

Evolution of a more heterogeneous student body in Germany

AG Hochschulforschung: Expansion in Higher Education.
New students, more problems?

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Project nexus – Concepts and good practice
in Higher Education



HRK German Rectors' Conference
Project nexus
concepts and good practice in higher education



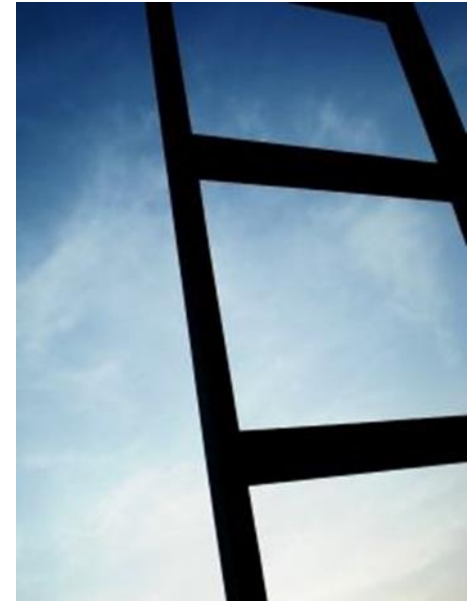
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Widening participation

- lifelong learning paradigm
- debate on human resources
- demographic change
- rising knowledge society
- trend of upskilling
- international competitiveness

→ growing social and cultural diversity of students



Widening participation

- long tradition (100 years) of opening higher education institutions in Germany (see Schwabe-Ruck, 2010)
- interest in non-traditional students within the comeback of the lifelong learning (LLL) concept (see Schuetze & Slowey, 2000)
- percentage of second and third chance learners at higher education institutions at 3,3% second chance and 1,1% third chance learners (without Abitur) (see Autorengruppe Bildungsberichterstattung, 2010)
- students without higher education entrance qualification gained at school by 2010 at approx. 2,1 % (9.250 freshmen) (see Nickel & Duong, 2012)
- 2001 there were 1.600 freshmen with a vocationally gained HE entrance qualification and 2012 already 11.592 (see latest official statistics)

Share of non-traditional students

Fig. 2.1

Share of all students with non-traditional routes to higher education (in %) – National definitions

Share of students with non-traditional routes to higher education in %



Source: EUROSTUDENT III, Subtopic 7

EUROSTUDENT Questions: 2.1 "What was your route to higher education entry?", 1.2 "Gender"

KMK resolutions

- KMK resolution 2009: higher education entrance for vocationally qualified without entrance qualification gained at school:
 - general access to higher education: for persons holding master craftsman, technician, certified senior clerk and comparable qualifications
 - subject-specific entrance qualification: vocational qualification and work experience (usually three years)
- KMK resolutions 2002, 2008 – recognition of prior learning; laws of the Länder

HRK resolution 2013: Bologna Prozess

- The implementation of the Bologna-Prozess has to be optimized in some parts
 - mobility and recognition
 - more flexible study programmes
 - diversity of students
 - individual student life-cycle
 - quality assurance mechanism

Flexible part-time study programmes

- higher education institutions attract non-traditional students
 - 87,6% universities and 86,1% universities of applied sciences offer part-time or dual study programmes (summer semester 2009) (see Minks, Netz and Völk, 2011, p. 13)
 - more than 4.000 certification programmes besides undergraduate programmes (see Minks, Netz and Völk, 2011, p. V)
 - in approx. 1.800 study programmes recognition of prior learning is possible (see nexus-Anrechnungskompass)

Part-time study programmes

type of higher education institution	undergraduate programmes			postgraduate programmes		
	study programmes in total *)	thereof part-time study programmes**)	%	study programmes in total *)	thereof part-time study programmes**)	%
Universities	5.663	608	10,74	4.993	791	15,84
Universities of applied sciences	3.207	487	15,19	1.894	604	31,89
Universities of Art and Music	521	7	1,34	510	22	4,31
In total	9.391	1.102	11,73	7.397	1.417	19,16

→ 15 % part-time study programmes

*) without expiring study programmes; **) four categories of studying part-time (HRK-Hochschulkompass at 03/14/2014)

Initiatives and good practice

- Federal Ministry of Education and Research
 - advancement through Education
 - projects within the Teaching Quality Pact
 - recognition of prior learning (ANKOM)
 - Project nexus of the German Rectors' Conference
- initiatives by the Länder, scientific organizations and higher education institutions
 - difficult to isolate and name transferable elements
 - HEs have own standards to ensure quality
 - difficult to measure good practice (sustainable; transferable; what else?)

Outlook

- widening participation in the context of institutional profiles and the differentiation of the higher education system (all vs. some HEIs)
 - need for changes in study and teaching
 - quality assurance mechanism
 - focusing on learning outcomes and competences
 - recognizing prior learning
- paying more attention to the social and cultural diversity of students

Literature

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HRK

Thank you for your attention!

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