



Centre for Higher  
Education Development

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# **Bologna in the process: Country report Germany**

Dr. Johanna Witte, 16 November 2006

Putting the Baltic Sea Region on the Map: Towards a Global Promotion  
Strategy for Higher Education in Northern Europe

Humboldt Universität zu Berlin

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# Structure

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1. Are all types of higher education institutions integrated into the Bologna framework, or just full-scale universities?
2. How is that framework structured (i.e. respective duration of BA, MA and Phd programmes)?
3. How is the system of programme accreditation organised (public or private agency)?
4. How big is the share of the national student population currently enrolled in the new BA-MA-Phd framework of higher education?
5. Has higher education become more international in terms of English-taught programmes?

# 1.-2. Types of HEIs in B/M framework and degree structures

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- Universities, including arts and music colleges and technical universities
- *Fachhochschulen (FH)*
- (*Berufsakademien*)
- one of the features of German policy formulation to bring universities and FH into one degree framework
- 3+2, 3.5+1.5, 4+1 all allowed by Federal framework act (HRG)
- de facto:
  - universities largely 3+2 (some exceptions in eng.)
  - FH divided between 3+2 and 3.5+1.5
- PhD: 3 years, largely unregulated

# 3. Accreditation

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- decentralised, competitive accreditation system under a federal framework
- one accreditation council (*Akkreditierungsrat*), 6 (private) accreditation agencies (ASIIN, AQAS, ZeVA, ACQUIN, FIBAA, AHPGS)
- programme accreditation (paper form, later repeated)
- corporatist representation on boards/peer review
- currently discussion on more efficient and less intrusive modes (“process/system” accreditation, audit....)
- one framework for universities and FH

## 4. Degree of implementation

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- 36% of degree programmes B or M (2,300 B, 1800 M)
- 8% of students, 14% of new entrants (Winter semester 2004/05, HRK 2006)
- quickly increasing trend, full implementation by 2010 expected
- 31% of programmes accredited (March 2006)

# 5. Programmes taught in English language

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- Source: Maiworm, F. and Wächter, B. (2002), „English-Language-taught degree programmes in European HE: Trends and Success Factors“, ACA: Lemmens.
- „quantitative importance of education provided in English is extremely limited everywhere in Europe“ (p. 30)
- Estimate: between 2.4-3.5% of degree programmes in Germany at that time
- Many more programmes partly in English
- Interesting individual models (e.g. FH Mannheim: first year in English, then German)

## 6. Some important features

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- federal system: 16 legal frameworks, 16 modes of implementation
- formally same degrees and degree titles at universities and FH (B.A./M.A., B.Sc./M.Sc., B.Eng./M.Eng., LL.B./LL.M.)
- Bachelor degree legally defined as „qualifying for a profession“ at universities and FH
- average transition rate of only 50% to Masters envisaged (implementation open)
- selective access to Masters

## 7. Hint

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- PhD on Bologna process in Germany, the Netherlands, France, and England
- Witte, J. (2006). „Change of degrees and degrees of change: Comparing adaptations of European Higher Education Systems in the Context of the Bologna Process“, CHEPS/UT: Enschede:
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