

# New Masters in Context

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# New Masters in Context

- Context
- New Masters
- Trends

# Context: Bologna Process

- Bachelor & Master (& PhD)
- ECTS (learning outcomes/competencies)
- Lifelong learning
- European/National Qualifications Frameworks
- Diploma Supplement

# Bologna Process: Principles (1)

- Enhancement of mobility:
  - horizontal mobility (cross-border)
  - vertical mobility (access and progression)
- Multi-entrances; multi-exits solutions
- Focus on competences (learning outcomes)
- Focus on employability

# Bologna Process: Principles (2)

- Focus on quality (and quality assurance)
- A deduced principle:
  - permeability

# Bologna Process: Practices

- New challenges mean new opportunities and require new solutions
- „New“ players on new levels
  - (which type of institution offers which kind of degree level?)
- Increase in innovations
- Increase in competition
- Increase in cooperations

# „New Masters“ in Europe

- **Ireland:** Regional Technical Colleges have been offering masters for specific qualifications for a long time.
- Flemish speaking part of **Belgium:** universities and 'hogescholen' are organising masters jointly
- the **Netherlands:** professional masters and professional doctorates are being developed
- **Germany** and **Austria:** cooperation (and competition) between Fachhochschulen and universities.

# The German case

## Before Bologna:

- Universities: 9-10 semester degree courses; e.g. Dipl.-Ing.
- Fachhochschulen (universities of applied sciences): max. 8 semester degree courses; e.g. Dipl.-Ing. (FH)

## With Bologna:

- Bachelor degree: 3-4 years
- Master degree: 1-2 years; research-oriented OR application-oriented; independent of type of institution



# Consequences (1)

- Development of new profiles
  - ‚vocational drift‘ in traditional universities
  - ‚academic drift‘ in professional higher education institutions
- Blurring of traditional profile types
- Cooperation and competition
  - opportunity or threat?

# Consequences (2)

- Major attitude: „The institution does what it is!“ –  
But does it really (e.g. application-oriented  
masters at universities)
- New approach: „The institution is what it does!“  
(form follows function)

Many thanks for your attention!