger Hendriks)
Zulieferungen	BMBF, KMK, HRK, DAAD, AR, fzs, social partners
Titel	Bologna Process 2005 to 2007 National Report for Germany

Zwischenüberschriften	Synopse	Erläuterungen	Chiffre
A Information on the HE System			
1. Key developments since Bergen 2005	<p>TCS: Länder aim to switch to the TCS by 2010. BA and MA courses currently constitute some 45 per cent of available degree programmes (1). QA: Accreditation... was given a new legal foundation. KMK veröffentlicht zwei Berichte, QA in Education (22.09.2005) und QA in HE Research (03.03.2006), die Richtlinien für Akkreditierung abgeben. With the report on the National Implementation of European Standards and Guidelines in the German HE System, recommendations were made as to the implementation of the document adopted in Bergen (2). Recognition of academic Achievements and Qualifications: [Lisbon Convention] which entered into force on 01.02.1999, presumably will be enacted as national law on 01.04.2007. The national plan for Recognition of Foreign Qualification is attached (3).</p>		D 2007-1
Organising HE at the National Level			
2. Legal Basis and Financing	<p>The framework conditions are stipulated under constitutional law, responsibility...rests with the HEI, the Länder and the Federal Government (1)...HEI receive the greater part of their funding from the state. The budgets of the Länder cover the costs of staff, equipment, materials and investments. In case of nationwide significance, the federal Government contributes to building measures and the acquisition of large-scale research equipment. HEI receive additional funding from special programmes financed by the Federal Government and the Länder. IN order to finance research projects, HEI also perform fundraising of state and private resources (third-party-funds) (2)...Reform which resulted in a shifting of responsibility from the Federal Government to the Länder (3)...In place of detailed state control, institutions are increasingly acting independently...reform measures affect allocation modalities. To a growing extent, budgets funds are assigned according to agreements on objectives and performance-based parameters. As a result of deregulation, HEI have been awarded increased influence in areas of organization and staff...joint agreements on objectives....[which] are increasingly used as a guiding function within institutions. The growing autonomy of HEI also reveals itself in their increased rights in student selection process (4.)</p>		D 2007-2
3. Institutional Structures	<p>WS 2005/06: 124 universities and equivalent colleges, 53 colleges of art and music, 202 universities of applied sciences. 69 of the total 379 HEI are non-state institutions (1). Common characteristics of universities and equivalent colleges is...the right to award the doctorate...basic areas of scientific research and education the next generation of researchers (2). Features of the Fachhochschulen: Practical component of training, practical semesters and professors who...collected experience outside the institution (3). Students (WS 2004/05): 1,96 million students (Universities: 1.372 531; FH: 559.617; 45.069 non-state institutions (4).</p>		D 2007-3
Partnerships			

4. The Bologna structure at National Level	Working Group on Continuing the BP (BMBF, KMK, HRK, DAAD, fzs, AR, BDA, GEW and since September 2006 DSW)...advices on current developments and on any practical problems experienced in implementation. Recommendations...A direct link with the BFUG is ensured in that the German members of the BFUG are also members of the Working Group... (1)....By maintaining and financing HEI, providing structural requirements for the HE system and the legal framework conditions, the Länder create the basic requirements for implementing the BP in Germany (2)...The players of the BP contribute towards achievement of the Bologna objectives with a wide range of additional events and projects (studies, conferences, distribution of information)...HRK has opened its Servicestelle Bologna...and the Kompetenzzentrum...as well as the Project Quality Assurance...DAAD, unions and employers (3)		D 2007-4
5. Involvement of Students, HE staff and social partners in the Governing of HEI	Participation in the self-administration...All member groups must be represented in these governing bodies (1). Most of HE legislation provides for the establishment of university councils as steering bodies of HEI. Most university councils are composed of external members, including leading representatives of the business world (2)		D 2007-5
6. Cooperation with business and social partners	...is an important principle...for example, business and social partners representatives are involved in all levels of the accreditation system and in all phases of the accreditation process (1)...In the education branch, there are many cooperation forms, in particular advisory councils on degree courses, joint advising of papers composed during and upon completion of studies, execution of dual degree programmes (2).		D 2007-6
B Stocktaking			
Two Cycle Degree System			
	2002 Germany created the legal basis for its HEI to offer BA and MA degree courses as part of their standard portfolios. On 12 June 2003, as set out in 10 theses the KMK made the fundamental education-policy decision to implement the two-cycle degree system, preferably nationwide, by 2010. This decision was implemented in the HE legislation of the Länder and in agreements on objectives with HEI. Mandatory accreditation...is to be based on the Ländergemeinsamen Strukturvorgaben...In the meantime, though initially omitted courses of study in arts and music colleges are now also available (1). With the "Key points for mutual recognition of bachelor and master degrees in study programmes with which the educational requirements for a teaching position are conveyed" (02.06.2005) and the supplement to the "Common Structural Requirements of the Länder..." the prerequisites for the TCS in programmes for teacher training was created (2). Switching to the TCS in additional state-regulated programmes remains a significant concern of education policy, which however can only be realised gradually at this time (3).		D 2007-i
7. First and Second Cycle	WS 2006/07: 3.075 Bachelor and 2.113 Master degree programmes will be offered. Total number of degree options: 11.492 (Including state exam degree programmes), which means 45% of study options at GER HEI. In september 2006 1.697 (33%) of the offered BA and MA degree programmes were accredited (BA: 882; MA: 815). Students registered for BA and MA degree programmes: 249.035 (12,5%).		D 2007-7
8. Doctoral Study	About 24.000 students receive a doctorate each year (Doctoral quota 2,1%). The share of foreign doctoral students is on the rise; numbers were around 18% (2005). Since 1998, more structured forms of doctoral programmes have been increasingly offered, in which supplemental special advising structures and/or curricular sections, for example on the conveyance of methodical or key competencies, are a part of the doctoral programme. 297 Research Training Groups (DFG), 50 International doctoral programmes of DAAD and DFG, 37 International MP Research Schools, 30 Graduate Schools, 20 Research Schools (Exzellenzinitiative) (2). Doctoral students are also supported by means of graduate sponsor programmes operated by the Federal and the Länder governments, organizations for the promotion of young talent, and political functions (3). The Qualification Framework for German HE degrees regards doctoral studies as the third cycle and defines the objectives of the study. No credit points are awarded for doctoral programmes. Alongside structured doctoral programmes in the sense of the third cycle, individual doctoral studies are not to be ruled out (4).		D 2007-8

9. Access to and transition between the cycles	In the TCS the BA represents the first degree qualifying the recipient for professional work and facilitates an initial career launch. All BA degree holders have the right, to begin a MA programme in the sense that they fulfill a formal prerequisite for access. In addition, a Master degree course is to be made dependent on further special requirements (technical qualifications, proof of minimum grade and/or interim professional experience). The HEI are personally responsible for determining these...The access requirements are part of the criteria for accreditation...quotas are not planned (1). Doctorial Studies: Holders of MA. Holders of BA degrees may qualify to study at doctoral level by means of aptitude testing rather than attaining a further degree (2)		D 2007-9
10. National Qualification Framework	Qualifications Framework for German Higher Education Degrees were adopted on 21.04.2005...A degree course must meet the QF in order to receive accreditation in Germany.		D 2007-10
11. Bachelor Professional Qualification	Competences and learning objectives are defined with a view to the requirements on the job market...the acquisition of key qualifications is mandatory (social skills, presentation abilities, foreign language skills) (1). [No official statistics but a survey says] 2002/03, slightly less than 60% of BA graduates from FH and slightly less than 80% of BA graduates from universities continued a further course of studies. Among the remaining BA graduates there were very few who did not find a job or another alternative to regular employment. BA graduates primarily assume positions in traditional first-job fields of graduates from HEI as academically qualified employees without managerial functions (2). Personnel officers from major GER companies (CHE, Bahn AG, BDA and the Stifterverband) signed declarations entitled "Bachelors welcome!" or "More Bachelors welcome" to rise the degree of recognition of the bachelors (3).		D 2007-11
Quality Assurance			
12. National QA system	QA...occurs for the most part by means of procedures implemented since 1995 of internal and external education evaluation and by means of accreditation of degree courses implemented since 1998. Accreditation (1): With the law resolved on 15.02.2005 on the establishment of a "Foundation for the Accreditation of Degree Courses in Germany" the accreditation process was given a new legal foundation. The task of the accreditation process is the assurance of technical standards in regards to the content which includes reviewing the degree course concept, the educational feasibility of course options, the quality of instruction as well as reviewing professional relevance and promoting gender equality...Accreditation is a procedure of external quality assurance...based on the principle of peer review. Alongside academics, participants include students, social partners and international experts (1.1). [The german system] is characterized by local agencies, which carry out the accreditation of degree courses and one central accreditation establishment (AR)...The state is not directly involved in the accreditation procedure (1.2). The foundation for the Accreditation of Degree Courses in Germany also acts as the central documentation center for the accreditation system and administers the database of degree courses (1.3). Private institutions of HE have to be accredited by the WR...The WR passed procedural principles and criteria for institutional accreditation on 16.07.2004 (1.4). Evaluation: Stipulated by law in 1998. Germany has no nationally coordinating evaluation body, but it has, however, developed an infrastructure of institutions comprising initiatives at Länder level (agencies) or at regional and cross-regional level (networks and association). In their design, the evaluation procedures largely meet Bologna requirements (...) (2).		D 2007-12

13. National Implementation of European Standards and Guidelines	Accreditation and Evaluation procedures were drafted and further developed on the basis of the experiences of the Eu project "Quality assessment in HE" und waren so bereits im Vorfeld mit den später festgelegten ESG abgestimmt (1). Anders als für das Akkreditierungssystem, no similar concrete procedural regulations applicable to all Länder exist for the internal and external evaluation of studies and research. The procedures for ESG implementation has likewise varied (2). Internal QA: Only a minority of HEI have a coherent system...With the resolution "QA in Education" (22.09.2005), KMK made recommendations for the organization of systems which are oriented significantly with the ESG. Despite corresponding stipulations in Länder legislation, procedures of internal QA are not carried out at all HEI (3). External QA: With resolutions between December 2005 and June 2006, the AR revised all fundamental procedure regulations and accreditation criteria thereby adopting the ESG. The accreditation agencies are formally recognized by the AR and bound to observe the ESG by corresponding provisions (4)...In order to completely implement the ESG in all areas of QA in Education and research, the national working group on Continuing the BP presented recommendations for implementing the ESG in September 2006 (5)...It will not be necessary to reorient QA procedures applied in German HEI (6).		D 2007-13
14. Student Participation	Students are part of AR, in agencies and in review groups. Fzs as well as the subject-specific students' representatives and the Länder representatives of students representatives have established a pool in order to send qualified students as reviewers and committee members to review groups and committees of the agencies. In the internal evaluation process of HEI, student's assessment of presentations is a core element.	fzs: freier zusammenschluss von studentinnen-schaften	D 2007-14
15. International Networks	With regard to evaluation, cross-border activities are underway and those involved in accreditation (AR and agencies) are networked at international level (members of international quality assurance networks, such as, among others, the INQAAHE, ENQA, JQI and other related networks (1). The European Consortium for Accreditation in HE...[aims]...to further develop accreditation within Europe and to achieve mutual recognition of accreditations...a tri-national network of accreditation institutions from A, GER and CH has already agreed a code of good practice and a set of peer selection criteria (2). The AR defines the requirements for recognition of accreditations from foreign institutions while taking account of current trends throughout Europe. Cooperation at international level involves agreement on common standards and criteria, and on the subject matter and practice of QA (3).		D 2007-15
Recognition of Academic Achievements and Qualifications			
16. Diploma Supplement	In the summer semester the DS was awarded in 63% of the BA degree courses and 55% of the MA courses. As a rule, the DS is issued to students free of charge. The HRK provides the DS, subject-specific examples as well as further support material as files for downloading in order to ensure uniformity of the information contained therein. The examples in both English and German conform to the EU/CoE/UNESCO standard.	CoE: Council of Europe	D 2007-16
17. Lisbon Convention	Germany is a signatory state to the Lisbon Convention...which entered into force on 01 February 1999. It is anticipated that the convention will be ratified in April 2007.		D 2007-17
18. ECTS	SS 2006: 74% BA, 67% MA applied ECTS. Modularisation and credit points conforming to ECTS requirements are demonstrated in the German accreditation procedures for degree courses of the two-cycle degree system.		D 2007-18
19. National Plan for the Recognition for Foreign Qualifications	No legal measures are required for implementing the Lisbon Convention...The institutions undertake the obligation of implementing the principles of the Lisbon Convention (1). In terms of transparency, coherence and reliability, the assessment and recognition procedures conform to the requirements of the Lisbon Convention, in terms of processing time they conform largely (2). With the central Office of Foreign Education (Zentralstelle für ausländisches Bildungswesen, ZAB), GER possesses a particularly experienced, competent and nationally and internationally networked information centre (3). Reference is made to the National Plan for the Recognition for Foreign Qualifications (13.10.2006). The national Bologna Group, among other partners,		D 2007-19

	will address issues of implementation (4).		
20./21. Lifelong learning	Pilot projects for recognizing professionally acquired expertise in HE degree courses including awarding credit points (1). HEI must provide further education and training (2). HEI also play a key role in GER Lifelong learning for All Strategy which was agreed by the Bund-Länder Commission for Educational Planning and Research Promotion on 5 July 2004. To make the transitions between the various educational sectors smoother, cooperation is promoted between HEI and schools, business, industry associations, job centers and further education and training institutions. Under the BMBF's learning regions - Providing Support for networks programme, a large number of HEI contribute to the establishment and expansion of cross-sectorial education networks ...(2001-2007 insg. 118 Mio. Euro, BMBF and ESF) (3). Flexible learning arrangements...are legally possible and will be allotted weeing support, especially elearning (4). Since 2002 knowledge and skills acquired outside the HE system can be counted towards s degree by as much as 50% (5). Transition from technical and vocational education and training to HE, the BMBF, KMK and HRK in September 2003 drew up a set of joint recommendations for HEI on counting course and examination work toward a degree (6). Applicants with vocational qualifications also have the opportunity to enter HE without an entry qualification (Länder) (7). Particularly talented secondary school students may complete courses and examination work at HEI without being formally registered as students (8).		D 2007-20/21
22. Joint Degrees	Degree Courses with joint degrees are becoming a new key element of the European HE region...German HEI participate in almost half of the MA programmes funded by ERASMUS MUNDUS (1). Double degrees and joint degrees are recognized legally. The basis of this is found in stipulations in Land legislation according to which in addition to the normal degree, another degree may be awarded...(2). Practical problems: discrepancies in the grading system, the rules for free attempt testing and deadlines as well as the practices for retaking examination (3). AR declared recognizing the diversity of approaches in various Länder to the guiding principle... [Agencies] consult the results of the quality review of the Länder involved and execute a procedure organized together with foreign agencies. The mutual recognition of accreditation notification is to be worked toward using the existing European networks of QA (4). Ca. 4000-4500 Studierende in DD/JD-Programmen (3000 UFA) (5). February 2005 HRK "Recommendations on Developing Double Degrees and Joint Degrees" (6).		D 2007-22
C Current Topics			
Education and Research			
23. Relationship of Education and Research	The GER HE system is characterized by the principle of unity in research and education...HEI in GER have formed the backbone of the German research system as a result of topical and methodical breadth of research and the training of the next generation of scientists and scholars. The spectrum of research ranges from basic research to development work. Cooperation between the institution with non-university research establishments is promoted in a variety of ways...their financing from the public purse...In 2003 approximately 39% of research and development at HEI was covered by third party funds...a total of 9 bio. was made available for research and development activities at universities and colleges. The state-provided share amounted to 84,4%.		D 2007-23
24. Careers in Research	Statistical information on the proportion of doctoral graduates who have a career in research...is not available (1). The attractiveness of research careers can be heightened by (2): improvement of equipment (2.1), performance-oriented salaries (2.2), exchange possibilities between business and science (2.3), improvement of framework conditions for cooperation with non-university research establishment and business (2.4), promotion of excellence as related to institutions and individuals (2.5), Junior professorships (2.6), support programmes for post-doctoral students (2.7), taking into account the particular situation of researchers (2.8).		D 2007-24
Social Dimension			

25. Access to HE	Equal access to HEI is guaranteed by law (1). The German Student Services Association (DSW) examines the social situations of students, publishing its social survey (Sozialerhebung) every three years. In addition, there are other, regular state-funded studies on access to HE and the progression of students' studies (2). In 2004 in GER approximately 38% of the age group achieved entry qualification to HEI. 71% of those qualified began a course of study. In 2003, 56% had parents who had received their Abitur, 28% were children of Realschul graduates and 16% were children of Hauptschul graduates. 46% of students had parents who also had studied (3).	DSW: Deutsches Studierenden- werk	D 2007- 25
26. Student Support	BAföG, depends on parental income. The BAföG awarded is half-grant, half-loan. Following to the BAföG reform in 2001, the number of students receiving BAföG rose to 23% (2000: 20%) and the average monthly amount went up to 375€ (2000: 306 €). A ceiling of 10000 Euro per student is set for loans (1). Students with particular financial needs are supported in some Länder by the student associations, private foundations or HEI themselves (2)...Talented students may receive a scholarship from organizations for the promoting of young talents which normally are affiliated with churches, political parties, unions or businesses (3). DAAD offers scholarships to foreign students and young scientists for a contemporary period of study...In addition, some Länder have special funds for promoting foreign students at their respective HEI (4). Option to impose tuition charges. First Länder imposed WS 2006/07 up to 500 Euros. Parallel to this, loan systems are being developed which allow for payback of funds after graduation and given adequate earnings (5). Indirect student financing: meals, refreshments, accommodation, childcare... (6).		D 2007- 26
Mobility			
27. Student Mobility	In 2005 approximately 246.300 foreign students studied at GER HEI, from which 186.700 were non-nationals who obtained their university entrance qualification in GER. DAAD supported 12.000 students from Bologna states [and] 5.787 students from Germany at a HEI of a Bologna state. 2004/2005 22.427 GER students attended a foreign HEI with an ERASMUS scholarship. In addition, in 2005 around 1.000 GER students completed a partial study programme at a European HEI as a supplement to the ERASMUS programme accomplishing this through the Free Mover Program financed through funds provided by the BMBF. 17.272 ERASMUS-students chose a GER HEI for their study abroad period.		D 2007- 27
28. Transferability of Grants and Loans	Since 2001 as long as they have studied at least one year in Germany, those students entitled to receive financial aid can receive BAföG support while continuing their studies within Europe until graduation.		D 2007- 28
29. Promoting Student Mobility	Student mobility is supported especially through the awarding of individual scholarships, mobility allowances, structure and partnership programmes of GER HEI, through the provision of comprehensive information about Germany as a location for HE and research, through financially supporting HEI in providing counseling for foreign students and through promoting local student ERASMUS initiatives. Since 2006 DAAD's Programme for the Support of Internationalization Structures at GER HEI contributes to further improvement of framework conditions (1). Recommendation on promoting mobility of students...within the context of the Bologna Process, HRK and DAAD supported retaining the individual variant (leave of absence) of study abroad while expanding the curricular option (study abroad as a regular module of BA and MA degree courses) (2). An increase in vertical mobility is particularly anticipated (BA degree at home - MA degree abroad) (3)		D 2007- 29

30./31. Mobility of HE Staff	<p>2005: 5300 foreign researchers from Bologna states in GER, 3600 GER researchers outgone, gefördert vom DAAD. Zusätzlich jeweils 2600 gefördert mit ERASMUS-Mitteln (1). Included in measures which increase mobility of teaching faculty are, alongside with financial support, the flexible configuration of the length of the study abroad, the incorporation of research work and the transferability of teaching hours to the teaching load stipulated by the home institution (2). Junior professorship scheme enhances the possibility for more attractive and internationally competitive employment conditions for top-class young researchers...(3). Germany's Immigration Act from 1 January 2005: researchers with special knowledge...will receive indefinite residence permits which will also entitle them to take up an employment. University graduates may remain in GER to gather practical experience for a period of a year after completion of their studies and may then, where appropriate, receive an indefinite residence permit and take up employment as godly qualified specialist. The process for residency permits were simplified. It also made easier for spouses and family members to follow (4). GER Mobility Centre (Alexander von Humboldt foundation) since 15 May 2006,...is a part of a network of mobility centers in the EU member states (European Networks of Mobility Centers -ERA - MORE). It should provide informations for foreign researchers about, among other things, financial aid options and other topics related to a research period in GER...[it] also provides information for researchers from Germany (5).</p>		D 2007-30/31
32. Attractiveness of the EHEA and Cooperation with other Partners Worldwide	<p>...HRK as well as other organizations work on increasing awareness for the new study system of the Bologna region and also promote its quality. Two initiatives started 2001 (1): International Marketing of Germany as an Educational and Research Location (BMBF, Länder governments, student services associations, research organization, representatives from industry and the media, and non-government organizations representing cultural policies abroad) (1.1). GATE-Germany (DAAD, HRK, funded by the BMBF) organizes marketing activities for all study and research services in GER (membership of 112 HEI) (1.2).</p>		D 2007-32
33. Conclusions and further Challenges	<p>Two-Cycle System (1): The switch to the two-cycle system is to continue and availability of accredited BA and MA degrees will be expanded...which include state examinations (1.1). Study periods abroad during the BA and/or MA phases. Long periods abroad as part of three-year degree courses will only be possible if they are systematically integrated into the degree curriculum and if it is ensured that the period of study abroad is recognized. It is thus important to continue to place particular focus on recognition both of periods of study conducted and of qualifications achieved within the EHEA (1.2). HEI and the federal and the Länder governments will continue to ensure the quality of qualifications and provision of comprehensive information to potential students and employers (1.3). The HEI will intensify orienting degree courses with objectives of study, awarding ECTS, modularization, Internationalization and issuing the DS. A central advisory institution will provide assistance here (1.4). Qualification Framework (2): The national qualification framework for the HE region is to be further developed taking into particular consideration interfaces to other areas of education, developments in the standardized EHE region and the EU (2). The national QA system must be further developed. Procedures based on the ESG must be applied nationwide (3): Optimizing the accreditation procedures (institutional approaches) (3.1). Further developing internal quality management (3.2). Intensifying the international network...there needs to be an European-wide understanding in the existing European networks of QA (3.3). Structured Doctoral Studies (4): The Structured Doctoral programmes now available are to be enhanced in the framework of the initiative for excellence. There is one interest in retaining a number of different paths to Doctoral study depending on personal factors, financial conditions and the situation in HEI and the fields themselves (4). (...)</p>		D 2007-33

33. Conclusions and further Challenges	(...) The social dimension...needs to be given more systematic attention. The effects of introducing tuition on the socio composition must be observed...State aid is to develop according to the framework conditions of finance-policy and of students' cost of living. In the light of the still imbalanced composition of the student population, in terms of their social background, cooperation between all areas of education is to be increased in order to also overcome thresholds in the transitional area of secondary school and facilitate the achievement of HE entrance qualifications.		D 2007-33
Anhang	Linksammlung: HE Policy players, HE Research and Consultation, QA, Social Partners, International Players and Platforms, Other Online Sources		D 2007-ii

II.2.d Deutschland: Nationaler Bericht 2009

Deutschland	2009
Tatsächliches Datum	01.11.2008
Autoren	BMBF (Peter Greisler), KMK (Birger Hendriks)
Zulieferungen	Editorial-group (sub-working group of the national BFUG)
Titel	Bologna Process. National Report for Germany, 2007-2009

Zwischenüberschriften	Synopse	Erläuterungen	Chiffre
1. Main developments since London 2007	TCS: 75% BA/MA study programmes (2007: 45%). GER Länder are aiming to make the transition...by 2010 (1). QA (2): In 2007, system accreditation was introduced, as a complement to existing programme accreditation (2.1). The AR...was evaluated (2.2). Special criteria for consideration of the needs of students with handicaps were added (2.3). Certification of the NQF for the HE sector was completed in September 2008 (2.4). GER is a member of the EQA Register (2.5). Recognition of HE qualifications and study periods (3): [October 2007 Ratification of the Lisbon Convention], which entered into force on 1 February 1999 (3.1). The national Action Plan for Recognition of 2007 has been implemented in cooperation with stakeholders (3.2). Mobility: Promotion via the ... (BAföG) has been expanded for GER students. Legal provisions pertaining foreign students' stays and employment options have been made more flexible (4). In EU Member States and Switzerland...students are eligible for support throughout their entire courses of studies, including studies leading through to qualification (January 2008). Outside the EU, up to one year initial support, and a total of five semesters of support (4.1). On 19 August 2007, amendments... (Aufenthaltsgesetz) and...(Freizügigkeitsgesetz) entered into force (4.2). Residence regulations pertaining to studies in a different EU country have been relaxed (4.3). Lifelonglearning (5): In December 2007, the Federal Government and the Länder reached agreement on a joint qualification initiative that is aimed...increasing the entry rate into tertiary education to 40%, enhancing mobility between vocational training and academic education, promoting further training and improving recognition of education qualifications acquired abroad (5.1). National debate about the GER QF...mobility between different areas of education and training system (5.2). Social dimension: In 2007, the social dimension working group, in which all stakeholders are represented, was commissioned to prepare a Social Dimension National Action Plan (6).	TCS: Two Cycle System	D 2009-1
2. Partnership			D 2009-2
Structure which oversees the implementation	BMBF and the Länder ministries of the Länder are responsible.... Along with the HRK, the DAAD, the AR, the DSW and the fzs are involved in monitoring results.		
2.a Does your country have a national BFUG	Yes (Y)		D 2009-2.a
2.b Does your national BFUG include representatives of...	Ministry (Y), Rectors Conference (Y), Academic staff (Y), Students (Y), Staff trade Unions (Y), National Quality Assurance Agency (Y), Employers (Y), Other (please specify, p.s.): DAAD, DSW		D 2009-2.b
2.c Does your country have a Bologna promoters' group?	Y		D 2009-2.c
2.d Does your national Bologna promoters' group include representatives of...	Ministry (N), Rectors Conference (Y), Academic staff (Y), Students (Y), Staff trade Unions (Y), National Quality Assurance Agency (N), Employers (Y), Other (please specify, p.s.): Coordinated by the DAAD and supported by additional experts		D 2009-2.d
Additional comments	Team of 18 GER Bologna experts. In addition, the Bologna Centre of the HRK, which is financed by the BMBF, currently assists a total of 324 Bologna Co-ordinators at GER HEI and supports their implementation-related activities. The co-ordinators, who are appointed by the HEI' own administrations, include professors and lecturers, as well as experts from the HEI' administration.		D 2009-2: Additional comments
Degree System			

3. Stage of implementation of the first and the second cycle			D 2009-3
3.a Progress made towards introducing the first and second cycles	WS 2008/09: 75% of all study programmes have been converted to the two-cycle programme structure		D 2009-3.a
3.b Percentage of the total number of all students below doctoral level enrolled in the TCS in your country	WS 2007/08: 1 941 405 (all), 600 579 (enrolled students): 30,9%		D 2009-3.b
3.c Comments	Conversion to the TCS has not yet been completed for state-regulated programmes. Law: discussions by the Justice Ministries conference, medicine: model programmes in place. Still exceptions: fine arts and theology.		D 2009-3.c
4. Stage of implementation of the third cycle	Many different pathways lead to doctoral degrees....Doctoral programmes in which students have individual responsibility, and receive individualized advising and support, predominate in GER. Statistics are gathered for only those doctoral degree programmes that are successfully completed. 2005: 25 952, 15% structured doctoral programmes (1). Duration: structured Programmes 3-4 years, otherwise no statistics available (2). Status: Depends on relevant contractual terms (grants, employment at a university or research institution). Third cycle is normally seen as first phase of a scientific career. It is customary for doctoral candidates to work as research assistants, in part-time employment at a university. In 2005, a total of 74,8% of all successful doctoral candidates were so employed...such employment includes teaching duties, research work within the relevant department and administrative tasks...Students normally complete their doctoral studies by writing and submitting a dissertation and by taking an examination (3). No information with regard to the structure and interdisciplinary of the various doctoral programmes. Structured doctoral programmes frequently provide for teaching of key competencies (4). NQF: doctoral phase is included as a third cycle, and is described in terms of learning outcomes. No credits points, even in some case credit points are awarded, especially for key competencies (5).		D 2009-4
5. Relationship between HE and research			D 2009-5
5.a Main trends in the role of HEI in research	Unity of research and teaching. GER universities, which pursue a thematically and methodologically broad spectrum of research, and which play a key role in training young scientists and researchers, traditionally have been the backbone of the GER research system. Universities cover a broad spectrum of research activities, including basic research, applied research and development (1). Trends in the current situation include universities' efforts to set themselves apart from other universities, to develop special profiles and to establish research clusters (2). Initiatives (3): Initiative for Excellence: 2011/1,9 Mrd. Euro. by BMBF and the Länder (enhancing HEI co-operation capabilities, supporting such institutions profile formation and promoting such institutions' competitiveness (3.1). HE Pact 2020: additional new enrolments in HE and increasing financing of programme overhead for DFG-funded research projects. Through 2010, BMBF provide 703 mio. ...This step is expected to make research funding less dependent on HEI basic financing.		D 2009-5.a
5.b Measures to improve co-operation between HEI and other public and private institutions that undertake research	GDP (2006): 2,54% (0,71% public, 1,73% private), total: 59,1 bio. (16,6 bio. public, 40,1 bio. private). HEI 16,6% (9,8 bio., davon 6,6% bzw. 3,9 bio. Drittmittel und 10% bzw. 5,9 bio. Grundausrüstung). Doctoral students: Grants and funding programmes are offered by the Federal Government, the Länder, research and funding organization, associations for the promotion of the gifted and political foundations. The amount of such grants and support vary. In structured doctoral programmes, they average about 1000 Euros.		D 2009-5.b
5.c Tracking system to follow the further career of doctoral graduates	N. Efforts are being pursued in connection with expansion of alumni-related efforts. Currently, the Institute of Research Information and QA (IFQ), Bonn, working with support of the Federal Government, is establishing a nationwide panel on doctoral programmes. This panel is expected to provide a basis for representative conclusions regarding a) conditions for doctoral studies and b) career progressions.		D 2009-5.c

6. Access and admission to the next cycle		Access as the right of qualified candidates to apply and be considered for admission to HE	D 2009-6
6.1 Access and admission between the first and the second cycle			D 2009-6.1
6.1.a Percentage of first cycle qualifications that gives access to the second cycle	100%. All bachelor's degrees provide access, within the meaning of formal access qualifications, to master's degree studies		D 2009-6.1.a
6.1.b First cycle qualifications that do not give access to the second cycle	None		D 2009-6.1.b
6.1.c Special requirements for access to a second cycle programme in the same field of studies	Sit entrance exam (in some cases), complete additional courses (in some cases), have work experience (in some cases). All BA degrees provide formal access to MA'S degree studies. However, access to MA' degree studies is to be tied fulfillment of additional, special prerequisites. HEI define such prerequisites under their own responsibility (subject-relevant qualifications, minimum grade average, aptitude tests, language skills, work experience). Accreditation of MA's degree programmes covers the subject of access prerequisites. No quotas. Where practical work experience is required, the experience in question consists of certified work experience or relevant practical internships or vocational training.	Yes (Y), No (N), In some cases	D 2009-6.1.c
6.1.d Further special requirements	Cf. 6.1.c		D 2009-6.1.d
6.1.e which students the above requirements apply	All students (Y), holders of particular first cycle qualifications (no answer), students of the same field coming from other HEI (no answer)	Yes (Y), No (N), In some cases	D 2009-6.1.e
6.1.f requirements apply to students coming from other fields of studies	Entrance exam (in some case), additional courses (in some case), work experience (in some case), Cf. 6.1.c	Yes (Y), No (N), In some cases	D 2009-6.1.f
6.2 Access and admission between the second and the third cycles			D 2009-6.2
6.2.a Percentage of second cycle qualifications that give access to the third cycle	100%, all MA's degree earned at GER universities and other HEI of similar status...provide access to doctoral studies. Holders of BA's degrees may be admitted directly to doctoral studies by undergoing a qualification-certification procedure...Universities define the details of access and such procedures.		D 2009-6.2.a
6.2.b Any second cycle qualification that not give access to the third cycle	None		D 2009-6.2.b
6.2.c Measures planned to remove obstacles between cycles	Not Planned		D 2009-6.2.c
7. Employability of graduates/ cooperation with employers			D 2009-7
7.a Measures are being taken to enhance the employability of graduates with BA qualifications	BA degree programmes [qualifying] for employment: Scientific competencies, methodological skills, career-related qualifications, key qualifications (social skills, presentation skills, other skills), language skills (1). No official statistics on employment rates for graduates..On the whole, HE graduates have a low risk of becoming unemployed...it averaged 4,1% (2005) nation-wide (2). Study of DAAD (3): One-fourth of all companies surveyed have already gained experience with the graduates of the new degree programmes. Requirements are met by the graduates (3.1). Measures that would promote employability (belong to the companies): Involvement, by relevant career representatives, in [QA] system, in HE councils and programme advisory boards, close co-operation between companies and HEI, emphasis of key competencies, expansion of practical courses/internships, increasing transparency , counseling provided by career centers (3.2). Initiatives: "Bachelor Welcome"/"More Bachelors and		D 2009-7.a

	Masters welcome" (2004/2006). The declaration of the managers of June 2008 focused especially on HE graduates in MINT (4).		
7.b Dialogue in your country between HEI and employers on...	Sit entrance exam (So), complete additional courses (So), have work experience (So). All BA degrees provide formal access to MA'S degree studies. However, access to MA' degree studies is to be tied fulfillment of addition	Significant (Si), Some (So), A Little (Li), None (No)	D 2009-7.b
7.c Are first cycle graduates able to pursue careers in the public service on an equal footing with other graduates?	Y	Yes (Y), No (N), In some cases	D 2009-7.c
7.d Aligned recruitment procedures and career structures in the public service to take account of the Bologna changes?	In some cases. BA (U und FH): higher level/gehobener Dienst, MA (U und FH): senior level/höherer Dienst. With regard to the Federal Government sphere, a draft bill is currently undergoing the parliamentary process that would change the employment prerequisites for access to federal civil service to the BA/MA degree structure (Bundesbeamtengesetz). Within the draft Act on the Reorganization of Service Regulations (Dienstrechtsneuordnungsgesetz). In the Länder, BA/MA degree structures are being taken into account in revised state civil servants acts. In addition, possibilities for adding flexibility to civil service careers are currently being considered.	Yes (Y), No (N), In some cases	D 2009-7.d
8. Implementation of national QF			D 2009-8
8.a Has the national QF been prepared	Y. The GER QF for HE was developed with the participation of national stakeholders in the BP. It was approved on 21 April 2005		D 2009-8.a
8.b Does the QF include generic descriptors for each cycle based on learning outcomes and competencies?	Y		D 2009-8.b
8.c ECTS	Y		D 2009-8.c
8.d Has the NQF been nationally discussed with all stakeholders?	Y		D 2009-8.d
8.e If the answer to 8.d is no...			D 2009-8.e
8. f Are all formal arrangements for implementing the framework in place and have the necessary formal decisions for establishing the framework been taken?	Y		D 2009-8.f
8.g How far has the implementation progressed?	[Please tick one:] There is significant progress on implementing the framework [answer b]. Comment: Conformance to the QF is reviewed as part of the accreditation process and then confirmed upon actual accreditation. Accreditation is mandatory for all BA/MA degree programmes. IN the QF, all relevant qualifications have been described in terms of learning outcomes and competencies. Implementation has not been completed, however; specific study programmes remain to be described.	Fully implemented (a). Significant progress (b). The work of describing all qualifications in terms of learning outcomes and competencies has been completed (c). There is a timetable (d). Work on implementing the framework has not yet started (f). Work on implementing the framework has not yet started but there is no timetable	D 2009-8.g

		(g).	
8. h What is the stage of progress on the self-certification of compatibility with the EHEA framework?	Completed. Comment: Self-certification was completed in September 2008	Completed/ Started/ Not yet started	D 2009-8.h
8. i Has the self-certification report been published?	No. Comment: The report is to be published on the websites of the BMBF, The KMK and ENIC/NARIC		D 2009-8.i
National implementation of the standards and guidelines for QA in the EHEA		ESG: European standards and guidelines for QA in the EHEA	
9. Reviewing the QA system against the ESG and national support for implementation			D 2009-9
9.a Has your national QA been reviewed against the ESG?	Y		D 2009-9.a
9. b Details	GER QA was reviewed twice (1): Analyze of the GER QA system at HEI by an expert group, with regard to ESG implementation in GER (2005). The group concluded that there is no need for the adaption of the national laws to the ESG...via resolutions taken between December and 2005 and June 2006, the AR revised all relevant basic procedural regulations and accreditation criteria (1.1). The AR and the GER accreditation system have been reviewed...the review report was submitted in June 2008...AR is largely implementing the ESG (1.2). 5 from 6 agencies were reviewed (1.3).		D 2009-9.b
9.c Did the review process result in any of the following?			D 2009-9.c
Stakeholder consultation on changes required to the national QA system?	Y		
Introducing of specific financial or other incentives aimed at improving the internal QA processes in institutions?	N. Comment: No, but internal QA is refined and promoted independently of the testing procedure. This occurs, for example, via goal agreements and via project funding.		
Other measures?	Y. Comment: The AR was among those responding officially to the review referred to under b). In addition, the review and that response are being discussed with stakeholders.		
9.d If incentives and/or other measures have been introduced with the aim of improving the internal QA processes in institutions, has any evidence of the impact of these changes been gathered?	N		D 2009-9.d
9.1 Internal QA in HEI	Some HEI have a coherent system...they conform largely with the ESG. Such internal procedures are designed individually, by the HEI themselves (1). The importance of internal QA procedures has been growing (2)		D 2009-9.1
9.1.a How many HEI have published a strategy for the continuous enhancement of quality?	Some HEI	All HEI, Most HEI, Some HEI, No HEI	D 2009-9.1.a
9.1.b How many HEI have arrangements in place for the internal improval, monitoring and periodic review of programmes and awards?	Some HEI. Comment: Internal committees, QA departments	All HEI, Most HEI, Some HEI, No HEI	D 2009-9.1.b

9.1.c How many HEI have described their programmes in terms of learning outcomes?	Most HEI	All HEI, Most HEI, Some HEI, No HEI	D 2009-9.1.c
9.1.d Are student assessments at HEI designed to measure the achievement of the intended learning outcomes applied in a consistent way?	Some HEI. Comment: teacher evaluations	All HEI, Most HEI, Some HEI, No HEI	D 2009-9.1.d
9.1.e How many HEI publish up to date, impartial and objective information about the programmes and the awards offered?	All HEI. Comment: all HEI publish information about programmes and degree awarding. In addition, such information can be accessed via the Hochschulkompass.	All HEI, Most HEI, Some HEI, No HEI	D 2009-9.1.e
10. Stage of development of external QA system			D 2009-10
10.a Stage of implementation of the external QA system	Accreditation (1) and evaluation (2): 1998: accreditation procedures was introduced for study programmes within the two-cycle degree system based on peer-review (scientists, students, representatives of social partners) (1.1). Act of creation of the foundation for accreditation of study programmes (2005): The task is to ensure that relevant subject-specific standards are met and upheld...this involves reviewing the concept for the relevant study programme, the manageability of the workload, the quality of the teaching, the relevance of the coursework to the workplace and the degree to which gender mainstreaming is practiced (1.2). 2007 system accreditation was introduced, as a complement to existing programme accreditation...[it] focuses of the HEI own internal QA system...for the areas of study and teaching...ESG...are taken into account (1.3). Agencies that carried out the study programmes' accreditation. The AR accredited and reaccredits the agencies [and defines] the basic requirements for the relevant procedures. Accreditation procedures are not subject to the control of the state (1.4). AR serves as a central repository for documents pertaining to accreditation (1.5). For non-state HEI, the WR has introduced an institutional accreditation procedure...On 16 July 2004, the WR approved basic principles for this procedure and pertinent criteria for institutional accreditation (1.6). Evaluation: since 1998, evaluation has been legally enshrined as a general task of HEI. No national co-ordinating institution for evaluations exists in GER...In their structure, the evaluation procedures conform largely to the BP requirements (internal evaluation; external peer-review; often involving international participation; should incorporate student evaluations; and should publish results in some suitable forms)		D 2009-10.a
10.b Does your external QA system operate on national level?	Y. Comment: Accreditation is governed by state HE acts in all Länder while evaluation is governed by such acts in only some Länder		D 2009-10.b
10.c Does external QA system cover all HE	Y. Comment: Accreditation covers the entire two-cycle system of study programmes; evaluation all HE		D 2009-10.c
10.d Which of the following elements are included in your external QA system?	Self-assessment report (Y); external review (Y); publication of result (Y); follow-up procedures (Y)		D 2009-10d
10.e Has a peer-review of the national agencies according to the ESG already taken place?	Y		D 2009-10.e
11. Level of student participation			D 2009-11
11.a In governance of national agencies of QA	Y	Yes (Y), No (N), In some cases	D 2009-11.a
11.b As full members in external review teams	Y		D 2009-11.b
11.c As observers in external review teams?	N		D 2009-11.c
11.d As part of the decision making process of the external review?	Y		D 2009-11.d

11.e In the consultation process during ex. Reviews?	Y		D 2009-11.e
11.f In internal QA	Y	Yes (Y), No (N), In some cases	D 2009-11.f
11.g In preparation of self-assessment reports	In some cases.		D 2009-11.g
11.h In follow-up procedures	In some cases		D 2009-11.h
Comments (a-h)	Answers refer to accreditation...Students are represented at all levels of the GER accreditation system...Two students in AR, one student in each of the agencies, programme and system accreditation. Guidelines for system accreditation call for the student body of the relevant HEI to provide an opinion...The "students' Accreditation Pool" (Studentischer Akkreditierungspool) which is supported by the AR, and which has been established by students themselves, offers students the opportunity to participate in accreditation procedures. The pool offers its members regular training...agencies are able to draw on the assistance of students outside the pool...In practice, in some cases no provision is made for student participation. Special attention should be given to ensuring that students participate systematically in system accreditation.		D 2009-11: Comments
12. Level of international participation (21): in which of the following is there international participation...			D 2009-12
12.a the governance of national agencies for QA	Y	Yes (Y), No (N), In some cases	D 2009-12.a
12.b external evaluation of national QA agencies	Y	Yes (Y), No (N), In some cases	D 2009-12.b
12.c teams for external review of institutions or programmes, either as members or observers	In some cases	Yes (Y), No (N), In some cases	D 2009-12.c
12.d membership of ENQA	Y	Yes (Y), No (N), In some cases	D 2009-12.d
12.e other international network	INQAAHE: International Network for Quality Assurance Agencies in Higher Education; ECA: European Consortium for Accreditation in HE; CEE network: Central and eastern European network of quality assurance agencies in HE; EQAR: European Quality Assurance Register		D 2009-12.e
Recognition of degrees and study periods			
13. Stage of implementation of DS	89% of the HEI hand out DS for BA and MA degrees (2008) (1). HRK provides the DS, along with highly specific relevant examples and other work aids, as files for download (2).		DS: Diploma Supplement
13.a Issued to students graduating from...	1st cycle (Y), 2nd cycle (Y), 3rd cycle (No), remaining "old type" programmes (./) (not in a standard way), short higher education programmes (N.a)	Yes, No, Not applicable	D 2009-13.a
13.b Which of the following apply to DS issued in your country...	Issued in a widely spoken European language (Y, EN and GER), issued free of charge (Y), for a fee (Y), automatically (Y), on request (Y), corresponds to the EU/CoE/UNESCO DS (pos.), a national DS is used that is different from the EU/CoE/UNESCO DS (./)	CoE: Council of Europe	D 2009-13.b
13.1 Describe the way in which the DS is used for the recognition of foreign qualifications (or studies)			D 2009-13.1
13.1.a The DS is used as reference document when admitting holders of foreign qualifications to the second and third cycles	Y		D 2009-13.1.a

13.1.b Holders of foreign qualifications who present a DS in a widely spoken language do not have to provide official translation of their qualification?	N		D 2009-13.1.b
13.1.c Holders of foreign qualifications who present a DS in a widely spoken language do not need to prove through other documents the validity of the qualification in the awarding country (further studies or employment)?	N. Comment: The DS is a supplementary document. There are no plans for the DS to replace the graduation document awarded by HEI		D 2009-13.1.c
13.1.d Specific actions has been taken at a National and Institutional level to enhance the use of DS as a communication tool towards the labor market?	Y. Comment: Survey of the HRK's Bologna office regarding implementation of the DS (2004). Four nation-wide events...and a publication of the HRK (2005), Follow-up survey (2007), Presentation of the survey results (2008).		D 2009-13.1.d
14. National implementation of the principles of the Lisbon Recognition Convention			D 2009-14
14.a Legislation comply with the LC?	Y. In 2004, the Equivalency Commissioner of the KMK presented a report on the need for legislative action with regard to implementation of the LC following its entry into force. Pursuant to that report, the federal and Länder laws...already conform to the legal status required by the convention.	LC: Lisbon recognition	D 2009-14.a
14.b Does appropriate legislation comply with the later Supplementary Documents?			D 2009-14.b
14.b.i Recommendation on the criteria and procedures for recognition	Y		D 2009-14.b.i
14.b.ii Recommendation on the Recognition of Joint Degrees	Y. Land laws; rules for accreditation are being prepared		2009-14.b.ii
14.b.iii Code of good practice in the Provision of Transnational Education	N		D 2009-14.b.iii
14.c Which of the following principles are applied in practice?			D 2009-14.c
14.c.i Applicants' right to fair assessment	Y. The legal foundations consist of the provisions in the relevant land laws and/or in the statutes of the HEI. Efforts are being made to complete pertinent practical implementation. Problems include inadequate information regarding recognition procedures and inadequate staffing and technical resources at HEI		D 2009-14.c.i
14.c.ii recognition if no substantial difference is proven	Y		D 2009-14.c.ii
14.c.iii demonstration of substantial differences where recognition is not granted	Y		D 2009-14.c.iii
14.c.iv Provision of information about your country's HE programmes and institutions?	Y. www.hochschulkompass.de, ENIC web sites		D 2009-14.c.iv

14.c.v Do you have a fully operational ENIC?	Y. Zentralstelle für ausländisches Bildungswesen, ZAB...Joint institution of the Länder...defined as an assessment office...it supports HEI and agencies that have to make decisions in connection with evaluation and recognition for foreign educational certifications (academic and vocational recognition). 15000 written opinion/year. Increasingly, it has also been providing such opinions directly to individual persons. The ZAB functions as the GER NARIC...and ENIC (1). IN the national framework, ZAB participates in general deliberations regarding equivalency, especially in connection with preparing of government agreements...The ZAB works closely with the Foreign Office, the HRK and the DAAD (2)		D 2009-14.c.v
14.d Any action to implement fully the convention and the later Supplementary Documents	Discussions with stakeholders (1), Information campaign (2)		D 2009-14.d
15. Stage of Implementation of ECTS			D 2009-15
15.a Percentage of the total number of HE programmes in which all programmes components are linked with ECTS	50-75%. Use of the ECTS is planned for all two-cycle degree programmes. Many HEI prepare learning agreements and transcripts of records only upon request or only for mobile students.	100%, 75-99%, 50-75%, <50%	D 2009-15.a
15.b ECTS credits linked with learning outcomes?	Credits are a quantitative measure of students' workload. They cover instruction itself, the time required for preparation and follow-up, examinations and preparations for examinations, including final and other papers and, in some cases, internships	No, In some programmes/ the majority/ in all	D 2009-15.b
15.c If you use a credit system other than ECTS, please give details...	./		D 2009-15.c
15.c.i Compatible with ECTS	./		D 2009-15.c.i
15.c.ii Ratio between ECTS and national credits?	./		D 2009-15.c.ii
15.d Action to improve understanding of learning outcomes	Y. The persisting problems in implementation are being dealt with through a range of measures that include the following: HRK's annual meeting 2008 (issue of learning outcome and new requirements pertaining to teaching) (1). Each year the DAAD offers HEI a range of ECTS conferences (Topics 2007: preparation and use of Learning agreements and transcripts of records, 2008: learning outcomes and modularization) (2), events and publications (3).		D 2009-15.d
15.e Actions taken to improve measurement and checking students workload	Y. Serving as a basis for curriculum design...in the context of reaccreditation. The importance of such measurements and regular checks is emphasized throughout a range of events and information, especially in the context of learning outcomes		D 2009-15.e
15.f Actions to assist HE staff or other stakeholders in applying ECTS	Y. HRK senate recommendation (2007) (ECTS im Kontext: Erfahrungen und Anwendungsfelder) (1). Co-ordinator conferences held by the HRK's Bologna Service Centre (2). Conferences, informations and manuals of the DAAD, individual advising visits (3).		D 2009-15.f
Lifelong Learning			
16. Recognition of prior learning			D 2009-16
16.a Nationally established procedures in place to assess RPL as a basis for access to HE programmes	Y. HE entrance examinations and comparable procedures under Land law	RPL: Recognition of prior learning	D 2009-16.a
16.b Established RPL procedures in place to allocate credits towards a qualification?	N. While there is still a lack of nationally established procedures, model trials relative to the recognition of earlier learning achievements are being promoted (Ex. ANKOM-Übergänge von der beruflichen in die hochschulische Bildung)		D 2009-16.b
16.c Established RPL procedures to allocate credits for exemption from some programme requirements?	Y. Since 2002, it has been possible to credit knowledge and skills acquired outside of HE sector towards HE studies, as long as the knowledge and skills to be credited are equivalent, in terms of content and level, with the part of studies that they are replace. Such crediting can be applied up to 50% of the HE study programme (Crediting via individual case review, general crediting for entire groups, placement testing)		D 2009-16.c

16.d To what extent are any such procedures applied in practice?	Some. WS 2006/07: 1% students without formal HE entrance qualifications...measures for enhancing transitions from vocational training to HE. Such measures include efforts to make procedures for recognition and creating previous learning achievements simpler and more transparent.	Comprehensively, Some, A little, None	D 2009-16.d
17. Flexible learning paths	see No. 16 and Part II of the report		D 2009-17
17.a Are there specific measures in place to promote flexible learning paths within the NQF	./. The QF is a reference system that promotes transparency and comparability in Europe. In keeping with this perspective, flexible learning paths are promoted not within the QF but within the education system. With regard to the relevant support measures, the reader's attention is called to the national Social dimension action plan (Part II)	(N)QF: (National) qualification framework	D 2009-17.a
17.b Measures to support HE staff in establishing flexible learning paths?	N. Länder support HEI financially in developing and introducing dual study programmes		D 2009-17.b
17.c Flexibility in entry requirements aimed at widening participation	Y. In all 16 Länder...persons without formal HE entrance qualifications can obtain access to HE. Possibilities ...are to be expanded. Crediting up to 50% of knowledge and skills acquired outside HEI (2002)		D 2009-17.c
17.d Flexible delivery methods to meet the needs of divers groups of learners?	Y. HEI offer preliminary and "bridging" courses, distance learning programmes, study programmes for working people and blended-learning. Main focus is on MA degree programmes...The areas in which additional action is needed include development of flexible learning methods that can take account of individual learning strategies and the special needs of different groups.		D 2009-17.d
17.e Are there modular structures of programmes to facilitate greater participation?	Y. Programmes are being modularized and assigned credits points		D 2009-17.e
17.f Provide statistics if possible	see Part II		D 2009-17.f
Joint Degrees			
18. Establishment and recognition of joint degrees			D 2009-18
18.a Joint Degrees especially mentioned in legislation	Y		D 2009-18.a
18.a.i Does the legislation fully allow establishing joint programmes	Y		D 2009-18.a.i
18.a.ii Does the legislation fully allow awarding joint degrees?	Y		D 2009-18.a.ii
18.b Percentage of HEI which are involved in...			D 2009-18.b
18.b.i joint degrees	1-25%	75-100, 50-75, 25-50, 1-25, 0	D 2009-18.b.i
18.b.ii joint programmes	25-50%		D 2009-18.b.ii
18.c Level of joint degree/programme cooperation	First cycle (L), second cycle (W), Third cycle (L)	None (N), Little (L), Widespread (W)	D 2009-18.c
18.d Subject areas/disciplines with the joint-degree/programmes co-operation most widespread	Integrated degree programmes and joint degree programmes. DAAD supports some 100 joint degree programmes (most: law, economics, social sciences. Some: Linguistic, engineering, cultural sciences. GER HEI participated ...in 50 of 103 MA degree programmes selected throughout Europe (ERASMUS-Mundus, most: engineering and natural sciences). Ca. 7000 students are pursuing degree programmes leading to joint degrees (4600 UFA)	UFA: Université franco-allemande	D 2009-18.d
18.e Number of joint programmes	SS 2008: 250		D 2009-18.e
18.f Actions to encourage or allow joint programmes	Funding. Funded programmes: Study programmes of the UFA, the joint degree programmes, international partnerships for study and education, the PhD programmes of the DAAD and numerous regional or country-specific bilateral and international degree programmes, ERASMUS-Mundus programmes.		D 2009-18.f

18.g Support systems for students?	Grants, summer schools, language and subject-specific courses and study trips for students. Guest professorships help build bilateral relationships.		D 2009-18.g
Mobility			
19. Removing obstacles to student and staff mobility			D 2009-19
19.a Measures..to enhance student and staff mobility and overcome main obstacles?	2006: 83000 GER students went abroad (80% in EHEA). Aims: 50% go abroad for study-related reasons, 20% spent at least one semester at a foreign HEI...Mobility is being promoted in all three cycles, especially via BAföG, grants, mobility allowances, structural and partnership programmes, provision of comprehensive information about GER HE education and research sector, financial support for HEI efforts to support and assist foreign students (STIBET), support of students' local ERASMUS initiatives. 2006: DAAD-Programm (Programme for promoting internationalization structures at GER HEI), Campaign BMBF: Go out! (1). Monitoring (2): DAAD monitor the development of international mobility...protecting and increasing mobility in the coming years will be among the most important challenges (2). Staff Mobility (3): Measures: 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 (3.1). German mobility centre...is part of Euraxess, the European network of mobility centers...offers internationally mobile researchers a range of information and advising (3.2). Promotion via individual grants or in the framework of partnerships (3.3). HRK conference (2008): Penalized for being mobile (3.4)		D 2009-19.a
19.b Arrangements for visas, residence and work permits	More flexibility to residence-law and employment-law for students (1): For foreign students from non-EU countries who hold a residence permit for HE students in an EU country, the residence regulations pertaining to studies in a different EU country have been relaxed (1.1). Once a GER HEI has approved an applicant's language skills...the authorities do not require any further proof...A total of 460 English-language BA programmes are offered (1.2). After completing studies, students may stay up to a year in GER...option of working up to 90 full days or 180 half-days, without having to obtain a special work permit (1.3). [Kritik] (1.4): students from non-EU countries have felt disadvantaged by the decision to place a one year limit...previously such permits were issued for two-year periods (1.4). Researchers (2): Residence permits if they have entered into an agreement with a suitable research institution, for purposes of carrying out a research project. Such residence permits include a working permit [including teaching] (2.1). Acceptances are not longer signed by individual institutes; instead, they are signed by the central administration of HEI (2.2). Spouses of invited scientists...receive unrestricted access to the GER employment market...Art. 20 makes it possible to invite doctoral students as researchers (Aufenthaltsgesetz Art. 20) (2.3).		D 2009-19.b
19.c financial support for national and foreign mobile students and staff?	Y. Students (1): BAföG as of 1 January 2008, in EU Member states and the Switzerland, students are eligible for support throughout courses of studies, including studies leading through to qualifications. Outside the EU, support is available up to one year and up on 5 semesters in some cases (1.1). Critics: support for stays has been converted to normal BAföG support (50% loan, 50% grant), with the exception of the tuition eligible for full grant coverage throughout a period up to one year (1.2). Students may apply to the Bundesverwaltungsamt for educational loans, for stays abroad, in addition to the BAföG (April 2001) (1.3). DAAD...functions as a national agency for... EU programmes...the DAAD offers annual grants (Jahresstipendien) for all subjects, grants for semesters in combinations of studies and practical courses and a free-mover grant programme. 2007: 56000/300 Mio. Euro and 29000 persons in EU programmes (1.4). Numerous smaller support programmes oriented to special subjects areas or countries (1.5). Scientists (2): Grant programmes for teaching staff of the DAAD (5700 Scientists/year). 2006/07: 2720 Teaching staff in ERASMUS short term teaching in more than 30 countries outer Europe. The Alexander von Humboldt Foundation, the Fulbright Commission and the Carl-Duisberg Gesellschaft also offer funding opportunities (2).		D 2009-19.c

19.d Are study periods taken abroad recognized	Y. 100% recognition tends to be the exception		D 2009-19.d
19.e Accommodation for mobile students and staff?	Y. Nationwide 180 000 housing spaces...these facilities also include dormitories for international students and guest houses for international scientists and academics. 36%...are occupied by foreign students. HEI are also increasingly offering accommodations for guest professors/lecturers and their families.		D 2009-19.e
19.f Measures been taken to increase outward student and staff mobility?	Y. With regard to measures, see 19 a-e. Another effort that should be mentioned is the campaign Go out!		D 2009-19.f
20. Portability of loans and grants			D 2009-20
20.a Are portable grants available	Y		D 2009-20.a
20.b Are portable loans available	Y		D 2009-20.b
The Attractiveness of the EHEA and Cooperation with other partners in the world			
21. Implementation of strategy			D 2009-21
21.a measures to implement the strategy "European HE in a Global setting"	2008: 19327 international co-operation at 274 GER HEI, involvement of 4026 foreign HEI/141 countries (according to the Hochschulkompass). Other activities (DAAD): support for HEI in development of internationally oriented education programmes, PhD programmes, summer academies and post-graduate programmes with topics oriented to developing countries.		D 2009-21.a
21.b What has your country done to...			D 2009-21.b
21.b.i improve information on the EHEA outside Europe	Presence at HE fairs, internationalization, information material in English, information centers (DAAD has 14 branch offices, 49 information centers), media campaigns		D 2009-21.b.i
21.b.ii promote EHE, enhance ist world-wide attractiveness and competitiveness	International Marketing for GER Education and Research Sectors (all important institutions, 2001), GATE-Germany (HRK, DAAD, funded by the BMBF 6 Mio./2007): marketing (1). European level: Consortium (DAAD, Campus-France, NUFFIC, British Council, EU-Commission) organizes EHE fairs in Asia and founded EU-Asia HE Platform (EUA, DAAD, NUFFIC)...to improve co-operation between Europe and developing countries in Asia, in the area of HE (2). Numerous activities [non specify] (3). The number of foreign students in GER has risen by 70% since 1998 (4).	NUFFIC: Netherlands organisation for international cooperation in higher education	D 2009-21.b.ii
21.b.iii strengthen cooperation based on partnership in HE	Promoting internationalization is a primary focus of numerous DAAD programmes that support establishment and development of bilateral co-operation...The range of such programmes includes "international Study and Education partnerships (Studien- und Ausbildungspartnerschaften), UNIBRAL, project-oriented exchanges of persons, "East" and "South" partnerships, partnerships between institutes for Germanic studies, and programmes with Japan and Korea. Structure-building co-operation projects are being supported in a total of 90 subject-oriented partnerships with HEI in developing countries.		D 2009-21.b.iii
21.b.iv intensify policy dialogue with partners from other world regions	Dialogue on innovative HE strategies (DIES) (DAAD and HRK) carries out seminars, informational travel and conferences...Topics: quality management and QA. Formation of subject-oriented networks (partnerships between institutes of German studies, Transition Economics) and regional networks (African Good Governance Network) is being carefully supported. International trips [...] for scientific delegation. Agreements...regarding grant programmes and/or memoranda of understanding (1). Conference of ministers of Education of ASEM member countries (Berlin 2008)...has helped to intensify the dialogue (2)		D 2009-21.b.iv
21.b.v improve recognition of qualifications with other world regions	Strengthening ZAB (1). Publicity...aimed at enhancing acceptance of BA and MA degree programmes. For example...in the US (2).		D 2009-21.b.v
21.c Measures to implement the OECD/UNESCO guidelines for quality	The guidelines have not been formally implemented. Since all study programmes that lead to a GER degree have to be accredited, regardless of where they are offered, it is not absolutely necessary to implement the guidelines specifically. The questions under 21d)		D 2009-21.c

Provision in Cross-border HE	are thus not relevant.		
21.d Are the guidelines applied to...			D 2009-21.d
21.d.i cross-boarder provision of your education programmes	./ Comment: not applicable		D 2009-21.d.i
21.d.ii incoming HE provision	./ Comment: not applicable		D 2009-21.d.ii
Future Challenges			
22. Main challenges for HE	<p>The main emphasis will consist of consolidation and optimizing the implementation process...mobility within the EHEA is to be assured and expanded via a range of measures, including measures in the following areas: Two-cycle structure of studies (1): Conversion...will be continued...Additional efforts remain to be made in conversion of study programmes with state examinations (1.1). Organizational and structural framework for studies is to be further improved (flexible curricula, frameworks for internships) (1.2). Improve quality of teaching (1.3). Improve framework for study: expanding counseling and support services...enhancing students' own sense of responsibility for their studies, and for improving provision of information about available programmes (1.4). Doctoral studies: International exchanges of experience regarding their status and financial support are to be intensified. [More] structured programmes...it will be necessary to retain a variety of different pathways leading to doctoral degrees (1.5). QA (2): In 2007, system accreditation was introduced, as a complement to existing programme accreditation...system accreditation focuses on a HEI own internal QA system. The challenges for the coming years will thus include establishment of internal quality management structures at all HEI. Recognition of studies and examinations (3): 41% of academic work carried out abroad was completely recognized, 23% no recognition, all other cases recognition was partly (2007): Further implementation of the National Action Plan for Recognition of 2007 will help to solve practical problems in recognition (3). Mobility (4): Longer stays abroad are to be integrated systematically within curricular also in BA programmes (4.1). Scientific staff: HEI are to be supported in developing complex internationalization strategies (4.2). (...)</p>		D 2009-22
22. Main challenges for HE	<p>(...) Employability (5): acceptance needs to grow still further...via transparent QA, and the comprehensive range of information available for future students and potential employers needs to be optimized...[intensified] co-operation between HEI and industry throughout a range of areas, including curriculum design, management of final papers, joint establishment of career centers, and personnel exchanges (5). Social dimension (6): see Part II, Ch. III. Lifelong learning (7): ...a focus is being placed on measures than [sic] enhances the ease of transitions between vocational training and academic education and that address the demand for continuing education in the area of science...developing additional educational resources, facilitating access to HE for vocationally qualified persons without formal HE entrance qualifications, and promoting continuing education in the sciences (7).</p>		D 2009-22



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