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Abstract

The paper examines the implementation and understandings of the master degree in three European countries in the wake of Bologna. The freedom of manoeuvre allowed by generic Bologna recommendations has resulted in a broad variety of patterns of organisation and linkage to the first cycle. The cases of England, Denmark and Portugal are considered here, illustrative of the diversity in the understanding and implementation of the master degree. The dimensions addressed are: structural aspects; the master's relationship with the bachelor; and master typologies and purpose. Reflecting on the attainment of Bologna objectives related to degree comparability to date, the paper invites consideration to how differences can be addressed to ensure that structural and perception factors are not hindrances to cooperation and joint initiatives among countries. (HRK / Abstract übernommen)