



# Bologna Process

- Conference of Ministers  
Responsible for Higher Education



**Socrates**



QEII Conference Centre, London

May 17<sup>th</sup> & 18<sup>th</sup> 2007

department for  
**education and skills**



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- Conference of Ministers  
Responsible for Higher Education



## Bologna Process Stocktaking

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QEII Conference Centre, London  
May 17<sup>th</sup> & 18<sup>th</sup> 2007

department for  
**education and skills**

# 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

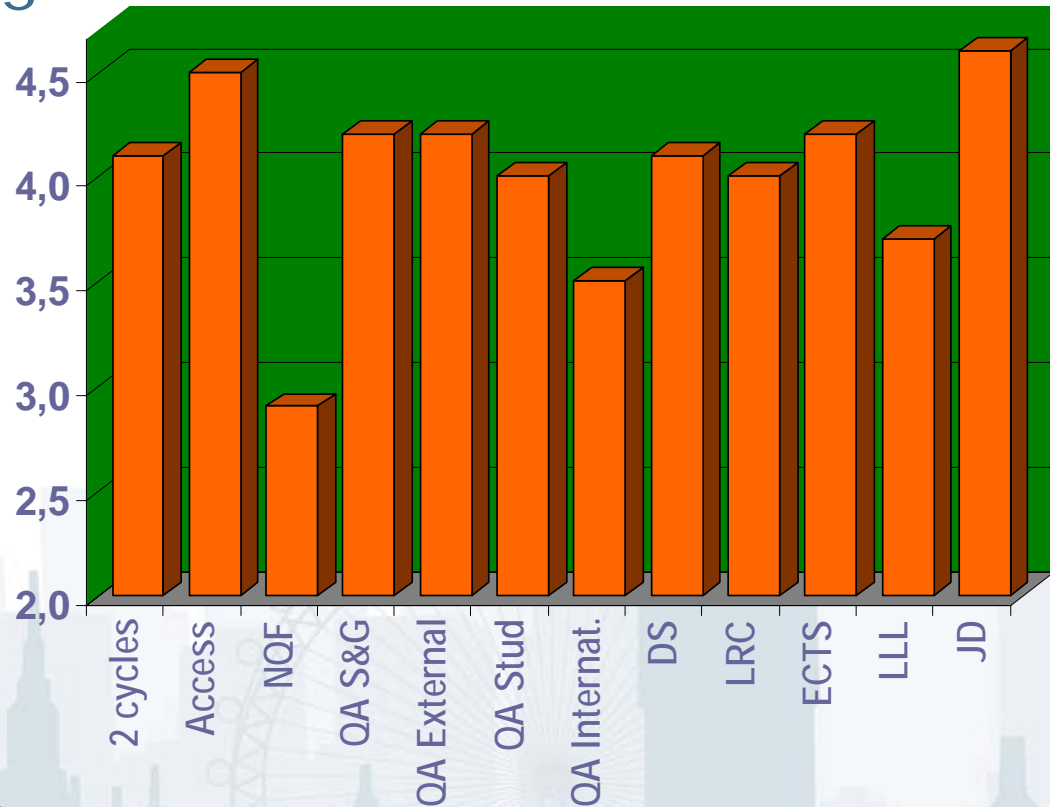
Most work to do in:

- 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

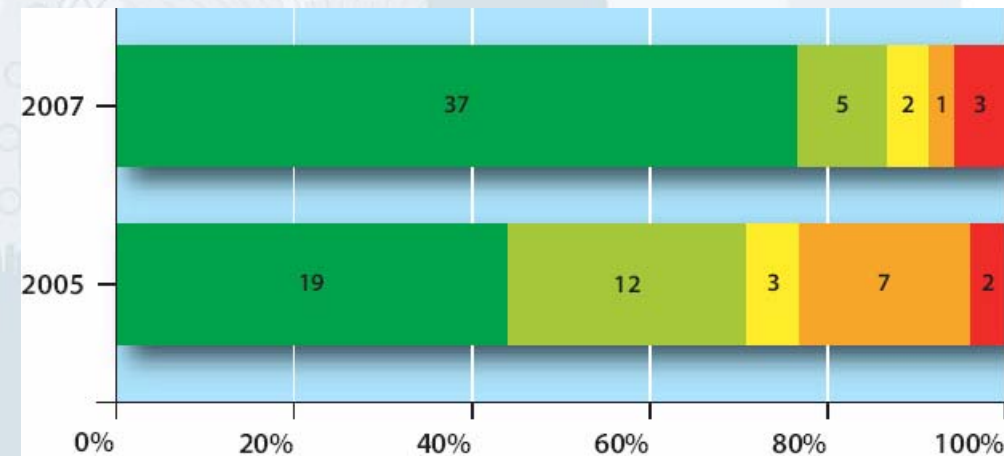
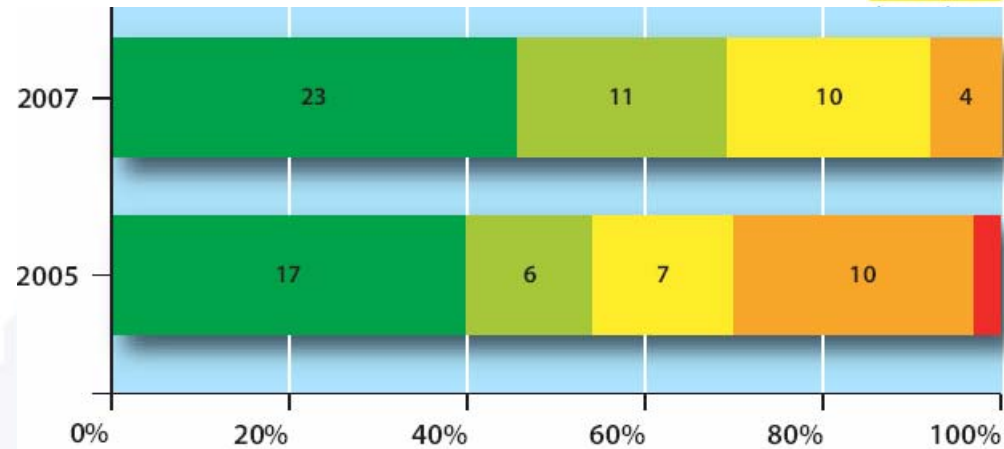


## 2 cycles

- good progress and
- good potential for completion

## Access

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



# Progress on implementing the third cycle

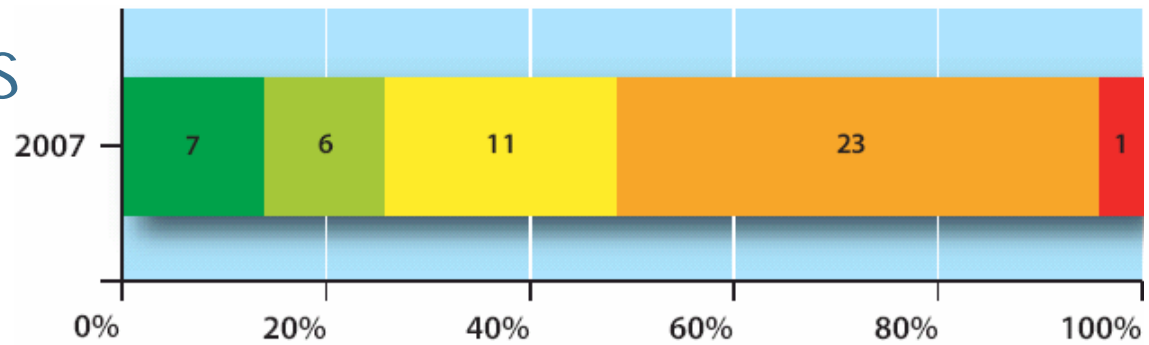
- Growth in structured doctoral programmes
- Normal length of full-time doctoral studies
- Supervisory and assessment procedures
- Qualifications framework
- Interdisciplinary training & development of transferable skills
- Credit transfer and accumulation in doctoral programmes

# 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



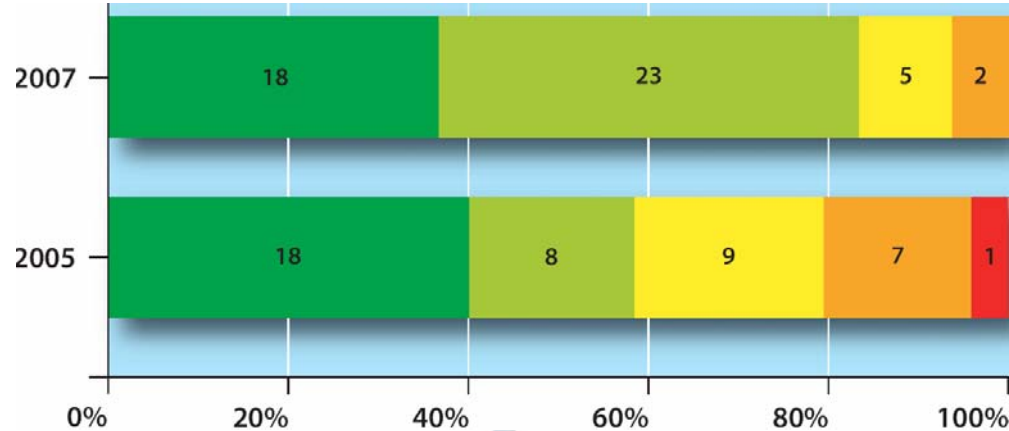
# National Qualifications frameworks: still a lot to be done



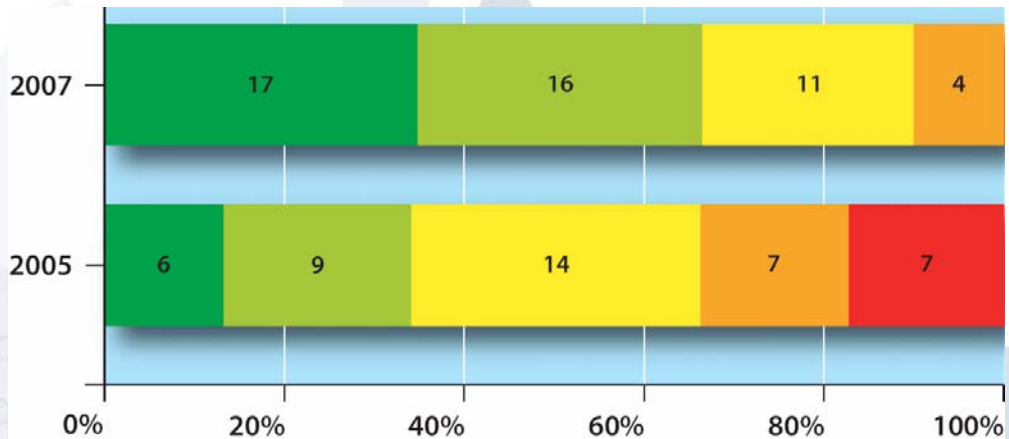
- **Almost all have at least started, put in place working groups**
- Most countries in green category had started long before 2005
- Some point at confusion resulting from 2 parallel frameworks
- **Developing NQFs should be dealt with in a more integrated way with other strands linked to learning outcomes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

# Quality assurance

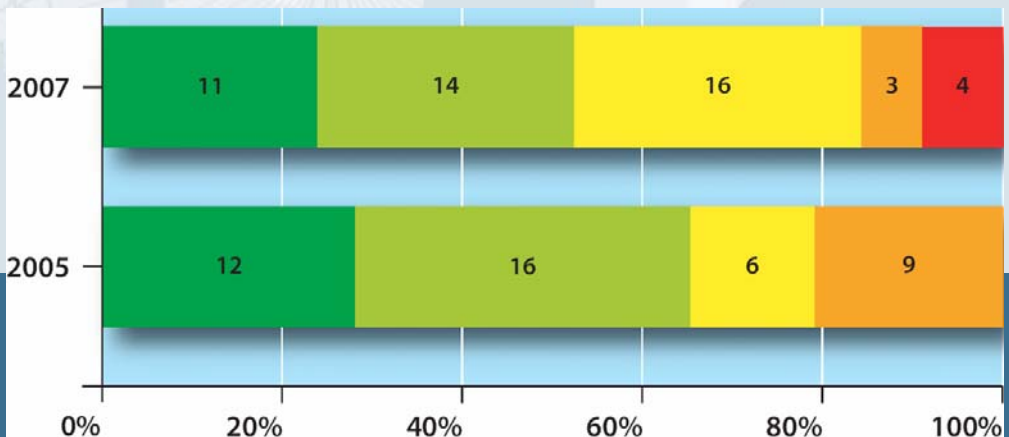
External QA:  
good progress



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

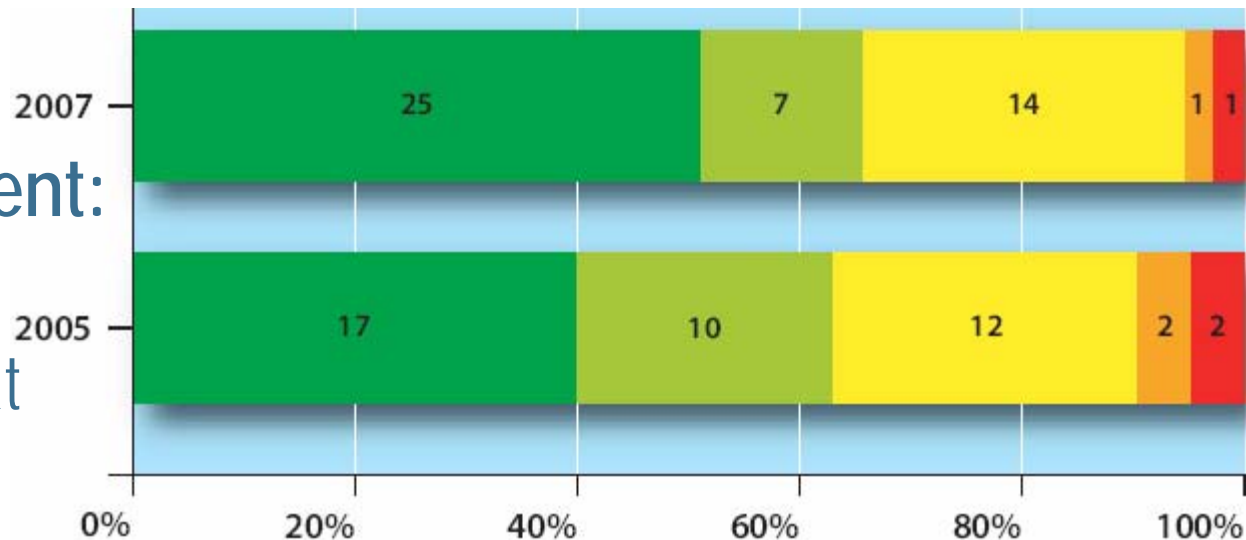
- formal structures for QA are in place,
- there is still a lot to be done to properly implement ESG

### 'Things to do'

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

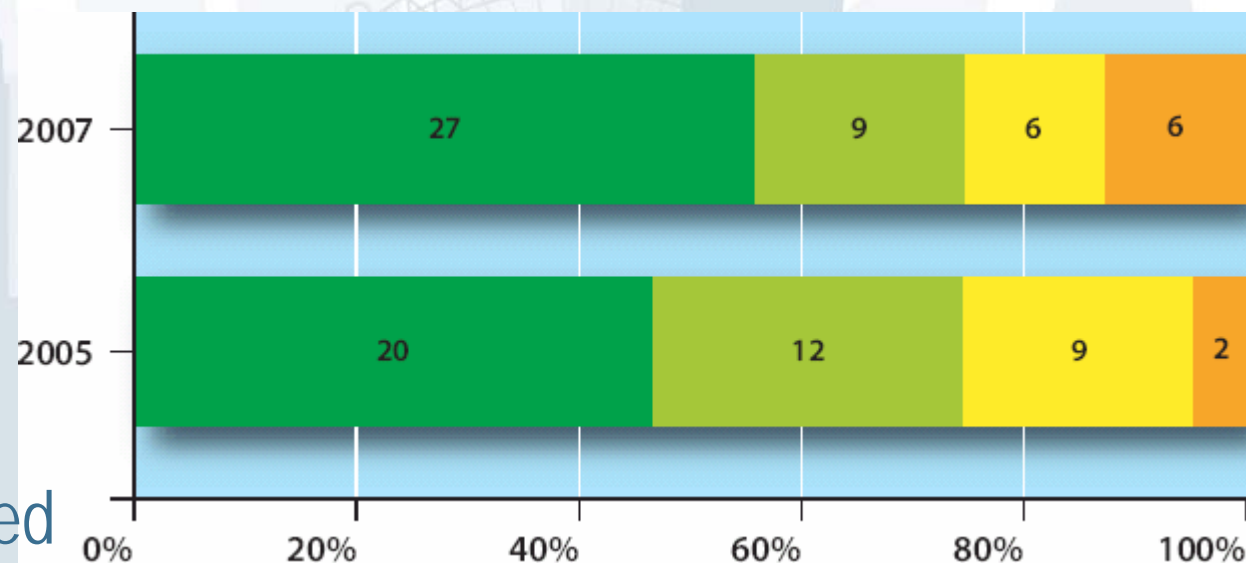
## Diploma Supplement:

- 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 implement LRC principles
- Some countries that have not ratified LRC have already started implementing the principles
- Recognition procedures, legal setup & terminology for 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

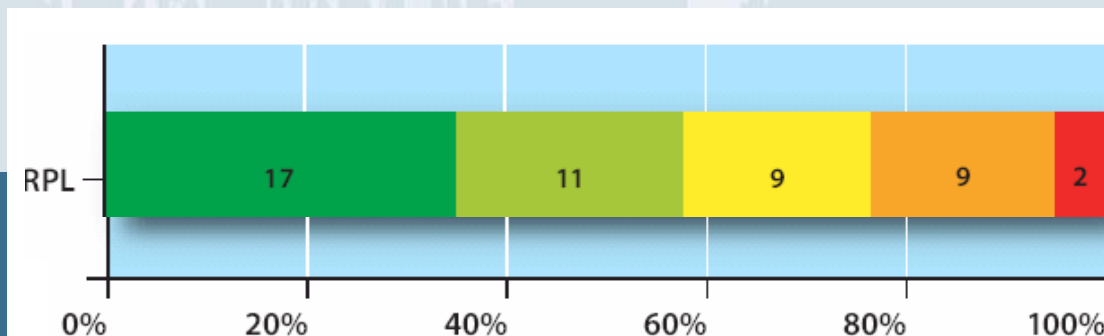
Little information on the number of joint programmes at national level

# 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

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



Thanks for your attention!