

The European Higher Education Area (Bologna Process)

Prof. Andrejs Rauhvargers, Latvia
BFUG member,
Chair of Stocktaking WG

Presentation prepared jointly by

Andrejs Rauhvargers and Stephen Adam



Bologna process DOES NOT lead to

- Unified European degrees,
- An exclusive system of '3+2'
- A Central European HE agency,
- A Centralised European accreditation.

Bologna process DOES lead to

- Transparent qualifications,
- Qualifications aligned with a common reference framework based on 3 cycles,
- Qualifications expressed in learning outcomes,
- Cooperation in quality assurance
- Improved mobility and employability,
- Improved mutual trust and recognition



Main topics to be covered



Part I

- Background and policy
- Main action lines,
- 3 - tier degree system,
- Transparency instruments – DS and ECTS,
- **Qualifications frameworks**
- **Quality assurance**

Part II

- **Joint degrees**
- Recognition of qualifications
- Cooperation with other parts of the world
- Tasks for 2005-2007
- Stocktaking for 2007
- Prospects for further developments

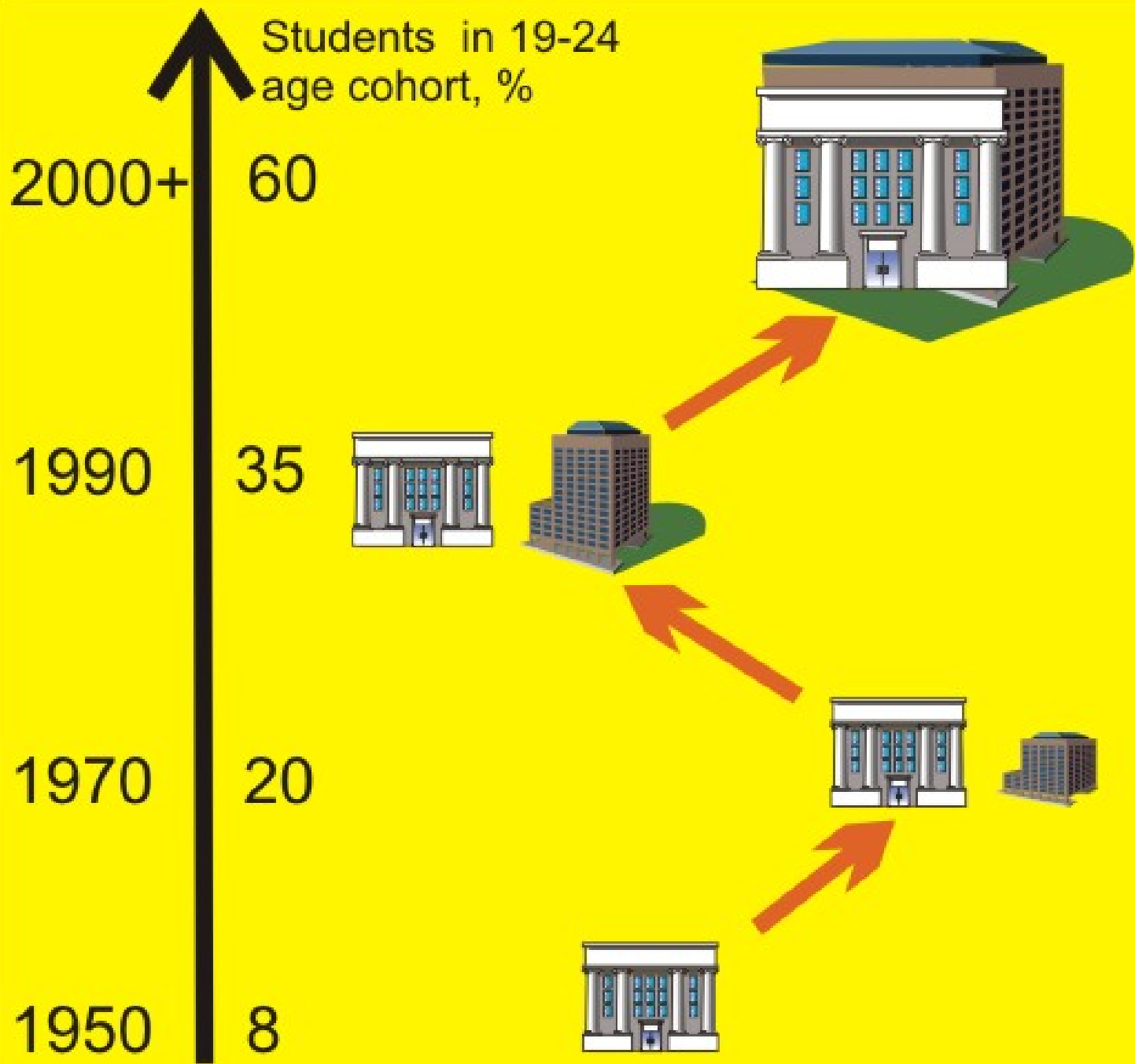


Background and policy

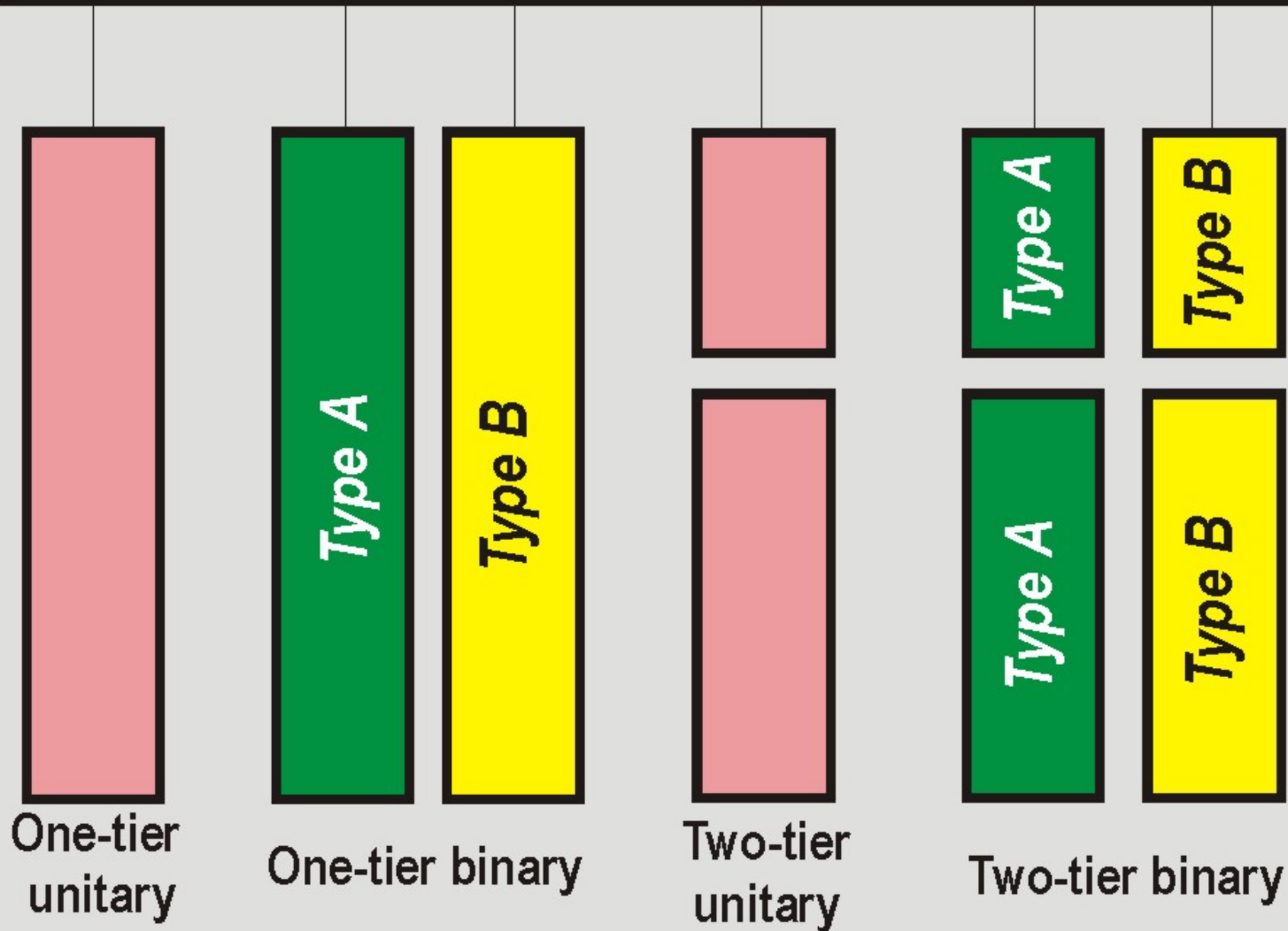
Where was Europe before Bologna?

- Just a few systems had a long tradition of Bachelor-Master structure
- Some countries had just introduced Bachelor - Master structure
- In many continental European countries the typical HE final qualification was awarded after 4-6 years long one-tier programs,
- in some countries: several sequential HE qualifications with different functions but it was difficult to indicate the bachelor and master levels in the present understanding

**Proportion
between
“*university*”
and
“*non-
university*”
HE in
Europe**



Admission to doctoral studies



Secondary education qualification

The names of degrees can be confusing ...

*Baccalaureus, Bachelor, Bakalar,
Baccalaureat, Bachiler, Bachiler de ciencias*

License, Licenciado, Licenciat, Lisensiatti

Master, Maisteri, Maitrîse, Mestrado

*Candidat, Cand mag., Kandidatti, Kandidaats,
Kandidat nauk*

PhD, Doktor, Dottore di Laurea, Doctorandus

Diplom, Higher National diploma, Diploma of HE

Graduate diploma, Postgraduate diploma,



Who makes higher education policy in Europe?



- Even in the EU educational issues are NOT delegated to the EU central bodies
- Europe is much more than EU-25

Hence, policy measures can only be carried out **as voluntary co-ordination of national policies** (“open coordination”)

- The 1999 Bologna declaration was a joint decision to coordinate policies by 29 states
- It is now 45 states members to the Council of Europe European Cultural convention

Predecessors of Bologna declaration (I)



the Council of Europe/UNESCO European
Region Recognition Convention (the Lisbon
Convention), adopted in Lisbon, 1997

*The analytical work during the drafting the
LRC clearly showed the need of
transparency and some coordination*

Predecessors of Bologna declaration the Sorbonne declaration 1998



A proposal to move forward from the Lisbon recognition convention, but:

- only the “big 4”
- Lack of supporting research
- The unfortunate misunderstanding of the “3-5-8”

Trends I study (Haug, Kirstein 1999),



Survey seems to point at an architecture based on 4 steps corresponding to various entry levels into professional life or to progress steps in studies:

- sub-degree level: about 2 years
- degree level (bachelor): no less than 3, no more than 4 years
- master level: about 5 years in higher education
- doctoral level: about 8 years in higher education.

The Bologna declaration

European Higher Education Area: aims

- achieving greater compatibility and comparability of the systems of HE,
- promoting citizens' mobility and employability,
- promoting international competitiveness of the European higher education
- ensuring that the European higher education acquires a world-wide degree of attraction

At the same time taking full respect of:

- diversity of cultures, languages, HE systems,
- universities' autonomy



Main Bologna action lines (I)



- Adoption of a system of easily readable and comparable degrees;
- Adoption of a system essentially based on two cycles,
where already the 1st cycle graduates are employable in the European labor market;
- Establishment of a system of credits for transfer & accumulation;
- Promotion of student & staff mobility;

Main Bologna action lines (I)

- Promotion of European co-operation in QA;
- European dimension in higher education.

Added in later Communiqués

- Lifelong learning;
- Social dimension;
- Promoting the attractiveness of the European Higher Education Area
- Doctoral studies as the 3rd Bologna cycle
- Introducing qualifications frameworks

How the process is run

- Decisions at bi-annual ministerial meetings
- Bologna Follow-up Group coordinates action
- Policy seminars to clarify complicated issues
- Reporting:
 - EUA Trends in Learning Structures reports,
 - National progress reports,
 - Bologna Stocktaking (started after 2003)
- Support/ involvement by international actors:
EU Commission, Council of Europe, UNESCO,
EUA, EURASHE, ESIB, ENQA, ENIC/NARIC
networks, employers' organizations a.o.





The move toward a three tier degree system

Common core of bachelor degrees, (Seminar in Helsinki, 2001)



- 180 - 240 ECTS credits
(3-4 years of full-time studies)
- learning to learn skills should be an essential part of bachelor studies
- bachelor degrees both at universities and professionally-oriented HEI
- programs with different orientation to ensure the variety of individual, academic and labor market needs

Common core of bachelor degrees, 2001



- labor market relevance should not undermine higher education's cultural value
- part of programs should be oriented towards particular professions
- other should mainly prepare students to further studies and entrance to labor market at a later stage
- ALL the programs should include core skills and competencies

Conclusions on Master degrees - 2003



- The entry to a master's program usually requires a bachelor-level degree.

Holders of master degree will have

- level of knowledge/ understanding allowing to
 - integrate knowledge and handle complexity,
 - formulate judgments and
 - communicate conclusions to an expert and to a non-expert audience.
- skills to pursue further research or studies in a largely self-directed, autonomous manner,

All bachelor degrees should open access to master studies and all master degrees - to doctoral studies,

Conclusions on Master degrees - 2003



- While master degree programs normally carry 90 - 120 ECTS credits, the minimum is 60 ECTS credits at master level,
- Master programs may have different orientations and various profiles to accommodate a diversity of individual, academic and labor market needs.
- Differences in orientation or profile should not affect the civil effect of the master degrees.
- In certain fields, there may continue to exist integrated one-tier programs leading to master degrees,
- Master degrees can be taken at universities and in other HE institutions.

Doctoral studies – the third Bologna cycle



- Duration: 3-4 years full-time as a rule,
- Programs should be aligned with the QFs,
- Core component of doctoral training is original research, yet
- Programs should include taught courses to ensure
 - interdisciplinary training and
 - the development of transferable skills,
- The interdisciplinary, intersectoral and international mobility should be promoted through cooperation between universities and other partners

Doctoral studies

- Doctoral programs should prepare graduates for employment market also outside academia
- The diversity of doctoral programs in Europe is a strength which has to be underpinned by quality.
- The role of supervision and assessment is crucial and there should be transparent agreements,
- Doctoral candidates should be recognized as professionals – with commensurate rights





Transparency instruments - ECTS



What is ECTS?

European Credit Transfer & Accumulation System is

- a student-centred system
- based on the student workload required to achieve the objectives of a program,

ECTS was set up initially for credit transfer.

It is now developing into an accumulation system

to be implemented at institutional, national and European level.

60 credits per year

ECTS is based on the principle that 60 credits measure the workload and learning outcomes of a full-time student during one academic year.

The student workload of a full-time study program in Europe amounts in most cases to around 1500 - 1800 hours per year and in those cases one credit stands for around 25 to 30 student working hours.



ECTS Key features (version autumn 2004)

- Credit is a way of quantifying the learning outcomes.
- LO are sets of competences, expressing what the student will know, understand or be able to do after completion of learning.
- Credits can only be obtained after completion of the work required and assessment of the learning outcomes achieved.
- Credits are allocated to all educational components of a study program (modules, courses, placements, dissertation, etc.) and reflect the of work each component requires



ECTS grading scale

- Used for transfer but not adopted by all countries internally
- Grades are statistical:
A – best 10%, B – next 25%, C – next 30%,
D – next 25%, E – next 10%
Fx and F - failure

Transparency instruments – Diploma supplement

Diploma Supplement points

1.1 To whom the diploma has been issued

1.2 Identification number of that person as a student

(information allowing to locate the person in the HEI databases)

2.1 Name of qualification and *(if applicable)* title conferred - *in original language*

Diploma Supplement points



2.2 Main field(s) of study for the qualification:

2.3 Name (in original language) and status of awarding institution

2.4 Name (in original language) and status of institution (if different from 2.3) administering studies

2.5 Language(s) of instruction/examination

3. INFORMATION ON THE LEVEL OF THE QUALIFICATION

3.1. Level of qualification

(which Bologna cycle has been completed or other level explanation)

3.2 Official length of program

(preferably number of ECTS credits, alternatively duration in years)

4 INFORMATION ON THE CONTENTS AND RESULTS GAINED

4.1 Mode of study

(full time/part time/ distance/ e-studies, etc)

4.2. Programme requirements

*(requirements for acquiring qualification,
If available, details of the learning outcomes,
skills, competencies and stated aims and objectives,
any features that help define the qualification)*

4.3 Programme details: modules or units studied and the grades/marks/credits obtained *(the transcript)*

4 INFORMATION ON THE CONTENTS AND RESULTS GAINED

4.4 Grading scheme and, if available, grade distribution

4.5. Overall classification of qualification (original language)

5 INFORMATION ON THE FUNCTION OF THE QUALIFICATION

5.1 Access to further study:

5.2 Professional status (*if applicable*):

6 ADDITIONAL INFORMATION

6.1 Additional information

6.2 Further information

7 CERTIFICATION OF THE SUPPLEMENT

Date:

Signature:

Capacity:

Official stamp or seal:

8. INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM



Qualifications frameworks

Previous European practice how higher education qualifications were described was



listing the:

- admission requirements,
- duration of program (later workload in credits),
- study contents, i.e. lists of courses

but almost nothing was said about learning outcomes: competencies, skills, etc.

As a result:

- Even the level of qualification may be unclear,
- In binary systems each subsystem may have different and incompatible qualification levels
- It is not clear what the graduate “can do”
- It is difficult to make international comparisons needed for recognition

Berlin ministerial communiqué of 2003



Encouraged elaboration of national frameworks that should describe qualifications in terms of :

- level,
- workload,
- learning outcomes
- Profile

Requested elaboration of and an overarching framework for the whole EHEA

Quoting Stephen Adam:

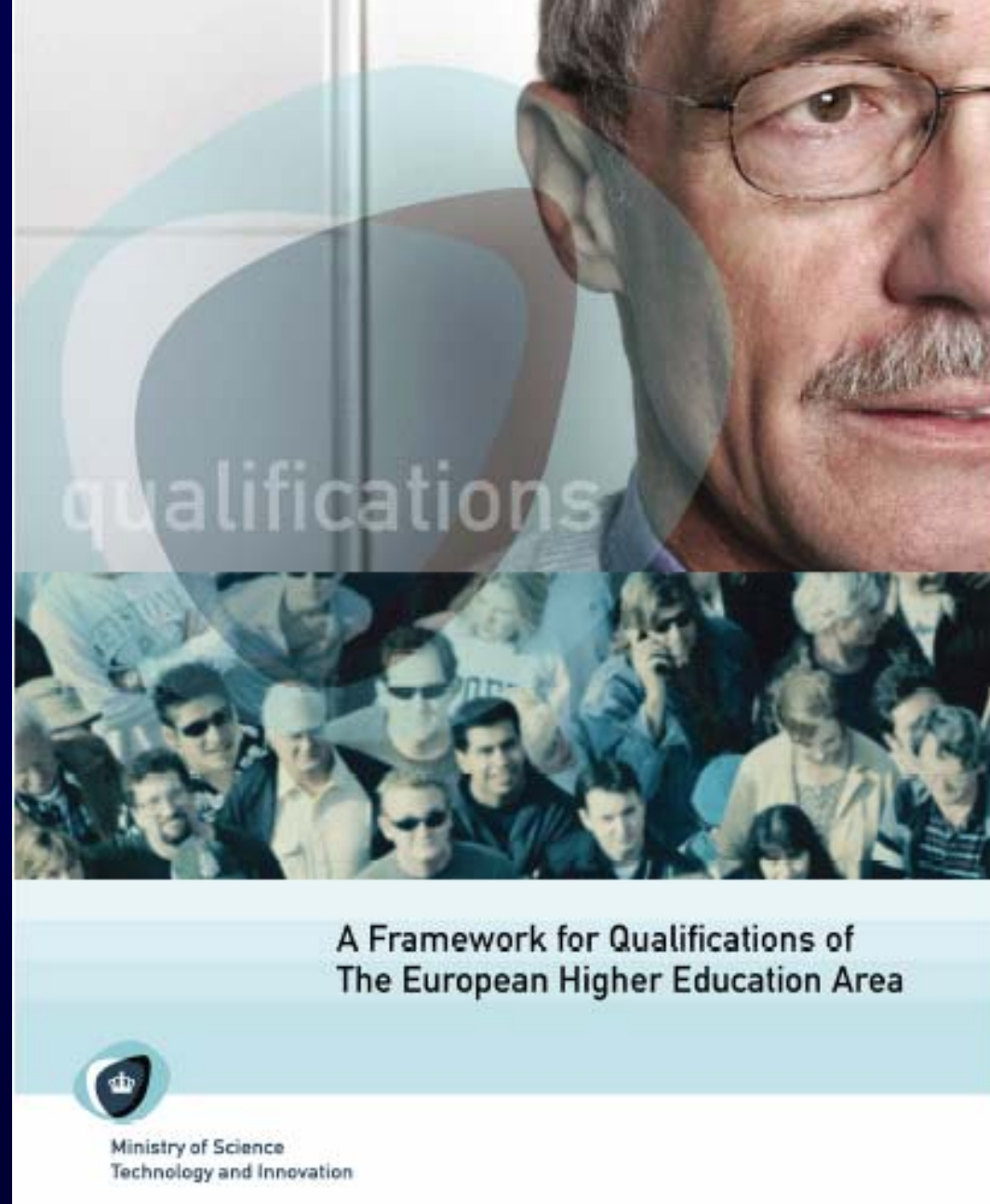
National qualifications framework is the single description, in which all qualifications are described through learning outcomes and which shows how the qualifications in the national system are related to each other.

Benefits of describing qualifications in terms of learning outcomes



- More clarity to employers
- More clarity to students,
- Tool for curriculum development
- Defining learning outcomes of each module helps
 - creating LLL paths
 - Use of modules for learners from outside
- Recognition can be focused on these learning outcomes which are relevant to the purpose for which recognition is sought,

Report of the European Framework group



direct link:

http://www.aic.lv/ace/ace_disk/Bologna/Bol_semin/Copenh/Copenh2005/EQFreport.pdf

EHEA overarching framework

- **Cycles:**
 - First cycle (bachelor, etc.)
 - Second cycle (master etc.)
 - Third cycle (Ph.D. etc.)
- **Cycles based on generic descriptors (the Dublin descriptors)**
 - Knowledge and understanding
 - Applying knowledge and understanding
 - Making judgments
 - Communication skills
 - Learning skills



EHEA overarching framework



Credit ranges in ECTS

- Short cycle: approx. 120 ECTS
- First cycle: 180-240 ECTS
- Second cycle: 90-120 ECTS (min 60)
- Third cycle: not yet specified

Relations between the EHEA overarching framework and the national frameworks



Being more general, the overarching QF:

- should be capable to accommodate the national QFs
- help interpret qualifications between them
- EQF does not use profile,
- EQF consists of three main cycles, with additional provision for a short cycle.
- EQF includes cycle descriptors that can be used as reference points.

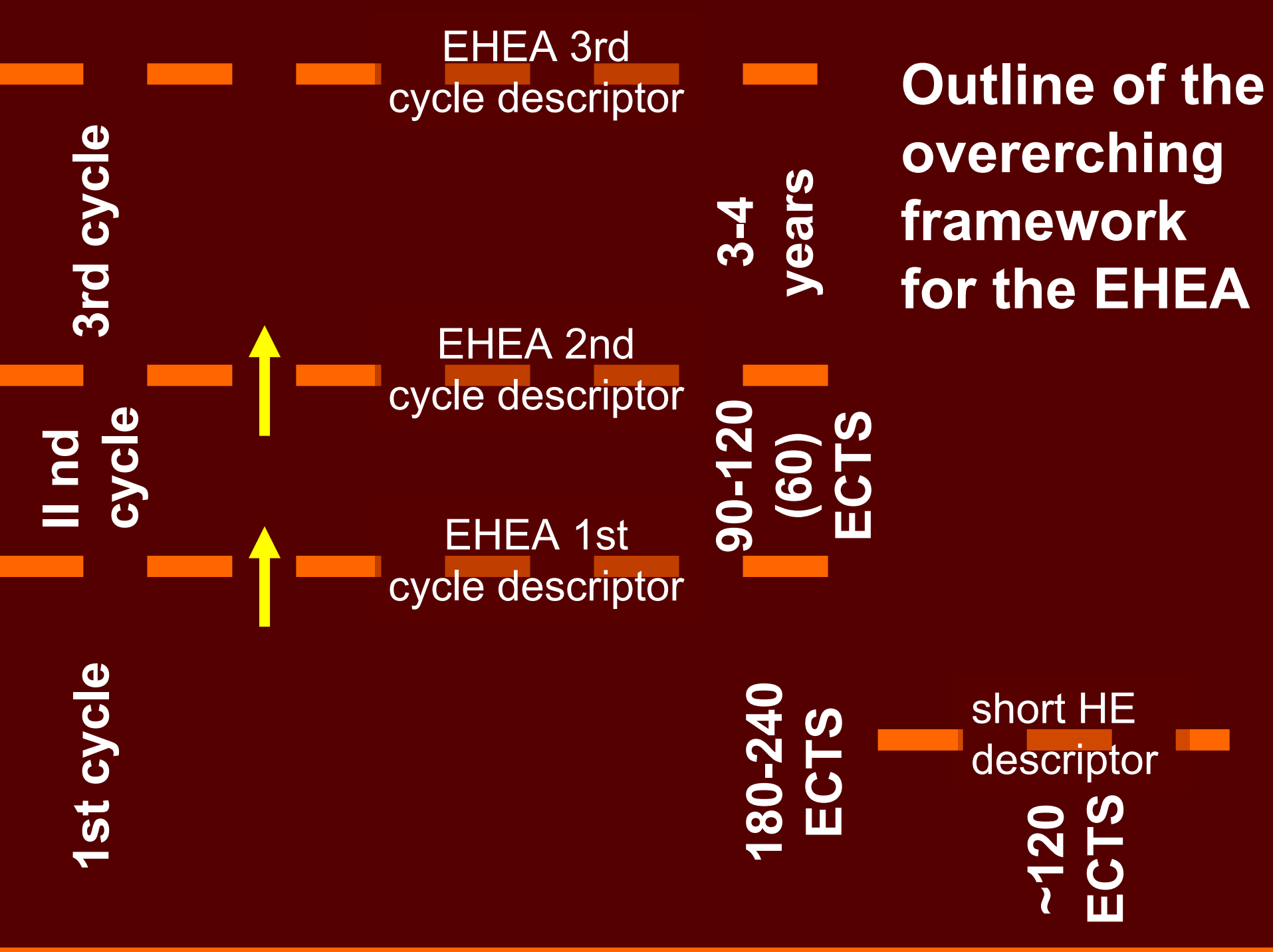
Descriptions of qualifications in the National qualifications frameworks



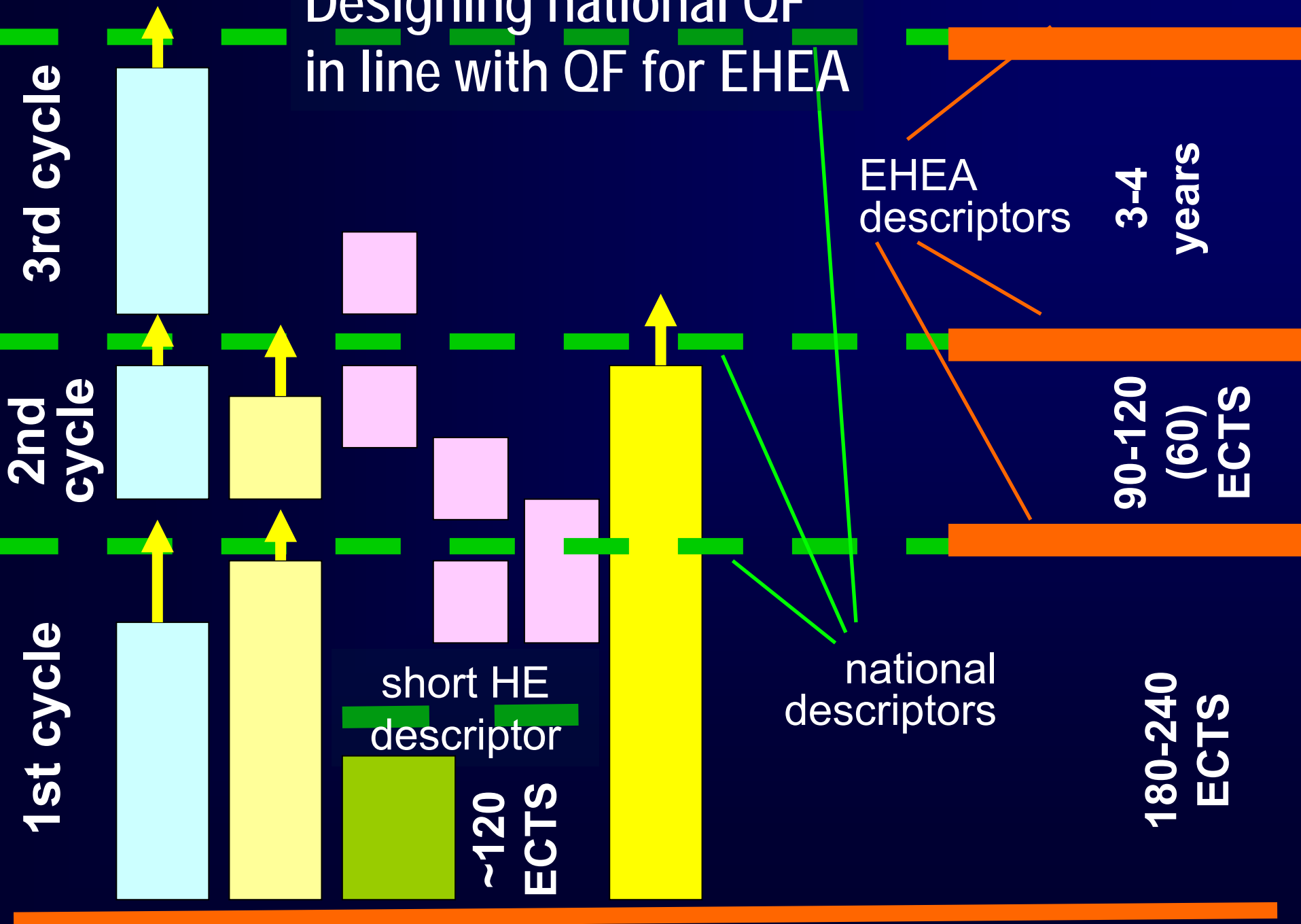
NQF are more specific than the EQF cycle descriptors

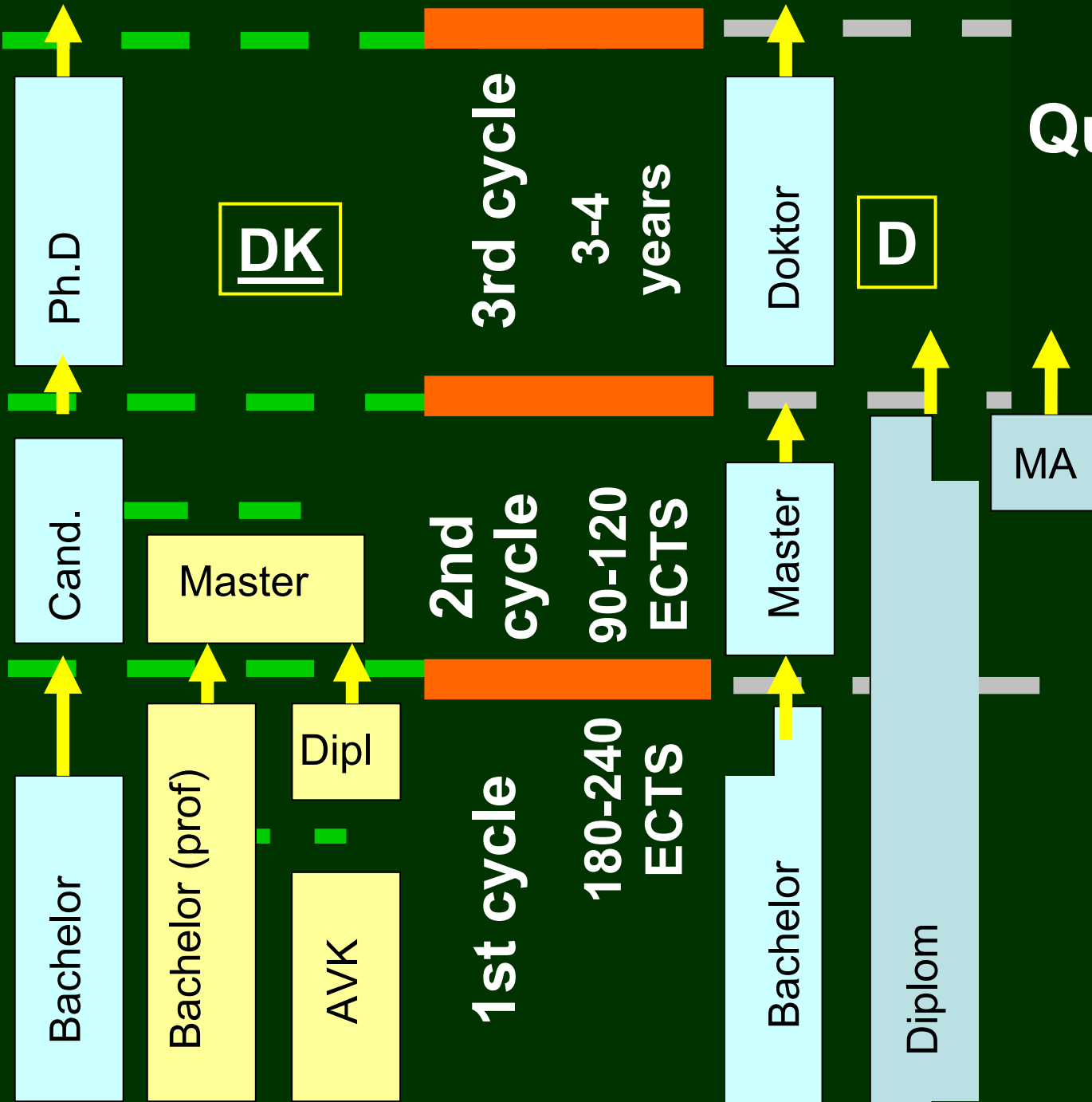
NQF compared to EQF may, e.g.

- include profile,
- have two parallel sets of generic qualifications
- attach levels to credits,
- NQFs interpret qualifications in the setting of national HE (and employment) system



Designing national QF in line with QF for EHEA





**Translating
Qualifications
between
national
frameworks**

MA

Diplom

Bachelor

Master

Doktor

Bachelor

Bachelor (prof)

AVK

Dipl

Master

Cand.

Ph.D.

DK

D

MA

1st cycle

2nd cycle

3rd cycle

180-240
ECTS

90-120
ECTS

3-4
years

Bologna Stocktaking:

**Which tasks in creation
of national QFs for 2007
and which ones for 2010?**

Check boxes in creating national QFs

- Decision to start work at NQF,
- Locating national qualifications in Bologna cycles, clarifying the issue of profile
- Formulating level descriptors for the generic qualifications in each cycle
- National discussion and approval of level structure and descriptors of generic qualifications
- Embedding the national QF in the national legislation (or otherwise)

Check boxes in creating national QFs II



- Formulating national understanding of qualifications along broad subject lines
- Making individual study programs outcomes-based
- Amending national QA system for inclusion of qualifications into NQF
- Including national qualifications into NQF through a transparent procedure
- Carrying out self-certification of NQF compliance with the overarching EHEA framework

2007 Stocktaking indicator on Implementation of national QF

Green (5)	National QF in line with the QF for EHEA is in place*
Light green (4)	Proposal for a national QF in line ... has been prepared and discussed with relevant stakeholders
Yellow (3)	A proposal for a national QF in line ... has been prepared
Orange (2)	Development of national QF in line ... has started, all relevant stakeholders involved
Red (1)	Work at establishing national QF in line with the overarching QF for EHEA has not started

Thanks for attention!

A concise information on the Bologna
available on

<http://www.aic.lv/ace>

<http://www.bologna-bergen2005.no/>

<http://www.dfes.gov.uk/bologna/>



Joint degrees

Working definition: joint degree corresponds to (at least some of) the following characteristics:

- **jointly developed / approved programs;**
- **joint admission and examination boards;**
- **studies at all (some) partner institutions;**
- **comparable length of periods abroad and home;**
- **studies automatically recognized among partners;**
- **staff also teach at partner institutions,**
- **awards: a degree awarded jointly or national degrees of each partner institution**

Joint degrees are relevant to a number of objectives of the EHEA



- development of joint quality assurance,
- Improving recognition of degrees and qualifications
- transparency (use of ECTS & DS, comparative approach)
- convergence of systems,
- student and staff mobility,

... relevant to EHEA objectives:

- international employability of graduates,
- European dimension of studies
- attractiveness of European higher education
- effect of a joint program is greater than the sum of its parts.

Possible reasons pushing forward JD cooperation



STATE LEVEL

using JD as a tool for reaching EHEA goals

- *(regional) cooperation among several countries:*
 - **political reasons,**
 - **cultural cooperation,**
 - **employability across a region**
 - **strengthening attractiveness of a region**

Possible reasons pushing forward JD cooperation



INSTITUTIONAL LEVEL

- **spreading own education system/
program**
 - as assistance to a foreign institution
 - for business purposes
- **reaching “critical mass”**
- **more results with same resources**

Reasons pushing forward JD cooperation - INSTITUTIONAL LEVEL



- **Strengthening institution's competitiveness/ reputation**
 - improved employability and access to further studies across EHEA
 - access to a regulated profession across EHEA
 - adding European/ international label to awards

Wide variety in ways of cooperation

Maximum cooperation

- institutionalized joint degrees (“transnat. universities”)
 - double degrees between 2 partners
 - joint degree partnerships of several members
 - huge consortia awarding joint or double degrees,
 - jointly developed curriculum with little mobility
 - situation close to franchise

Minimum cooperation

Main possibilities to award a JD

- One degree certificate issued jointly in the name of all partners (and not followed by national degree certificates)
- Two (or more) national degree certificates
- One national certificate plus (unofficial) certificate by all the partners

Problems

- National legislation
- National recognition of jointly awarded degrees,
- International recognition of JDs



Measures to solve problems



- Council of Europe/Unesco Recommendation on the Recognition of Joint degrees
- Revising and amending national legislation (according to Bologna process National reports of 2005)

39 countries had analyzed their legislation with regard to JDs*



14 countries report no legal problems to award and recognize JDs, of them:

5 countries - new legislation has been adopted (*Austria, Belgium, Italy, France*)

9 countries - existing legislation is OK
Albania, Czech Republic, Germany, Norway, Romania, Slovakia, Slovenia, Turkey (UK)

* *Information from 2005 National Reports*

legislation with regard to JDs



8 countries – problems identified, new legislation being drafted: *Andorra, Hungary, Ireland, Iceland, Macedonia, Lithuania, Netherlands, Poland*

9 countries: problems exist to award JDs, but not to establish Joint programs, no new legislation planned: *Cyprus, Croatia, Greece, Estonia, Latvia, Serbia, Montenegro, Sweden (UK)*

**2 countries – severe legal problems
*Spain, Switzerland***

5 countries – unclear answers

JDs are being awarded:

- 8 countries – all levels,
- 6 countries – master and doctoral level,
- 3 countries – master level only,
- 20 countries – bachelor and master level





Quality assurance

Situation in Europe in 1990s

- Before mid-1990s few countries had elaborate QA systems
- Mid -1990s – introduction of QA systems in Central/ Eastern Europe – mainly accreditation
- European universities respond by building up internal quality systems and CRE (now EUA) peer assessment
- Two streams: ‘accreditors’ and ‘assessors’
- 2000 Establishing of ENQA – for exchange of experience and coordination between QA systems

Berlin ministerial communiqué of 2003



The primary responsibility for QA lies with each institution itself.

By 2005 national QA systems should include:

1. Definition of the responsibilities of the bodies and institutions involved.
2. Evaluation of programs or institutions, incl.
 - internal assessment,
 - external review,
 - student & international participation
 - publication of results,
 - a system of accreditation, certification or comparable procedures.

Berlin ministerial communiqué on QA – more tasks for 2003-2005



- International element in national QA systems
 - Using international experts,
 - Cooperating through ENQA
- At the European level:
ENQA, EUA, EURASHE and ESIB will **develop an agreed set of standards, procedures and guidelines** on quality assurance

2005 Stocktaking findings (I)

Establishing national QA systems



- In 22 countries, a QA system is in operation, it is applied throughout HE and there is a clear definition of the responsibilities of stakeholders.
- In 6 - not applied to all HE programs.
- In 13 countries, the legislation or regulations are adopted or being reviewed in accordance with Bologna action lines.
- In 2 countries debate on quality assurance system has just begun.

2005 Stocktaking on QA (II)

Key elements of QA systems



ELEMENTS:

*internal assessment, external review,
publication, student and international participation*

- 18 countries: all elements implemented across all HE
- 8 countries: all elements in place but not yet in all HE, or 4 elements in operation.
- 9 countries: implementation of QA system including 2 or 3 elements has begun,
- 7 countries: 1 element in place, or at least preliminary planning is in progress
- 1 country: no evaluation system.

Stocktaking on QA – conclusions

Huge progress in 2003-2005, BUT:

- Slightly above half the countries have working QA systems.
This means that recognition of qualifications can be based on QA only in half the countries.
- There is a risk that excessive emphasis on QA **process** could actually displace the end objective – the quality enhancement.
- Progress in establishment of (external) QA system is not yet an evidence that the culture of QA has filtered through HEIs.
- The success of ensuring QA relies on the willingness of institutions and staff



European standards and guidelines for QA

- Standards and guidelines are indeed concerning QA and not at quality as such.
- They comprise generic statements on how QA should be organized rather than benchmarks for programs or institutions.

ENQA report provides 3 sets of S&G:

- for the internal QA of the HE institutions,
- for the external QA of higher education, and
- for the quality assurance agencies.



European standards and guidelines for QA



It is also proposed that

- European QA agencies will be expected to submit themselves to a cyclical review within five years and
- a European register of QA agencies will be established



Recognition of qualifications

The Legal framework of the Lisbon Recognition Convention



- Lisbon Recognition Convention (1997)
- Recom. on Criteria and Procedures (2001),
- Code of good practice in the provision of transnational education (2001)
- Recommendation on the recognition of joint degrees (2004)

Signatures: 49, Ratifications: 41

Europe + Australia, Canada, Israel, USA

Basic principles



- Right to fair recognition,
- Recognition of comparable level qualifications if no substantial differences are evident,
- The burden of proof – on the competent authority
- Mutual trust among Parties based upon information provision & QA

Substantial differences may be in

- **learning outcomes and competencies,**
- **access to further activities,**
may even be legally stipulated – but they should follow from learning outcomes
- **key elements of the program,**
are important only with a view of learning outcomes to be achieved
- **quality of the program/institution**

What happens if the differences ARE substantial?

The recommendation is:

look for possibilities for *alternative* or *partial* recognition

At professional recognition under EU general systems' directives:

If the differences are substantial, the applicant can choose between

- aptitude test or
- adaptation period

Implementation



- Cooperation through the ENIC network
- Introduction of Diploma Supplement
- Introduction of ECTS
- Embedding Convention principles in national legislation
- Cooperation in quality assurance
- In future - Qualifications frameworks

2005 Conclusions on recognition

- 2005 stocktaking mainly addressed the structural aspects (and this is why the picture looks so good)
- more work needs to be done to actually implement the principles of the Lisbon Convention,
- recognition should result in locating the foreign qualification in the host country's education or employment system

National action plans to improve recognition - to be approved by 2007



- Revising national legislation with regard to:
 - Introducing Convention principles,
 - Award and recognition of joint degrees
- Institutional recognition policies and practices
- National and institutional policies concerning the assessment of borderless education
- Improving information provision
 - on recognition criteria and procedures
 - on the national education system
- Cooperation among recognition and quality assurance bodies



The importance of cooperation
with other parts of the world



EHEA is meant for Europe's development and that includes a number of "external" issues



- cooperation with other parts of the world,
- international reputation European HE,
- Europe as an attractive place for studies
- recognition of European degrees outside and
- recognition of degrees from other part of the world in Europe,
- Acceptance of European graduates on the global labor market
- Common efforts to improve quality and to eradicate fraud in HE

Dealing with EHEA or with individual countries?



- while the emerging EHEA is major actor, the responsibility for recognition matters still falls on the individual States
- There are differences in the degree to which individual countries reform their recognition processes, or engage in intra- or extra-European dialogue.

Bologna process leads to



- More common format – introducing two cycles around the place
- More transparency – DS, ECTS, information provision through ENIC, emerging QFs,
- National recognition of qualifications becomes based on systematic external QA
- Cooperation in QA inside Europe
- Moving towards outcomes-based qualifications
- Change towards learner-centered education

How comes that the process initially caused recognition problems outside Europe?

Bologna process has attracted greater interest of other world regions, but:



- the reforms in Europe are progressing with a rapid pace,
- other parts of the world have too little information on the changes in the European higher education,
- Lack of familiarity about the 'new' degrees may lead to lack of trust

Recognition issues can be best solved if working in partnership with other world regions:



- comparing the qualifications in terms of learning outcomes and competencies.
- exploring the recognition issues of first and second cycle qualifications
- Comparing credit systems and finding ways of recognizing credits.
- A worldwide application of OECD/UNESCO Guidelines for Quality Provision in Cross border Education would help solving the issues.

My deepest conviction is that

- problems arise when parties are not communicating with each other but make judgments based on indirect and often one-sided information.
- A dialog is already half way to understanding and understanding is a step towards acceptance.
- We are here today to help the dialog giving some clarifications so let's hope it will lead to better mutual understanding.



Perception of Europe as a place for studies



Academic Cooperation Association carried out a study involving more than 11471 students studying abroad and 1235 staff members

The results are probably better than expected, yet they point at a number of issues

ACA study: EU looks good in more general issues, but ...



- EU and Australia considered as safe places but not US,
- European language diversity considered as asset by Latin Americans, as obstacle by Asians, who also consider cultural diversity as confusing.
- Taking studies and living together Europe ranks higher than US,
- There is no big difference in perception of quality of studies between EU and US, while Australia ranks lower,
- Australia most affordable, EU ranks second

... US in prestige, innovation and flexibility



students see US as place where there are:

- prestigious universities
- more innovation and more flexible studies,
- better environment for research

Overall,

- Latin American and Russian students rank EU higher
- Asian students prefer US in most aspects

EHEA starts looking as something to follow



- Continuous pressure to join that extended EHEA from EU/EEA boundaries to whole Europe (29 → 45)
- Tuning and other 'Bologna' activities in Latin America,
- Bologna-type activities around the Mediterranean,
- the Brisbane communiqué in Asia-Pacific

Example: Australia and Bologna



- The benefits of 'Bologna compatibility'
- Facilitation of interaction and recognition
- Benefits to Australian students and employers
- The risks of 'Bologna incompatibility'
- Other countries or regions follow the Bologna route
- Europe becomes a more attractive destination for overseas students
- What would Australian compatibility with Bologna involve?



Bologna priorities for 2005-2007 period

As stated in the Bergen communiqué

In the three intermediate priorities - degree structure, quality assurance and recognition, by 2007 implementation should be largely completed,

Four more priority areas are listed :

- research (and in particular doctoral studies),
- mobility,
- social dimension of Bologna process and
- external dimension of the Bologna process.

Scope of stocktaking 2007.

- Request to continue in the same fields
- Request for widening (list of tasks):
 - implementation of the national frameworks for qualifications



Requests in quality assurance priority



- implementation of the Standards and Guidelines for QA in the EHEA
- introducing the proposed model for peer review of quality assurance agencies on a national basis
- Further clarification of the issue of the Register of quality assurance agencies

Recognition

- “... ensuring the full implementation of the Lisbon Convention principles, and incorporating them in national legislation as appropriate.”
- “drawing up national action plans to improve the quality of the process associated with the recognition of foreign qualifications.
- The plans will form part of National reports for the next Ministerial Conference.”

Areas outside the first three priorities:

Lifelong learning

- “...creating opportunities for flexible learning paths in higher education,
- including procedures for the recognition of prior learning.”

Joint degrees

- “...awarding and recognition of joint degrees”.

Social dimension

... presenting comparable data on

- the mobility of staff and students
- the social and economic situation of students

as a basis for future stocktaking and reporting in time for the next Ministerial Conference.





What will be measured?

Stocktaking 2007

Main features of 2007 Stocktaking

- Shifting grades for 2005 criteria down 1 level (i.e. “green” of 2005 is “light green” in 2007,
- Adding new higher requirements for “green”,
- Switching from 2 to 3 cycles
- Taking into account that in some areas complete achievement of goals is expected in 2010, not 2007 (QFs, QA)
- Increasing the role of the textual part of Stocktaking report
- Information sources: Eurydice + National reports

List of indicators for 2007 scorecard



Degree system

- 1. Stage of implementation of the 1st and 2nd cycle**
- 2. Access to the next cycle**
- 3. Implementation of the national QFs**

Quality assurance

- 4. National implementation of Standards & Guidelines for QA in the EHEA**
- 5. Stage of development of QA system**
- 6. (A&B) student and international participation**

List of indicators for 2007 scorecard



Recognition

7. Stage of implementation of Diploma supplement
8. National Implementation of the principles of the Lisbon Recognition Convention
9. Stage of implementation of ECTS

Lifelong learning

10. Recognition of prior learning

Joint degrees

11. Establishing and recognition of joint degrees



Bologna: prospects for further developments

EHEA Prospects for future developments



- Further major new innovations unlikely
- Main challenge – embed the Bologna reforms
- Expect more ‘third cycle’ developments
- Further developments in QA
- Conclusions: Post 2010 fortune telling!

Further major new innovations unlikely

- The current situation (see Trends reports) is that many countries are struggling to implement reforms
- The existing reform agenda is so fundamental that the process will take time + for many countries cannot be completed by 2010 (you cannot change an academic culture overnight)
- London, May 2007 will probably focus on implementation and the external dimension



Main challenge – full implementation of Bologna reforms at institutional level



1. Adoption of a system of easily readable and comparable degrees
2. Adoption of a system essentially based on two cycles
3. Establishment of a system of credits
4. Promotion of mobility
5. Promotion of European co-operation in quality assurance
6. Promotion of the European dimension in higher education
7. Lifelong learning
8. Higher education institutions and students
9. Promoting the attractiveness of the EHEA
10. Doctoral studies and the synergy with and ERA

Expect more 'third cycle' developments



- Link EHEA and the European Research Area
 - Promote interdisciplinary training (+transferable skills) at doctoral level
 - Align doctoral level qualifications with QF
 - Increase numbers of PhD candidates
 - Identify basic common principles (2007 report)
 - More joint supervision of PhD (mobility)
- Issues:
 - Explore credit for third cycles + learning outcomes
 - Entry to 3rd cycle

Further developments in quality assurance

- QA is recognized as the key to recognition.
- Full implementation of the QA 'Standards and Guidelines' will take time as will the register of agencies
- More academic autonomy for institutions + with autonomy comes responsibility
- Full implementation of Qualifications framework and external reference points: level descriptors, learning outcomes, etc.
- Further development of common (perhaps global) QA standards + the means to evaluate them (more transparency)



2 Scenarios: NIGHTMARE

- Dominated by free-market ideology
- Uncontrolled competition
- Allows unregulated TNE
- Harms autonomy
- Fails to improve quality
- Drives down standards
- Curriculum driven by markets
- Harms cultural diversity
- Standardized programs
- Creates HEI dichotomy – elite + rest
- Benefits minority to detriment of majority

UTOPIA

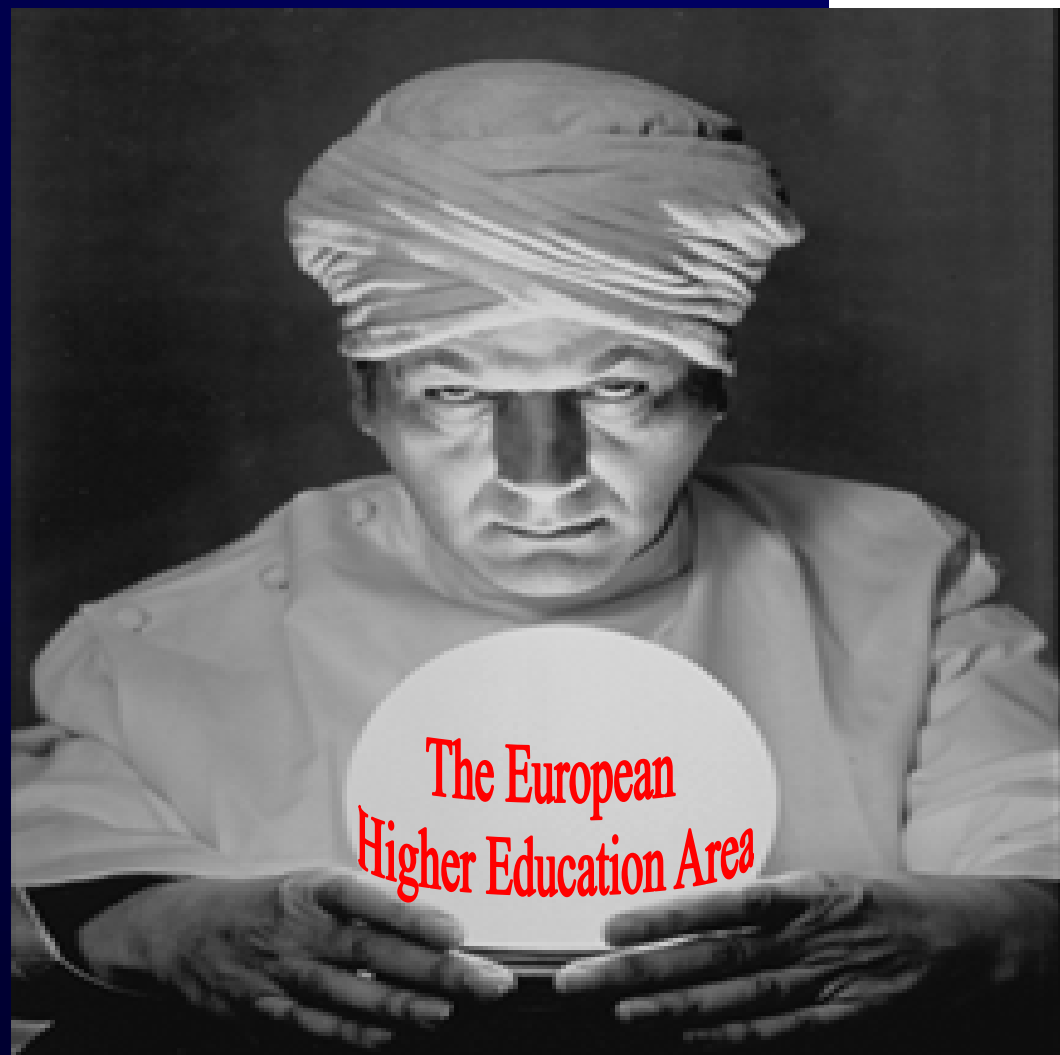
- Embodies clear educational, social and political principles
- Successfully merges competing agendas
- Promotes European identity
- More institutional diversity
- Drives up quality and standards
- Increases mobility Increases access & choice
- Improves flexibility (LLL) + efficiency
- Simplifies recognition
- Improves educational cooperation
- Benefits all students, citizens, states, etc.

Some quotes from Communication from the European Commission of 10th May 2006

- ❑ The modernization of universities is a core condition for the success of the Lisbon strategy + global knowledge-based economy
- ❑ Universities are seen as foundations of European competitiveness
- ❑ Stronger action is required to drive this agenda including the EIT
- ❑ Europe has 4,000 institutions, 17 million students, 1.5 million staff
- ❑ Universities are insufficiently diverse and often hindered by ministries
- ❑ Require better university-business linkages
- ❑ Agenda for change:
 - ❑ Increase mobility
 - ❑ Improve autonomy and accountability
 - ❑ Incentives for partnership with business
 - ❑ Improve employability of graduates (skills)
 - ❑ Improve funding
 - ❑ Enhance interdisciplinarity + transdisciplinarity
 - ❑ Improve attractiveness of European higher education

Conclusions: Post 2010 fortune telling!

But the future is difficult to foretell- We do not know the outcomes of the London Ministerial conference, May 2007 but...



It is likely that....

- Agreement on the doctoral cycle finalized
- The Diploma Supplement will be fully implemented and subject to strict quality assurance + potentially wider adopted globally
- ECTS will be further reformed to become a truly pan-European credit system
- The EHEA will gradually embody common standards, systems and structures: improving transparency, mobility, recognition, competitiveness
- Widening EU Commission supported activities:
 - Developing the EQF and lifelong learning strategies
 - Modernizing European universities agenda
 - Erasmus Mundus (joint degrees)
- The nature and role of European universities will change
- The Bologna Process will be replicated across the globe

Thanks for attention!

A concise information on the Bologna
available on

<http://www.aic.lv/ace>

<http://www.bologna-bergen2005.no/>

<http://www.dfes.gov.uk/bologna/>