



Bologna Process

- Conference of Ministers
Responsible for Higher Education



Socrates



QEI Conference Centre, London

May 17th & 18th 2007

department for
education and skills



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Bologna Process Stocktaking

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Results at a glance

There has been good progress overall

Best results in implementation of:

- Degree system
- External quality assurance
- Transparency tools:
Diploma Supplement and
ECTS

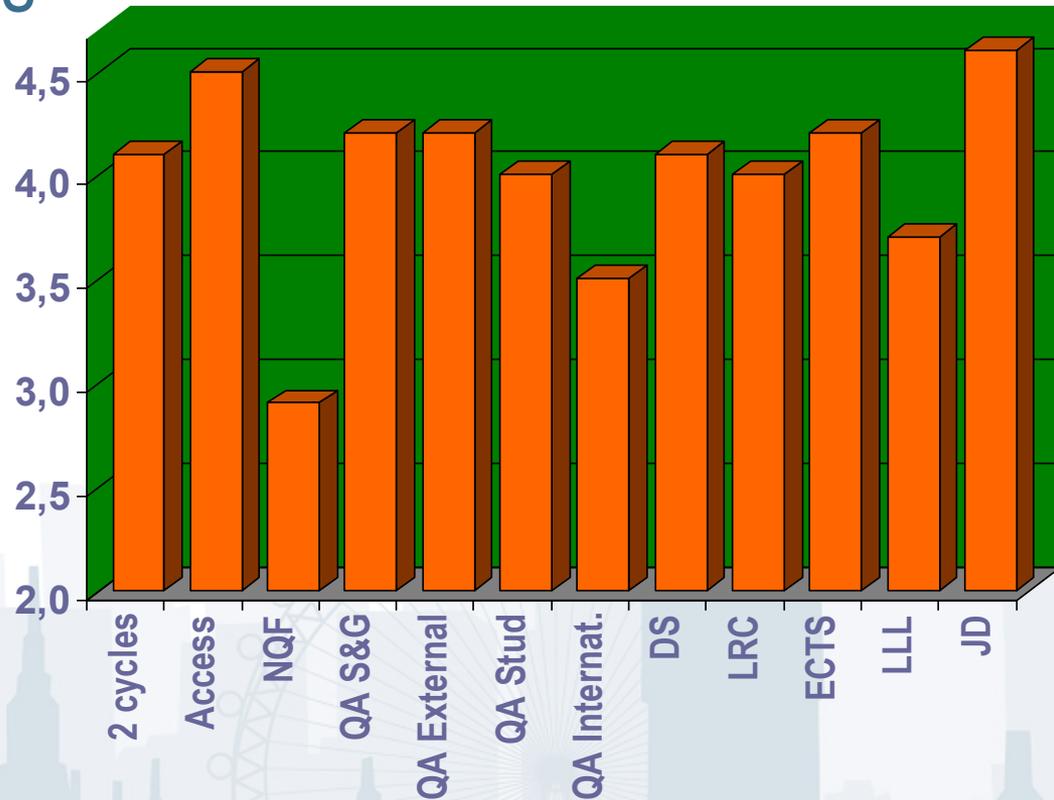
Most work to do in:

- Qualifications frameworks
- Establishing quality improvement culture
- Recognition practices of degrees and credits

The background of Stocktaking

- Working group worked according to Bergen mandate
- Quantifiable indicators in combination with qualitative analysis
- 2007 Stocktaking criteria more demanding than in 2005
- Main sources: National Reports + Action plans
- EURYDICE and EUA represented in the group
- Cross-checked with main outcomes of ‘Bologna with Student Eyes’
- Purpose of Stocktaking was analysis of where we stand
NOT races between countries!

Quantifiable indicators



Greatest difference with 2005

- Students in QA
- Access • Two cycles • External QA

Stocktaking on the Degree System

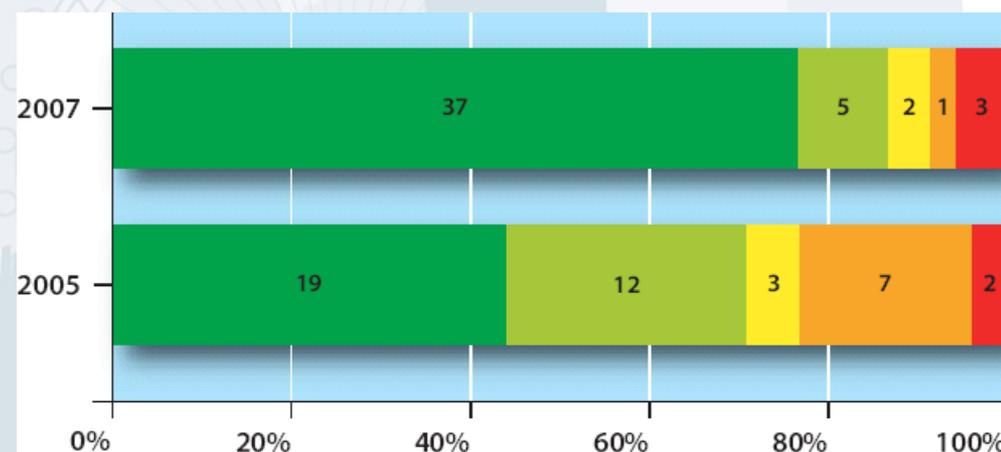
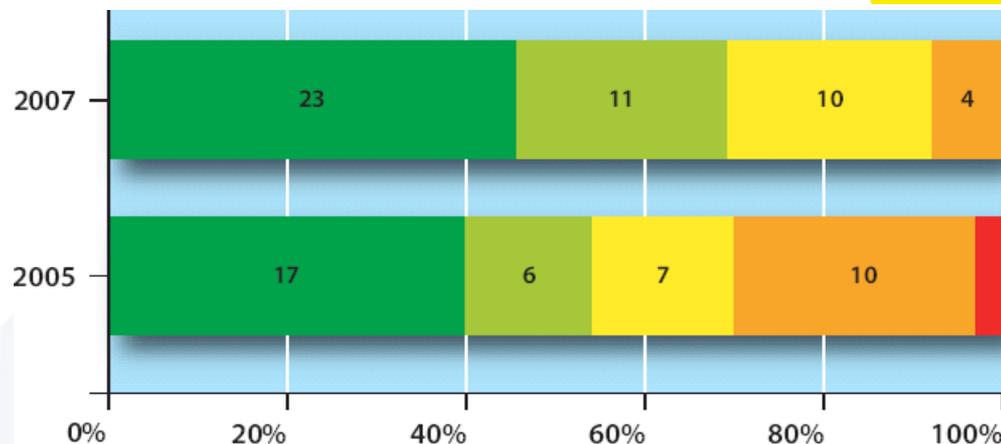


2 cycles

- good progress and
- good potential for completion

Access

- Fewer legal obstacles
- Bridging courses
- 2 levels of bachelors



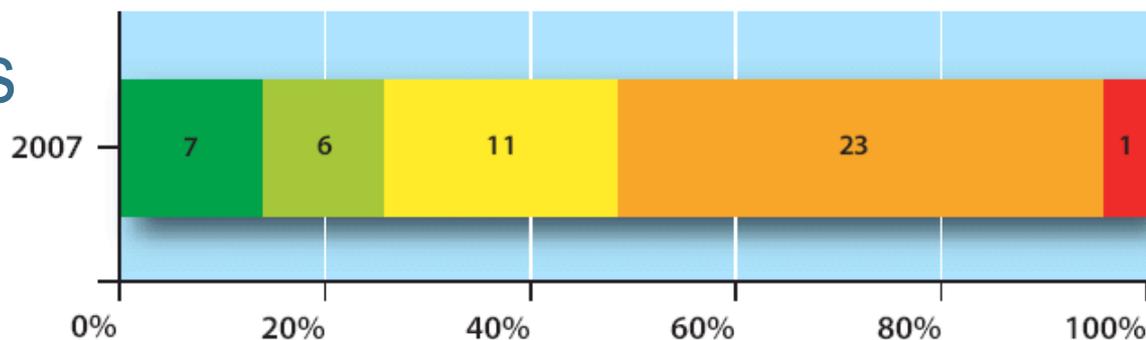
Progress on implementing the third cycle

- Growth in structured doctoral programmes
- Normal length of full-time doctoral studies
- Supervisory and assessment procedures
- Qualifications framework
- Interdisciplinary training & development of transferable skills
- Credit transfer and accumulation in doctoral programmes

Employability of graduates - observations

- seen as very important
- lack of data
- countries optimistic on prospects
- variations influenced by changes in the labour market/ economy
- highest rates entering the labour market: professional bachelors and countries with long two-cycle tradition
- employment problems for newly introduced bachelors
- proportion following studies in 2nd cycle:
80-100 % (university) to 5-10 % professional bachelors
- Number of examples of measures to increase labour-market relevance

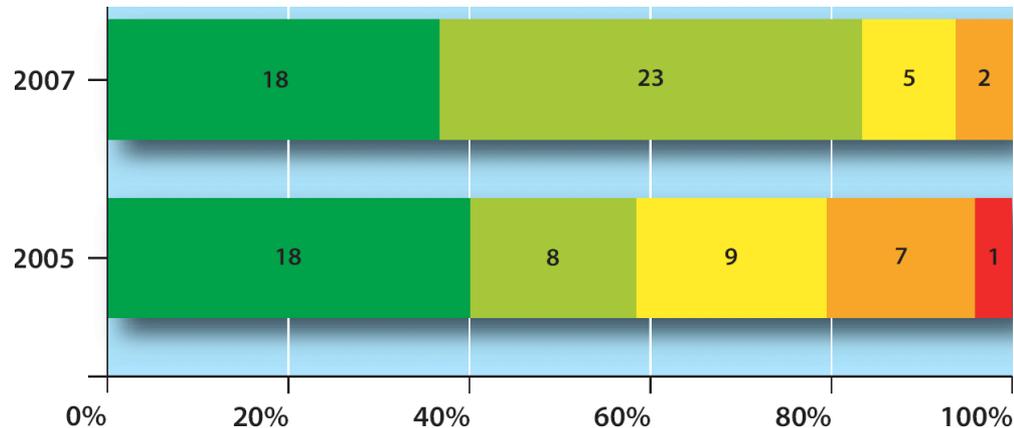
National Qualifications frameworks: still a lot to be done



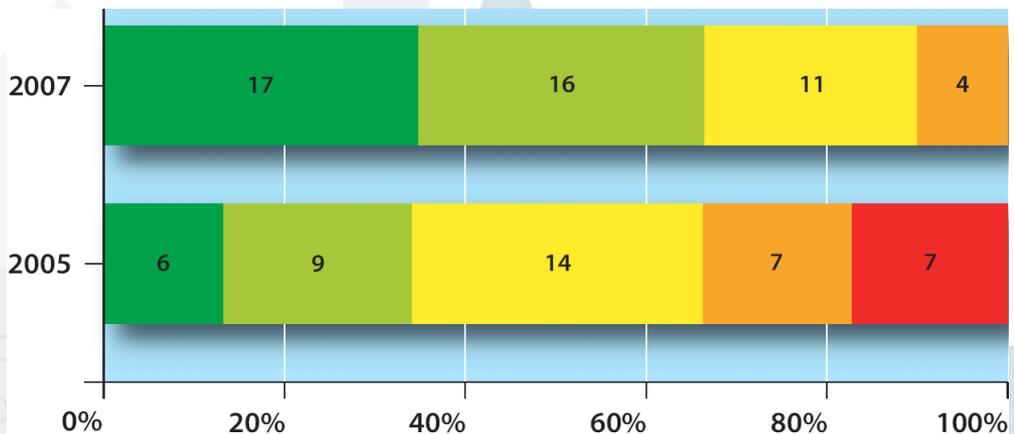
- **Almost all have at least started, put in place working groups**
- Most countries in green category had started long before 2005
- Some point at confusion resulting from 2 parallel frameworks
- **Developing NQFs should be dealt with in a more integrated way with other strands linked to learning outcomes approach:**
 - QA, in particular internal quality culture;
 - ECTS;
 - recognition and in particular recognition of prior learning
 - flexible learning paths

Quality assurance

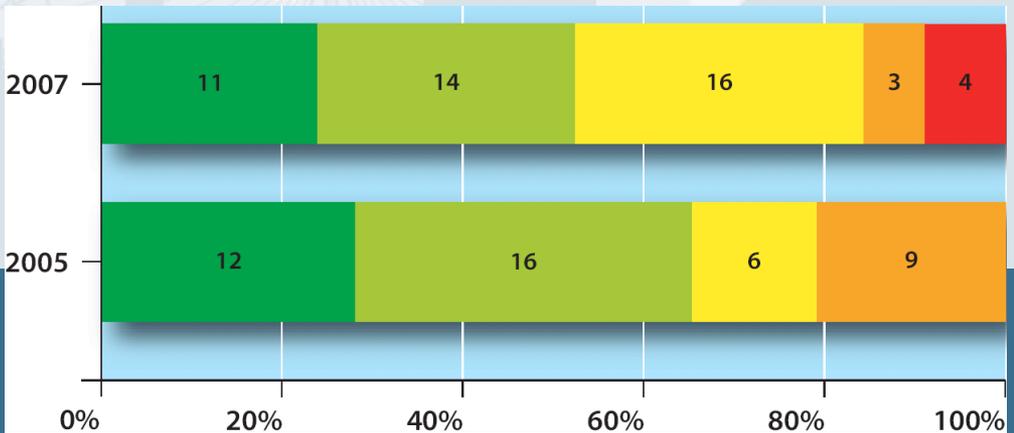
External QA:
good progress



Student participation:
greatest growth since 2005



International participation:
more to be done



Implementation of ESG in Quality Assurance



The indicator shows that



- in one-third of countries QA system is line with the *ESG*,
- all others have started work on implementing ESG

Conclusions on QA

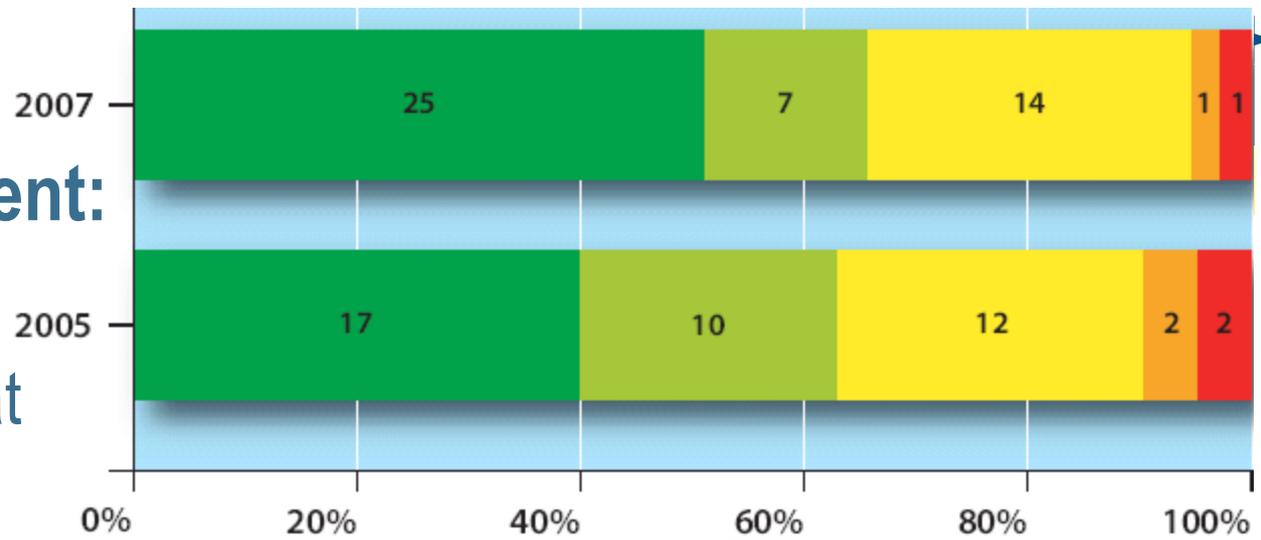
- formal structures for QA are in place,
- there is still a lot to be done to properly implement ESG

‘Things to do’

- implement a genuine **quality culture** in HEIs
- link internal QA with **learning outcomes**

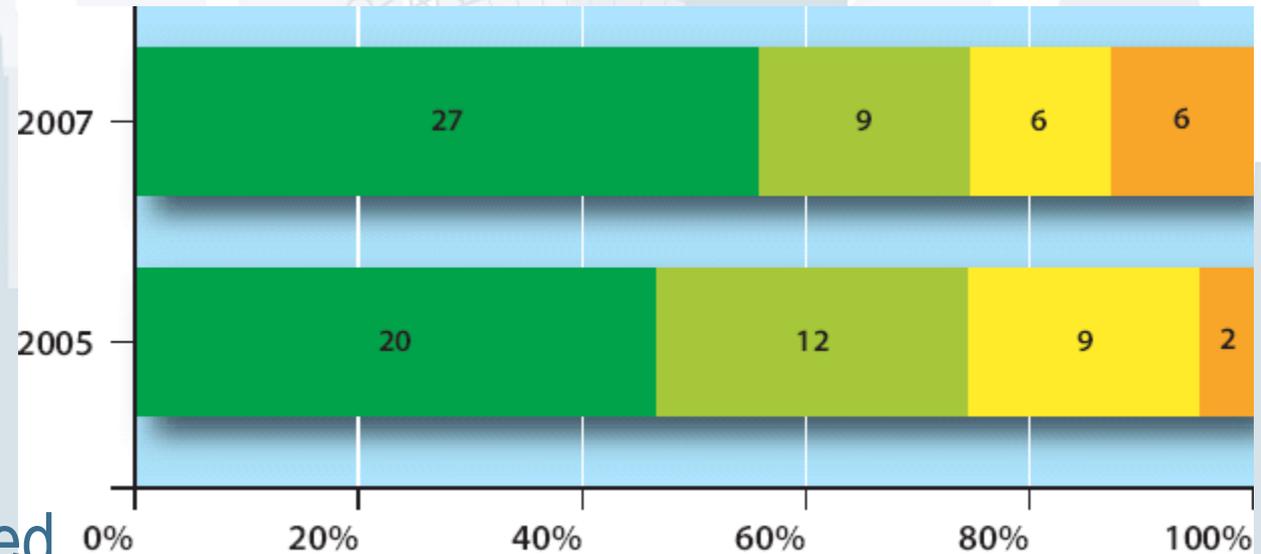
Diploma Supplement:

- good progress,
- need to check format
- clarify third cycle



ECTS

- used for transfer AND accumulation
- link of credits to learning outcomes should be established



Implementation of the Lisbon Recognition Convention

31

5

1

3

6

- Many have recently amended legislation to implement LRC principles
- Some countries that have not ratified LRC have already started implementing the principles
- Recognition procedures, legal setup & terminology differ greatly

Needs to be done:

- Ensure implementation of the Convention in the autonomous HEIs
- Ensure coherence in the treatment of foreign degrees across EHEA
- Disseminate good recognition practices

Establishment and recognition of JDs



A number of countries have recently changed legislation to encourage JDs

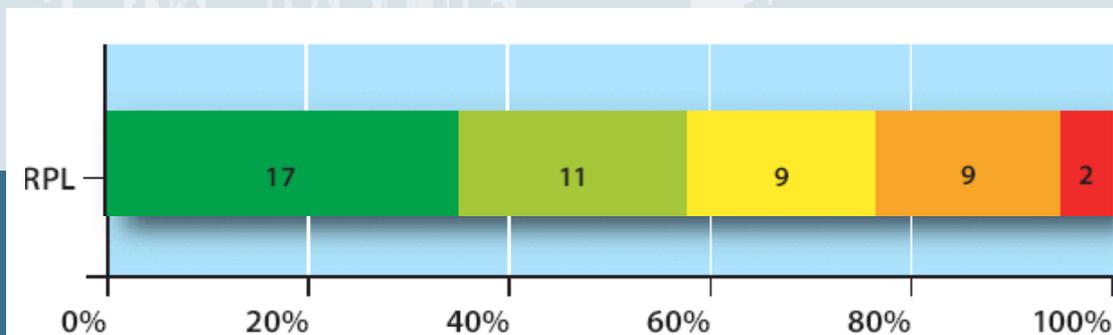
Little information on the number of joint programmes at national level

Flexible learning paths

- Some arrangements everywhere but mainly concern timing: studies in the evening, weekend, correspondence
- Some admitted to HE without the typical entry qualifications
- E-learning seems to be developing nearly everywhere
- Few countries have truly flexible learning paths with established credit allocation for LOs acquired outside

Recognition of prior learning

- Answers demonstrate lack of clarity of the issue overall.
- RPL at an early stage of development in the majority of countries



Conclusion 1: There has been good progress

- Best progress:**
- Introduction of 3 cycles
 - Access
 - External QA
 - Student involvement
 - Diploma Supplement
 - ECTS

Conclusion 2: Outlook for achieving the goals is good, but there are some challenges

- Work to do:**
- Qualifications frameworks
 - Establishing quality improvement culture
 - International participation in QA
 - Recognition practices of degrees **and** credits

- Approach to use:**
- *Linking the different action lines*
 - *Focus on learners and on learning outcomes*

Conclusion 3

Stocktaking works well as an integral part of the Bologna Process strategy

- Stocktaking recommended also for the next period
- Combination of quantifiable indicators and qualitative analysis works well
- Analytical part to be further strengthened
- Stocktaking works better if the goals and achievements are clearly formulated

Recommendations

to Ministers

Set clear policy goals/
targets in the areas of the:

- third cycle,
- employability,
- research,
- lifelong learning,
- flexible learning paths
- social dimension

to countries

- ensure progress also in the more challenging aspects
- stress implementing a NQF based on learning outcomes
- link the development of the QF to other action lines: QA, ECTS, LLL, flexible learning paths.
- work further on implementing national plans for recognition



Thanks for your attention!