

Enhancing the Quality of Postgraduate Education

Developing Standards and
Recommendations for LLL Master
Programs Conforming to the Bologna
Process

Background

- Postgraduate education has become increasingly important (LLL)
- Rising demand for postgraduate education
- Rapidly growing offer
- New target groups
 - employed persons
 - non-traditional target groups (professional competences)

Challenges & Problems (1)

- Recognition of prior learning (non formal and informal)
- Development of programs for new target group
- Funding function might influence quality
- Little transparency as regards
 - the offers
 - ECTS awards

Challenges & Problems (2)

- In German speaking countries little experience as regards
 - learning arrangements
 - didactical and methodological demands on learning processes
 - support and management structures

Project targets

- Development of standards for postgraduate Master programs
 - Support HEIs in design, planing, realization of Master programs
 - Support in designing internal quality management
 - Basis for external quality assurance
 - Promote awareness of high-quality postgraduate offers and transparency

Methodology

- Project group HEIs of all sectors (public & private universities, FHs [universities of applied sciences])
 - Self analyses & comparative analyses
 - External input by experts
 - Existing recommendations and guidelines
- ⇒ Development of standards/guidelines and examples of good practices

Levels for the analyses

HEI-WIDE MANAGEMENT TASKS

- support
- marketing
- quality management
- accreditation of skills

PROGRAM LEVEL

- modularization
- curriculum/planning and financing
- academic experts/mentors
- examinations

MODUL LEVEL

- learning arrangements
- study material
- learning environments

MICRO

MESO

MACRO

Possible Quality Criteria

- Compatibility of the programs, permeability, and linkage of the programs, modularization
- Recognition of professional skills/access paths for non-traditional students
- International orientation (English-language modules)
- Orientation towards Bologna criteria (outcome orientation, skills orientation, ECTS)
- Awarding (number) of credit points
- Quality management commitment
- Service orientation, support
- Participant and market orientation
- Research and science orientation, scientific transfer
- Adult-compatible instruction and course design
- Academic feasibility
- Teaching personnel
- Transparency

Quality Criteria

- What criteria can be defined as quality criteria?
- What aspects particularly define the quality of Master programs?
- How can the quality criteria be operationalized?