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Europe Our Future: Opportunities resulting from Bologna

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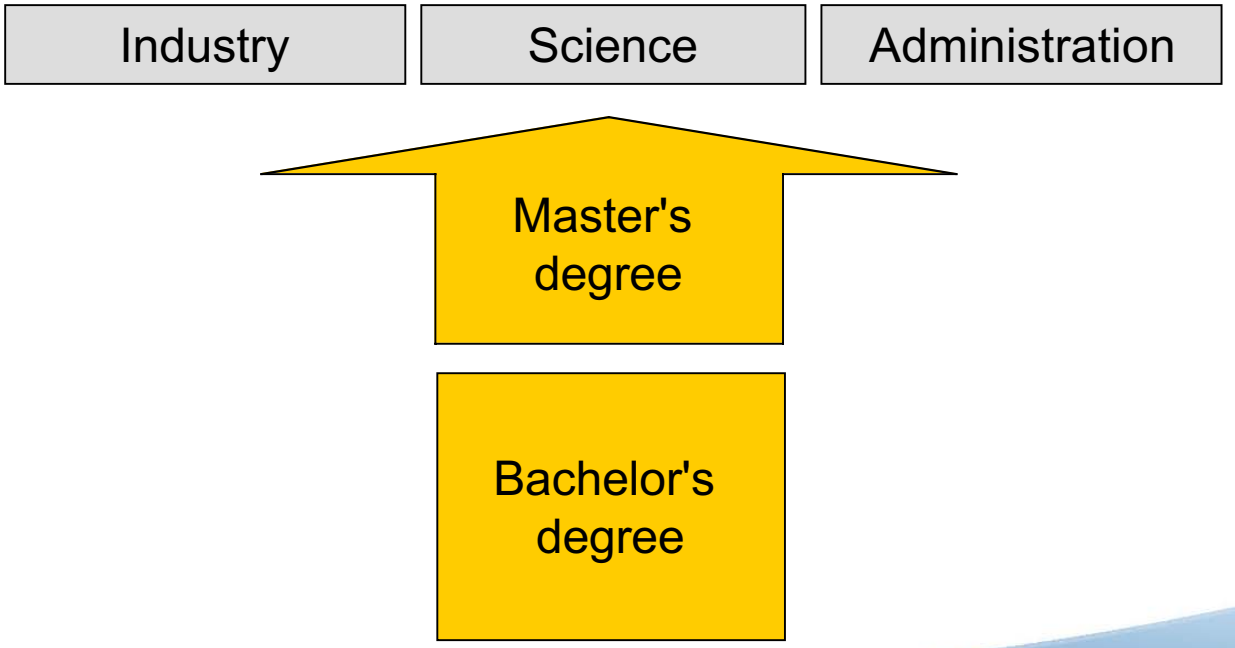
Status 2005 at :

- 20% foreign students
- Average length of study for a *Diplom*/Master's degree: 11.2 semesters
- First Bachelor and Master courses in 1998
- Today over 50 B.Sc. and M.Sc. courses
- *7 international English-language Master's programs*
- Modularization and *European Credit Transfer System* in *B.Sc., M.Sc.* and *Diplom courses* adopted (>>Munich Modell<<)
- Complete switch from *Diplom* to B.Sc. / M.Sc. in several faculties (e. g. Civil Engineering and Surveying; Informatics) in 2005

Thesis 1:
The Master's degree is to be the standard TUM degree

- Five-year courses (as applicable for *Diploma* courses to date) are to remain the standard
- Main goal is to enable achievement of key R&D qualifications for a career



Thesis 2:
The two-step model opens up new options

In geographical terms:
Increased international student mobility

In content terms:
Provision of non-consecutive courses in addition to normal courses

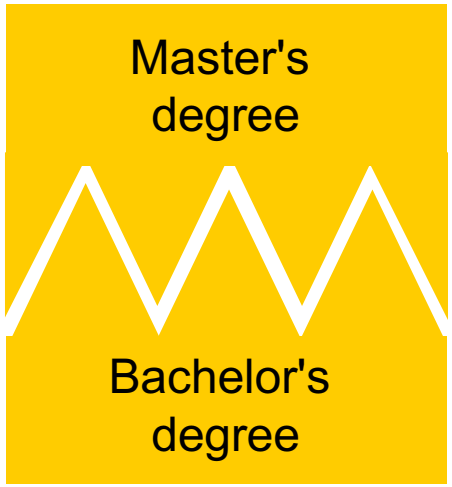
In terms of time:
Gainful employment in suitable occupational fields, including gainful employment between a Bachelor's and Master's course

Thesis 3:
Fixed admission quotas for university-based Master's courses are contraproductive

- Quality assessment is a matter of university autonomy
- Rigid rules do not reflect dynamic labor market demands
- Quotas destroy the acceptance of Bachelor's and Master's degrees
- The TUM should be able to decide on further admission criteria on the sole basis of academic considerations

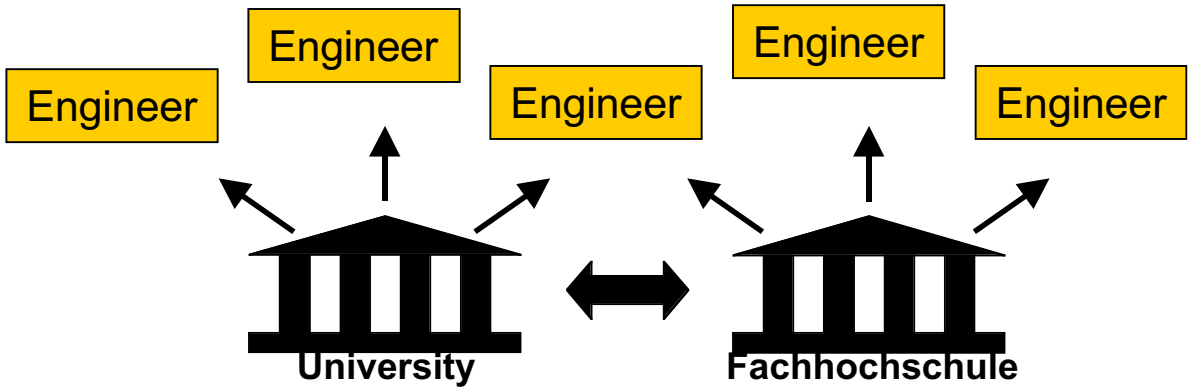
Thesis 4:
Restricting the length of consecutive Bachelor‘s and Master‘s courses must be part of the concept

- Interlinked B.Sc. / M.Sc. programs prevent prolonged studies
- Highly motivated and capable students receive the goal faster



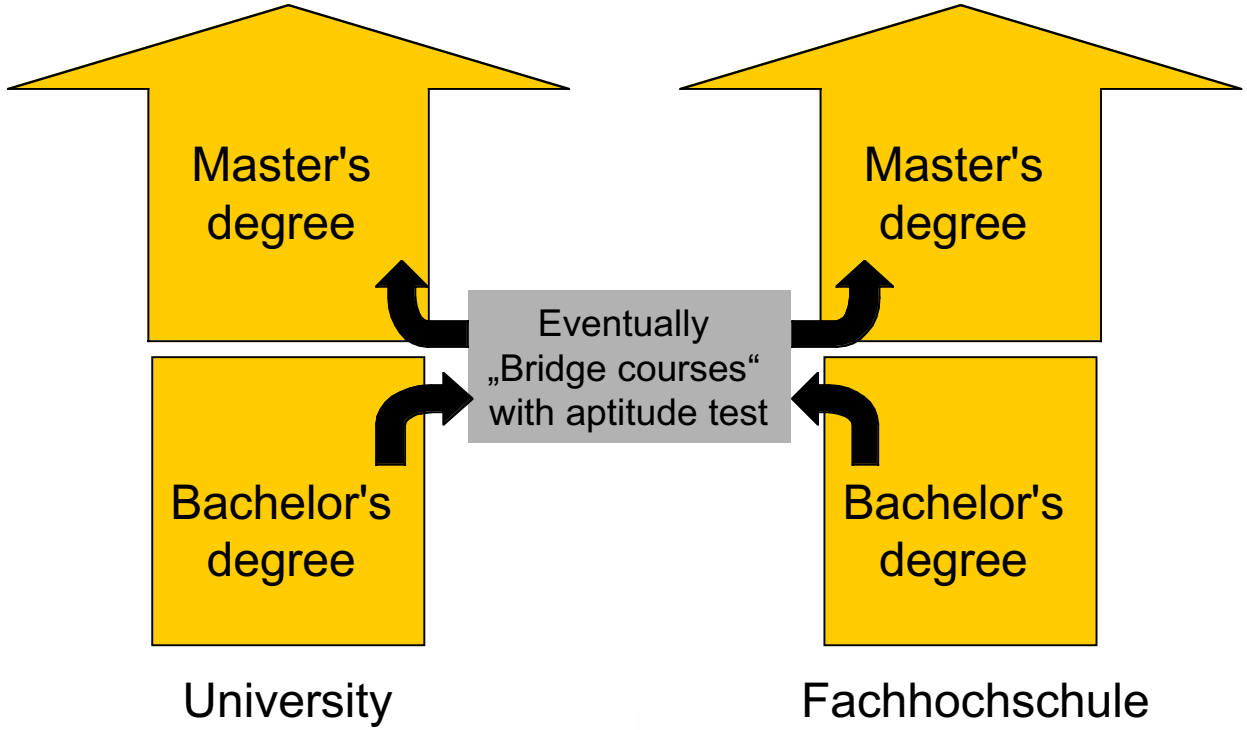
Thesis 5:
Universities and Fachhochschulen have to complement each other regarding their profiles

Modern days economy has a need for scientists, engineers and economists with differing profiles



- There is a need to retain and further develop complementary educational concepts
- Cooperational efforts have to be made

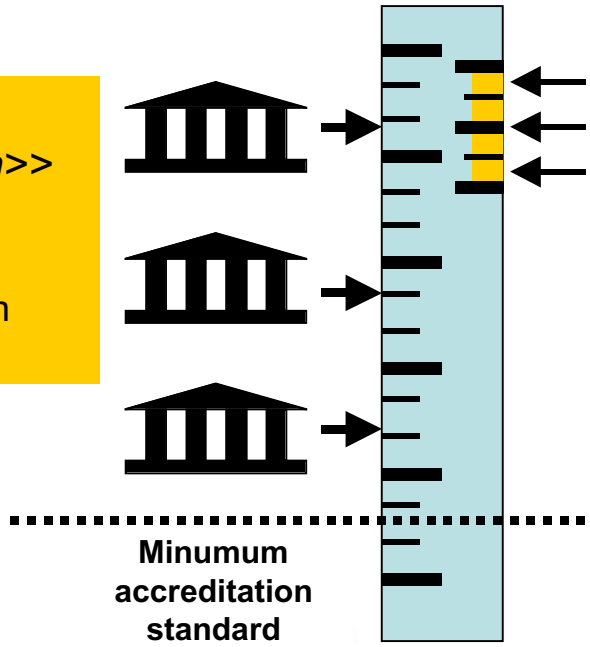
Thesis 6:
Admission of Bachelor's graduates from Fachhochschulen to a Master's course at a university is to be granted, depending on strict academic criteria.



Thesis 7:
Accreditation of Bachelor's and Master's courses is, at the moment, unscientific and not ambitious enough

Necessary improvement of accreditation:

Institutional <<process accreditation>> and evaluation
instead of
simply verifying minimum standards

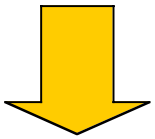


Measurement of international top standards
instead
of developing a mediocre national quality norm

Thesis 8:

- **Identification of B.Sc. & M.Sc. titles with the respective institution**
- **The <<Dipl.-Ing.>> has to be maintained as a German trade mark academic title**

- More competition is necessary between universities:



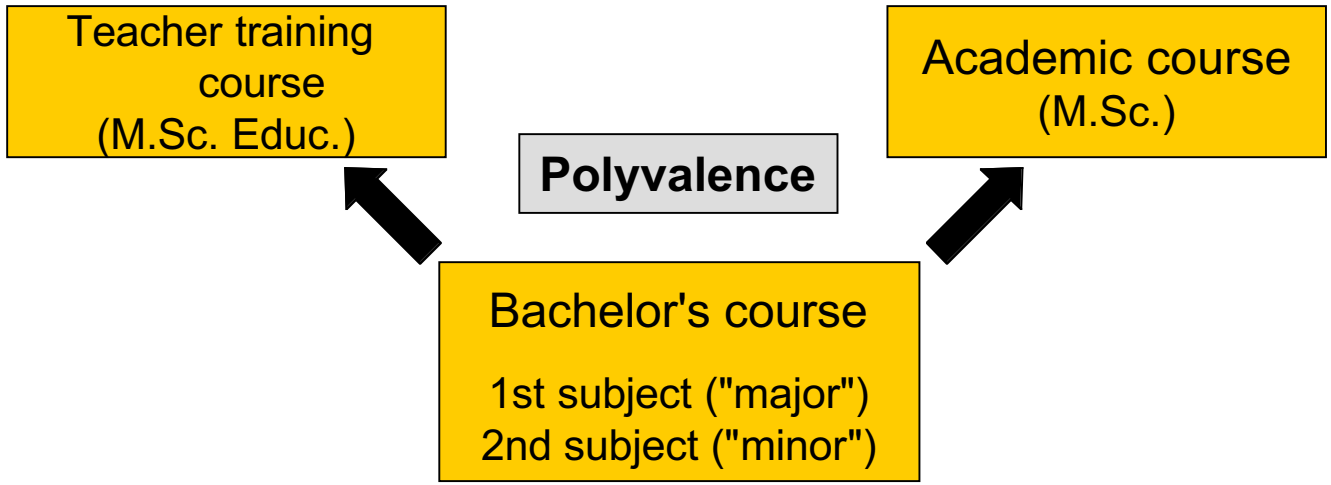
- The trademark has to feature in our academic titles
- degrees should become the trademark

B. Sc. (TUM)

M.Sc. (TUM) = Dipl.-Ing. (TUM)

Thesis 9:
At TUM, teacher training courses have to conform to the Bologna process

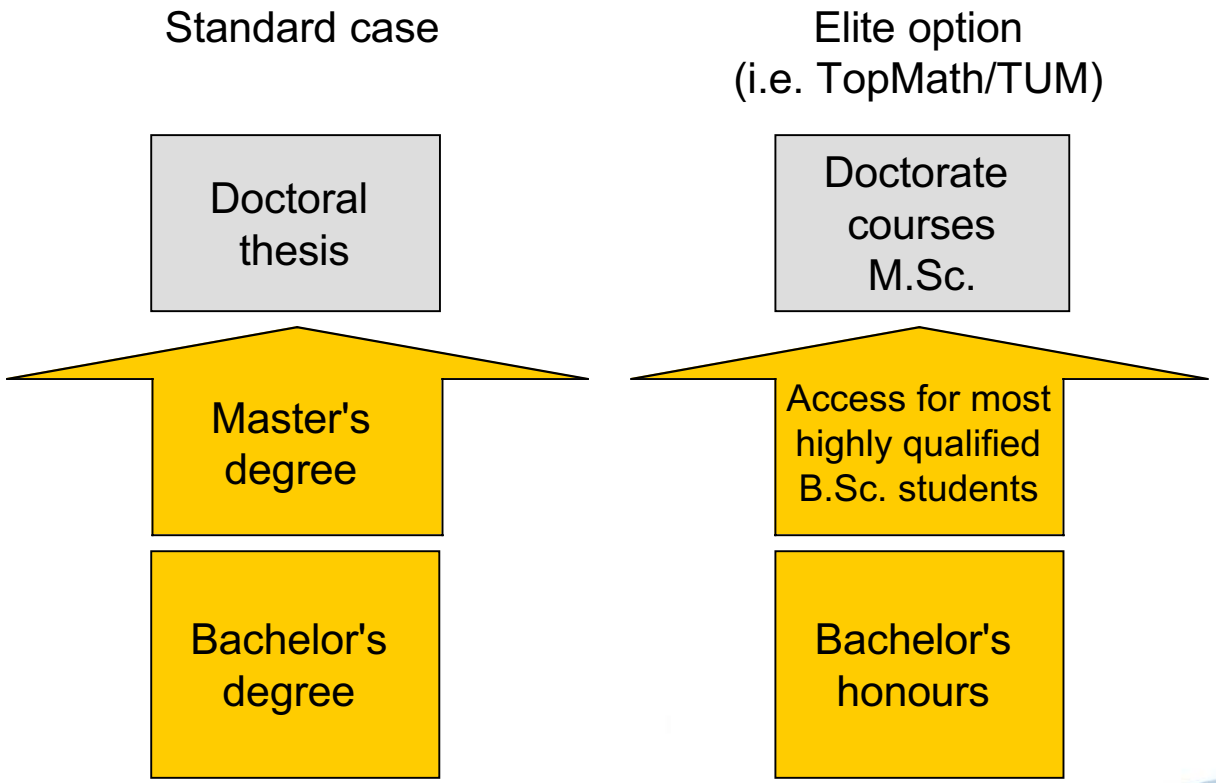
's polyvalency model for training academic secondary school teachers (*Gymnasium*):



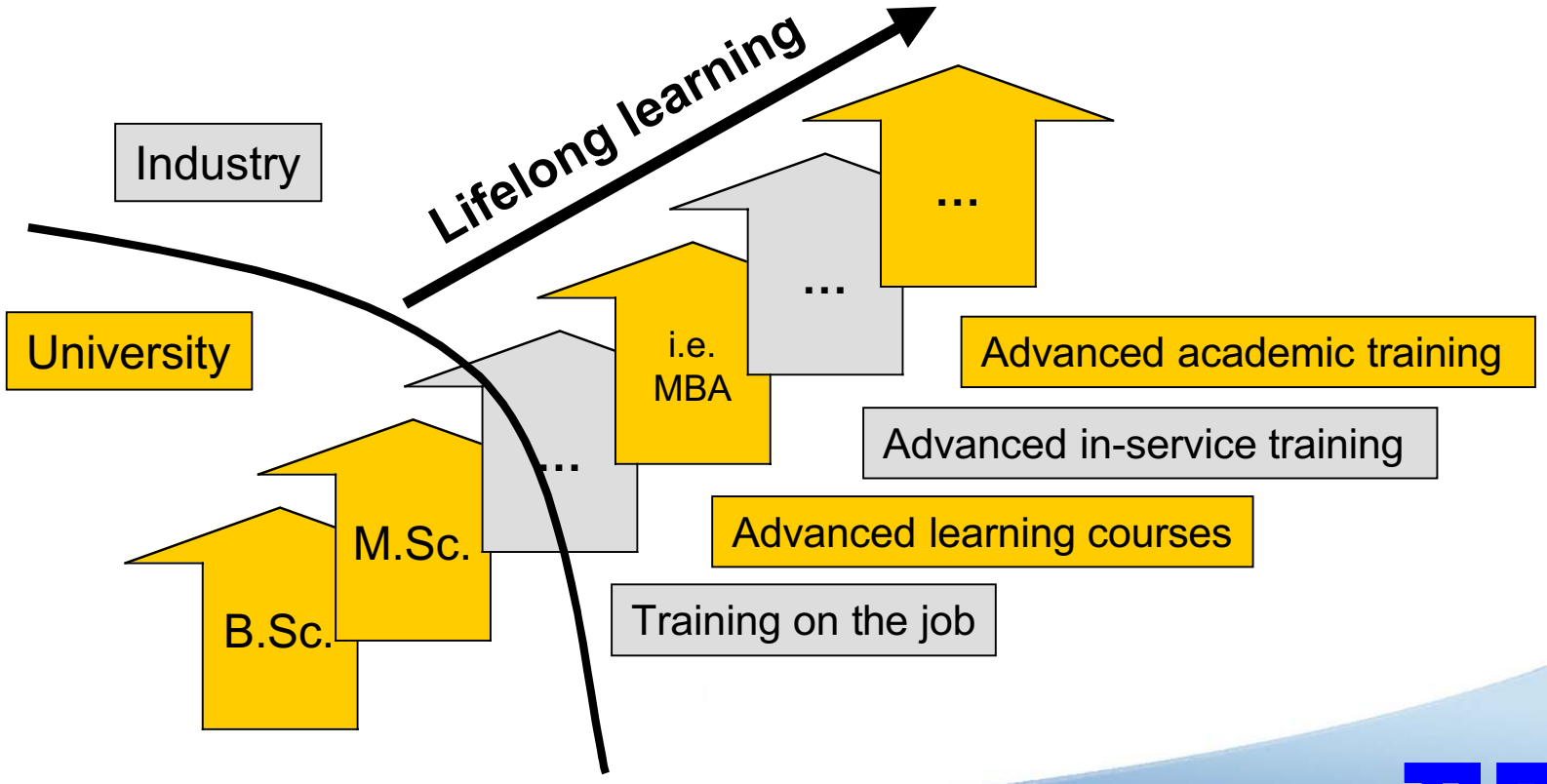
Note an important specifity:
The job market for teachers is still an exclusive governmental matter!

Thesis 10:
Structured doctorate courses are to be established

At post-graduate institutions or as part of elite courses



Thesis 11:
Continued advanced academic training is to be established as the straight-forward extension of the Bologna process



Joint position of the major German Technical Universities (TU-9):

<<The Bachelor opens doors, the Master's degree is the goal.>>